

2020

Student Perceptions of Academic Integrity in an Online Psychiatric Nurse Education

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Walden University

College of Education

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Anne Burlington

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Walden University
2020

Abstract
Student Perceptions of Academic Integrity in an Online Psychiatric Nurse Education
Program
by
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MA, University of Southern Queensland, 2015

BS, Malaspina-University College, 2006

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

December 2019

Abstract

This study explored student perceptions of academic integrity at an online nursing college with a high rate of plagiarism in Western Canada. Social cognitive theory and the theory of student cheating and plagiarism were used as the conceptual framework for this case study. Participants from a second-year cohort were sent a survey gauging their interest in participation. The ten students were interviewed to better understand what decision making they used to ensure academic integrity during their program of study. Employing a qualitative exploratory case study approach, each interview was taped and transcribed. The interview data were coded by numeric identifiers to ensure confidentiality. Themes which came through in the study included (a) deficit APA knowledge, (b) assignment instructions and academic writing in the curriculum, (c) frustrations unique to learning online, and institutional issues including teacher tactics to reduce plagiarism and the need for additional composition skill development resources. Student perceptions of academic integrity informed their decision to plagiarize, and the investigation suggested the need for a more holistic orientation experience aimed at decreasing incidents of academic integrity violations.

Academic leadership at the college in Western Canada may benefit by this study as the insights led to a project and construction of a virtual writing lab with resources for faculty and students. Increasing student awareness of the importance of academic integrity in decision making has positive social change implications for ensuring online psychiatric nurse education quality for new nurses who support a vulnerable and marginalized population.

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Dedication

I would like to dedicate my study to my grandchildren Kyson, Adera, Ohsha, and Dakotah who I have not spent much time with since starting my doctorate studies. I hope that you acquire your goals in education when you get older and decide what you would like to do as a career. I hope my study serves as an inspiration to you all. Thank you to Shyla, Jory and my numerous friends for their support and encouragement to finish this venture though I could not see many of you.

Acknowledgments

“Education is the most powerful weapon which you can use to change the world.” ~ Nelson Mandela.

I would like to express my sincere gratitude to my doctoral committee: Dr. Laurel Walsh, Chair, Dr. Sydney Parent, second committee member. Dr. Walsh was there to support and encourage help me achieve my goal of completing my doctoral study. Finally, I would like to thank the students in the college who participated in this study. This study would not be a reality without your willingness to share your personal experience and academic integrity.

Table of Contents

List of Tables	iv
Section 1: The Problem.....	1
The Local Problem.....	1
Evidence of the Problem at the Local Level.....	4
Rationale	8
Student Factors.....	9
Multilingual Student Issues and Academic Integrity.....	12
Institutional Factors	14
Definition of Terms.....	16
Significance of the Study	17
Research Questions.....	18
Review of the Literature	19
Conceptual Framework.....	19
Plagiarism	21
Academic Self Plagiarism.....	23
Technology and Academic Integrity.....	24
Student Decision Making.....	25
Multilingual Factors in Academic Integrity.....	29
Institutional Factors	33
Implications.....	35
Summary.....	36

Section 2: Methodology	38
Qualitative Research Design and Approach	38
Participants.....	41
Data Collection.....	44
Data Analysis	48
Data Analysis Results	51
Deficient APA Knowledge	54
Assignment Instructions and Academic Writing in the Curriculum.....	57
Frustrations Unique to Learning Online	60
Teacher Tactics to Reduce Plagiarism	64
Resources for the College	66
Anonymous Questionnaire Results.....	67
The Project	71
Conclusion	72
Section 3: The Project.....	74
Introduction.....	74
Rationale	75
Review of the Literature	76
Virtual Writing Labs	77
Instructor Resources.....	78
Professional Development	79
Academic integrity Throughout Curriculum	81

Student Academic Integrity Toolbox.....	81
Academic Misconduct	82
Professional Development	83
Academic Information for Students and Nurses.....	84
Multicultural Information	85
Project Description.....	86
Needed Resources and Existing Supports.....	86
Potential Barriers and Potential Solutions to Barrier	88
Implementation	88
Roles and Responsibilities	89
Project Evaluation Plan.....	89
Project Implications	90
Section 4: Reflections and Conclusions.....	93
Project Strengths and Limitations.....	93
Recommendations for Alternative Approaches	94
Scholarship, Project Development, and Leadership and Change	95
Reflection on the Importance of the Work	96
Implications, Applications, and Direction for Future Research	97
Conclusion	99
Appendix A: The Project.....	116
Appendix B: Virtual Labs Surveys Students and Faculty.....	136
Appendix C: Survey Graphs and Grid Results	137

Appendix D: ABC Academic Integrity and Plagiarism Policies	143
Appendix E: Survey Questions.....	147
Appendix F: Interview Questions	150

List of Tables

Table 1. One-to-One Interview Participants53

Section 1: The Problem

Nursing education adheres to strict ethical guidelines, and students must use citation techniques to avoid academic integrity violations in alignment with the professional standards (Devine & Chin, 2018). The Canadian Association of Schools of Nursing (CASN) reported that 50.6% of 26 schools across Canada now offer online education (CASN, 2015). Through this study of online psychiatric nursing students' perceptions of academic integrity at a private college in British Columbia, creative methods of combating the issue emerged. Section 1 includes the definition of *plagiarism* and *academic integrity*, the rationale for choosing the problem as a focus, the significance of the study to the larger field of nurse education, and two guiding qualitative questions. The literature review includes the conceptual framework of stages to encourage academic integrity and a summary of literature which addressed the lack of academic integrity interventions at the appropriate times in the life cycle of the nursing student. As online nurse education becomes more prevalent, it is important to ensure that students and faculty are aware of what constitutes plagiarism and students understand the role that integrity plays in both academic and clinical settings.

The Local Problem

Psychiatric nurses provide clinical care to some of the most vulnerable individuals in Canada, and the online nursing program that was the study site focused to instill strong ethical decision-making skills to align with accreditation guidelines. Across Canada, academic integrity violations are on the rise. In a study in 2012 by Coffey and Anyinam, 70% of 50,000 students admitted to plagiarizing. In another study in 2015 by Semdley,

Crawford and Cloete more than half of 15,000 Canadian students also admitted to plagiarism. Combating academic integrity in online settings has become crucial across higher education, and Canadian nurse education administrators are grappling with ways to prevent, detect, and remediate academic integrity violations at a private college in Western Canada, which I will refer to in this study by the pseudonym ABC College.

Online nurse education increases access for students from rural settings, and many international students find the online environment provides the necessary support to learn in a second language (Bowers & Poonam, 2015). The online psychiatric nursing program in this study started in 2006, and approximately 400 students have successfully graduated. There are two intakes into the online program: April and October. There are six cohort areas with a maximum number of students accepted into each area throughout British Columbia, and within these cohorts approximately 30% of students are multilingual. The students complete all the theory courses online and attend block labs and clinical settings face to face in the various cohorts' geographical areas. Student perceptions of academic integrity could vary significantly based on prior academic experiences, and these perceptions could help the institution tailor interventions to subsets of the overall student population.

At the study location, all incoming students are required to sign a document ensuring that they have reviewed the rules in the code of conduct handbook (Appendix C). Even after acknowledging academic integrity best practices in writing, nearly one in five online psychiatric nursing students have been caught plagiarizing. High incidents of academic integrity violations could potentially devalue the degree in the eyes of others,

and academic leadership has looked for creative ways to address this persistent issue. Gaining knowledge about the lack of academic integrity may help provide ABC College with ways to encourage academic integrity throughout the program.

In the field of nursing, integrity is part of the nursing standards of practice. Kruger (2014) interviewed 336 nursing students at two colleges and reported that dishonest behavior in the classroom transferred to the clinical setting. Kruger (2014) reported that students used notes, acquired test answers, did not reference information, and worked on individual assignments with another peer. In the clinical setting, students admitted they had documented procedures that they did not complete, did not have their instructor present when completing a procedure, and broke confidentiality (Kruger, 2014). Some students used a mechanical lift without being signed off to do so, and other students discussed their patients using full names in public places (Kruger, 2014). Students who do not uphold policies and academic integrity in coursework may not act with integrity in the clinical setting.

With increased access to content and the ease of copying and pasting, plagiarism now comes in many forms and varying degrees of severity, from deliberately authoring another student's work to using portions of articles word for word, to merely not paraphrasing information fully (Sprajc, Urh, Jerebic, Trivan, & Jereb, 2017). Some students do not reference articles, or they include references not used in the assignment, and other students have been accused of self-plagiarism when they used their original work for multiple assignments (Carnero et al., 2017; Childers & Bruton, 2015; Cleary & Sayers, 2017; DeSouza, 2016). Technology has made it easier to access another student's

work and access to the Internet allows students to obtain a copy of quizzes, exams, and previous assignments posted in student forums (Jiang, Emmerton, & McKauge, 2013; Stonecypher & Wilson, 2014; Varnois et al., 2015). ABC College encourages academic integrity by asking all incoming students to sign and acknowledge that they understand the code of conduct rules during enrollment, but plagiarism continues to be an issue throughout the online nursing program.

Evidence of the Problem at the Local Level

In a report in 2017, 19 of 100 (19%) students in the last two cohorts were placed on academic probation after they plagiarized in the program. In a report in 2017, 18 of 100 (18%) students in the last two cohorts who have graduated were placed on academic probation after they plagiarized. The dean of the School of Nursing reported that three students who were in the program plagiarized again after being placed on academic probation and were dismissed from the program. Since 2013, 25 students have been dismissed from the program due to plagiarism, according to the Office of Student Support. Numerous students were disciplined for copying direct words with no references, not paraphrasing information, and using their work in other classes as noted by the manager of the college. Students in the first semester continued to learn about APA citation yet plagiarism was consistent throughout all semesters, according to the Office of Student Support. The dean of the School of Nursing reported students from previous years also provided assignments, essays, and exams to students who were in the program.

Online nursing programs are writing-intensive environments, and the program requires students to compose significant amounts of original material. The Internet has contributed to the increase in plagiarism as students now have access to information such as journal articles, essays, and tests (Anney & Mosha, 2015). The dean of the School of Nursing noted continual issues of plagiarism, which is expensive and time consuming for the college to deal with at the administrative level. Plagiarism also takes the faculty away from grading papers promptly. The Office of Student Support shared that if a student is dismissed from the program the ABC College may retain up to 30% of the tuition if the student has completed 10% of the period of instruction, 50% if more than 10% of the period of instruction has been completed, and no refund if 30% of the period of instruction has been completed, so the consequences of plagiarism can be expensive for students as well. Authoring discussion board posts, essays, creating storyboards, summarizing case studies, answering open-ended questions in quizzes, and using the Internet to find nursing articles to reference created multiple opportunities for students to adopt the words and ideas of others.

The primary strategy that the college has used to combat academic integrity violations consists of providing students with clearly stated policies that they are required to follow and requiring each new student to sign an acknowledgment that they have read the code of conduct. As Holt, Fagerheim, and Durham (2014) reported, policies are encouraged to ensure academic integrity in online higher education. When the students start the program, they are sent the college's handbook, which includes a variety of policies including the plagiarism policy. The academic misconduct policy at ABC

College includes their definition of *cheating* and *plagiarism* as well as the consequences for plagiarism, citation errors, and tips to avoid plagiarizing. If caught cheating, students are informed that they will be dismissed from the program.

Students in the program I previously taught reported that they scanned the handbook briefly and signed the page they needed to sign so they could start the program. When students scan the handbook, they do not understand the policy expectations or comprehend the plagiarism policy or the repercussions of plagiarism due to the hasty review and not being explained the policy. Further, the code of conduct information does not describe citation rules that could assist students in avoiding plagiarism. Many students struggle with citation because this a new concept for them. When I asked students about the role that this first academic integrity information played in their behavior, they replied that the college needs to explain the policy to them and be more lenient with punishments.

Orientation days are full of information and the novelty of what ABC online nursing students are being exposed to can be overwhelming. Some students may not remember a lot of the content discussed during the first few weeks of classes. In orientation, the students learn to navigate Moodle, the online program used to complete their readings, posts, and assignments throughout the program. Many students are new to online education, so during the first weeks, there can be significant anxiety about navigating the new environment. Throughout the program, instructors encouraged students to reread the handbook and policies as needed so they can uphold the academic integrity required of the program, yet the students receive any additional instruction

regarding academic integrity beyond the standard language in the syllabus. Many students do not reread the policies and ask their instructors to explain many of the policies.

In 2018, the college started to use the software program VeriCite to check students' posts and assignments for plagiarism. VeriCite is available for the instructors to check for plagiarism but many students shared that having a software program to help recognize plagiarism would be helpful. Gunnarsson, Kuleza, and Pettersson (2014) reported that many colleges used software to help find plagiarism in student work, even though this does not eliminate the whole problem. Before having VeriCite, individual instructors would spend time searching the Internet if they suspected plagiarism by a student. Detecting plagiarism manually is extremely time consuming, and an instructor is not able to catch everyone who plagiarized (Ewing, Anast, & Roehling, 2016). Even with the plagiarism policy and the software program, plagiarism remained an issue at the nursing college.

In this study, the justification for plagiarism explored student's concrete steps and examined what the college can take to encourage academic integrity in an online nursing program. The knowledge from this study may assist administrators at the school to leverage technology to encourage students to uphold academic integrity as a core component of nursing ethics and empower students to avoid plagiarism through the appropriate use of citations. By aligning the ethical framework of the nursing profession to individual decision-making opportunities, students may better understand the importance of operating with integrity in all academic and clinical interactions.

Rationale

Evidence of the Problem From the Professional Literature

Plagiarism has increased in online settings, and some research points to the increased amount of data available on the Internet (Appiah, 2016). The growth of educational technology has made sharing information with others easy, and the Internet provides students with opportunities to plagiarize in ways that would not have been possible 20 years ago (Anney & Mosha, 2015). For nurse educators, the issue is even more essential because plagiarism in the classroom setting has been linked to dishonesty in clinical settings where patient care could be affected (Bultas, Schmuke, Davis, & Palmer, 2017; Eby et al., 2013; Krueger, 2014; McClung & Schneider, 2018). In a quantitative study using surveys in two Midwestern United States technical college associate degree programs, Krueger (2014) noted that more than half of the 336 students reported cheating in the classroom.

In research on academic integrity in the online environment, nursing students reported that they plagiarize for a variety of reasons, including (a) lack of education about academic integrity, (b) not understanding how to reference information, and (c) knowledge gaps in the content area (Greenwood, Walkem, Smith, Shearer, & Stirling, 2014). In my study, I also confirmed that many students did not understand how to cite especially in their early coursework. Further, students reported that they had not been taught how to reference in previous academic settings (Ayon, 2017; Carnero et al., 2017; Colella-Sandercock & Alahmadi, 2015; Gunnarsson et al., 2014; Kiss, 2013). Numerous students in my study shared this was the first time they had to use APA style. One benefit

of a stand-alone virtual writing lab would be to provide additional APA compliance instruction without having to adjust the curriculum and as the material could be accessed outside of class, it provides just-in-time support for busy adults.

As academic integrity violations become easier due to technology, plagiarism events have increased in higher education. Ewing et al. (2016) noted that in the 1940s 23% to 25% of students reported plagiarizing schoolwork, in the 1960s plagiarism increased to 59%, and in the 1990s, 60% to 76% of students reported that they had plagiarized their work. Some of the students in my study shared that they unintentionally plagiarized when they first started school. My purpose in this study was to explore the justification for plagiarism provided by students as well as to explore concrete steps that the college could take to encourage academic integrity in an online nursing program.

Plagiarism continues to increase in online higher education, and it is essential to address the problems causing this increase so that students learn to uphold academic integrity as evidence of strong ethical decision making. To fully understand plagiarism in the online setting, a broader view of student perceptions of plagiarism provided a broader context for understanding plagiarism in the following subsections. I explored student rationales related to the act of plagiarism, multilingual student issues, and institutional factors in the literature around academic integrity.

Student Factors

Students have admitted to plagiarism in higher education because they wanted to receive high grades, or they were exhausted due to the demands of their programs (Dias & Bastos, 2014; Gomez-Espinosa, Franciseo, & Moreno-Ger, 2016). Students shared that

they pay significant amounts of money for their academic programs and want to receive high grades. This rationale was used to defend putting in references they have not used or using parts of other assignments to complete their school work done on time. Because students spend significant amounts of money to attend nursing programs cost was one of the justifications offered when they plagiarized, so they would not fail and have to pay additional tuition to retake a course (Do Ba et al., 2017).

If a student fails a course at ABC College, they are required to drop out of the program until there is a space in the next cohort to repeat the course. Some students may think that plagiarism is not serious because peers have discussed with them that they have violated academic integrity by using even a few words directly from an article (Anney & Mosha, 2015; Stonecypher & Willson, 2014). In my study, 4 students shared that they had used a few words directly because they did not understand how to paraphrase properly. In higher education, students have reasons for why they plagiarized and academic leaders must be able to target these rationalizations in the interventions that they create to decrease academic dishonesty.

Students may have intended to plagiarize, or they may not have intended to plagiarize (Mohammed et al., 2015). Intent is not considered when investigating academic integrity violations. Mohammed et al. (2015) noted that although intent reflects students who copied passages directly into their work, no intent was defined as incidents where students authentically did not understand APA citation rules. Penalties can vary, and at ABC college, they are severe when students have deliberately plagiarized. Most experts agree that a new student should be allowed one teachable moment, but if they

continue to plagiarize, students would be made to leave the program and could not re-enter again. ABC nursing students revealed that some of them have unintentionally plagiarized when they changed a few words in passages and thoughts that were correct and other students shared they did not understand how to do APA so later found out they had plagiarized unintentionally.

Cleary and Sayer (2017) reported that some students do not include references in their paper. In my study, many students shared that sometimes they were unsure how to complete a reference of an online source so they left it off the reference page. Greenwood et al. (2014) in a cross-sectional quantitative and qualitative survey with 1000 participants noted that students plagiarized when they may not know how to properly create references for their work. Clarification in the assignment instructions may help students to ensure that all work is cited. It is equally important for clarification regarding team projects. Because online nursing programs attempt to instill collaborative skills, academic integrity can be violated when students work with other students when the assignment is an individual assignment. In addition, if the curriculum is not brand-new, it is also possible for students to acquire assignments from previous students who have taken the program (Smith, 2016).

In another article, students had the same information in their assignments (Anney & Mosha, 2015). In my study, students shared that they have completed an assignment as a group when the instructor's instructions were not clear. Some elements of student decision making were in response from vague or unclear assignment instructions. Students learned to follow the ethical principle of right and wrong conduct early in the

nursing program and clarity regarding how to cite online material and exact instructions regarding independent work could assist students in ethical decision making at the assignment level.

Multilingual Student Issues and Academic Integrity

The number of international students continues to increase in North American universities. Some multilingual students who are still learning English may not fully understand how to reference information. In my study, multilingual students shared that they had difficulty learning APA due to English as a second language. Referencing information is a challenge for students with English as a second language, and they are often accused of plagiarizing in higher education. Brown and Janssen (2017) reported that students with English as a second language struggled more than noninternational students. Colella-Sandercock and Alahmadi (2015) reported that international students plagiarized more often because they were learning academic English.

In a case study with 137 participants, Anney and Mosha (2015) revealed that students with English with a second language plagiarized when they tried to translate information from the Internet as they did not understand the language well enough to avoid close paraphrasing. At ABC College multicultural students said they had difficulty understanding what assignments were asking due to English as a second language. In a cross-sectional and quantitative and qualitative survey by Greenwood et al., (2014) of 1000 participants revealed that students from non-Western countries were challenged with cultural issues when writing assignments and papers.

A literature review by Jiang et al. (2017) noted that non-English speaking students may not have had to incorporate references into their assignments. In a mixed-method study with 137 students, Ayon (2017) reported that 57% of multilingual students have intentionally plagiarized or knew someone who had. In my study, four multicultural students said they were called out for plagiarism but the instructor provided them resources to help them learn APA. Gallant, Binkin, and Donohue (2015) reported in a survey with 23,000 undergraduates that 29% of 1200 undergraduates reported that they have plagiarized within the last year. Isbell and Chaudhuri (2018) reported that “93% of 300 international students from 19 countries” (p. 309) reported that they had memorized information as it is essential in their home countries for learning. In my study, no one reported they had issues with citations due to memorizing stories from their home town.

Knowlton (2017) noted that some students are confused about why they need to reference information, because it would be an insult in the country because some knowledge is considered foundational to all academic writing. None of the students in the study mentioned this consideration. Thompson, Bagby, Sulak, and Trepinski (2017) reported that some multilingual students were not taught to reference information before coming to Western Canada schools. Numerous students mentioned that they had never used APA before going to this college. In a mixed-method questionnaire and semistructured interviews by Ayon (2017), 75% of university students in Lebanon had plagiarized and continued to do so because it was the traditional approach to honoring prior scholarship. Multilingual students may require additional resources and support to

successfully avoid academic integrity violations, and some of the support may be needed to address the institutional factors.

Institutional Factors

The psychiatric online nursing program culture may inadvertently contribute to increased plagiarism events. In the last year, four students were dismissed from the program for plagiarism. According to the Office of Student Support in the last 5 years, 25 students have been dismissed from the program for plagiarism. The program the students are enrolled in is full-time and the workload varied from 35 to 40 hours per week. Each course per semester varied from 6 hours to 8 hours work for the course. Students plagiarized in higher education for numerous reasons, which included workload in instances when many assignments were due at the same time (Dias & Bastos, 2014; Gomez-Espinosa et al., 2016). Because the online psychiatric nurse program is a full-time commitment, students have numerous courses each week with various assignments to be completed. When students find the workload excessive they may feel more justified to plagiarize (Gomez-Espinosa et al., 2016; Ison, 2014). Students in my study shared that instructors could discuss due dates and make assignments worth more when they take such a long time to complete and are worth fewer points. Many students continued to work full-time hours and struggled to complete the multiple assignments and posts on time. Students in my study shared that the program is expensive, and they could not just focus on school as they needed to work to be able to pay their living expenses every month.

The pre-orientation course does not provide any information on academic integrity, and it does not align ethical decision making to examples of plagiarism. When students first start their course, they are provided with a brief overview of the American Psychological Association (APA) reference rules. In my study, students shared that they struggled to understand and learn APA causing them to unintentionally plagiarize.

Although all students received a copy of the policies for the college that included the plagiarism policy, they were not informed of the strict penalties that accompanied a violation (Appendix C). The plagiarism policy was provided, but it was never thoroughly discussed with the students face to face in the context of nursing ethics. To help the students understand the plagiarism policy and encourage academic integrity the college could discuss the key policies and expectations during orientation weekend. If the college provided past narratives of individuals who were caught cheating this may help the students understand how plagiarism will affect their academic success in the program. In my study students shared that it would be helpful for the college to explain the academic integrity policy and provide examples of plagiarism so they would not be tempted to take academic shortcuts and adopt the words and ideas of others.

Though ABC College has prerequisites to enter the school, they do not have an assessment of how much students know about APA in place for the beginning of the program. Although some instructors at the college provided feedback during the first semester to help students to avoid plagiarism, the novelty of learning online may make it difficult for students to fully grasp the importance of academic integrity. In future semesters, if students plagiarized they were placed on academic probation and then faced

possible dismissal from the college. As Clearly and Sayer (2017) noted, the penalties range from a warning, deductions of grades, and being encouraged to withdraw from the college based on the severity of plagiarism. In my study students shared they would like more support from the instructors with APA, especially during the early coursework. My intent in this study was to explore the decision making and justifications that students offered about plagiarism and to better understand how to decrease plagiarism in an online nursing program. I explored concrete steps that the college could take so that academic integrity could be encouraged and upheld throughout their online nursing program.

Definition of Terms

I used the following definitions throughout:

Academic integrity: Academic integrity entails being honest and completing the work without intentionally plagiarizing and it should be encouraged in all schools (Artyukhov, 2017). For the purpose of this study, violations of academic integrity include (a) copying and pasting information with no references, (b) communicating with others via text during exams, (c) having a copy of an exam or answer key, (d) reviewing notes during an exam, (e) altering grades after the work was returned, (f) providing materials to another person knowing it will be used to cheat, (g) creating a diversion during an assessment and tampering with computers, (h) failing to provide proper references, (i) making up quotations or sources, (j) collaborating with others on individual assignments, (k) passing another person's work off as your own, or (l) submitting another person's work as your own (ABC College).

Academic misconduct: means the student was provided discipline for an action that was unacceptable at the college (Cleary & Sayers, 2017). An example would be seeking assistance from a peer and leaving the feedback on the paper for the instructor to read.

Plagiarism: Plagiarism is using another individual's words as their own (Anney & Mosha, 2015). It includes instances when students do work for other students and acquired past essays, assignments, or exams (Cleary & Sayers, 2017). Using someone else's ideas without referencing them and copying them directly, or changing a few words, or using an assignment in another class where they have received credit and turned the same essay in for a different assignment in another course (Anney & Mosha, 2015; Helgesson & Eriksson, 2015). Last it is not including a reference in the work or putting references in when they did not use that author (Ison, 2014).

Tampering with computers: This term refers to cheating and plagiarism at the college in Western Canada (ABC College, 2017).

Significance of the Study

At the local level, the online nursing program reported that one in five students committed an academic integrity violation even after signing a pledge to operate with academic integrity during the orientation process. Though plagiarism is not a new issue in higher education, the frequency of these events has continued to rise (Fusch, Ness, Booker, & Roehling, 2016), and ongoing academic integrity issues can devalue the degree. Not upholding academic integrity included three researchable concepts: (a) student perceptions, (b) multilingual components, and (c) institutional policy and

interventions. When students do not uphold academic integrity, they add stress to their schooling because as it is detrimental to being successful in the program. If students are caught plagiarizing and continue to plagiarize they will be encouraged to leave the program and will not be able to re-enter.

Academic integrity issues have affected the school as the college has tried to instill ways to discourage these actions, yet academic integrity violations have continued. Additional incidents could negatively affect nursing students who are expected to display integrity in a clinical setting. The knowledge from this study could help the school devise new strategies to empower students to uphold academic integrity. This could decrease plagiarism and decrease unethical decision making. The graduates in the nursing field could help create positive social change beyond the study location for other online nursing programs.

Research Questions

Even with the mandatory review of the code of conduct and a punitive policy for plagiarism, nearly one in five online psychiatric nurse students at ABC College do not adhere to academic integrity best practices at the research site. To better understand student perceptions and their justification for plagiarism, in my study, I gauged online nursing students' knowledge about academic integrity and citation rules. Online nursing programs must prepare candidates for the clinical setting and students should understand that their ethical decision making will affect the lives of vulnerable adults. By understanding how students perceived the issue of plagiarism and academic integrity, the institution may be able to incorporate ideas that foster an environment of academic

integrity and decrease plagiarism. Focussing on the experiences of the students and aligning with the problem and purpose, the following research questions guided this study:

1. How do online nursing students describe their understanding of academic integrity during their second year of studies?
2. What strategies can the college implement to prevent plagiarism and ensure academic integrity?

Review of the Literature

The subsections (a) plagiarism, (b) self-plagiarism, (c) technology, (d) academic integrity, (e) student decision making, (f) multilingual student issues, and (g) institutional factors provided the review of the relevant literature including the conceptual frameworks for the study. I completed the literature review using themes that emerged regarding student perceptions of academic integrity. In addition, some possible directions for a project explored based on the researcher's discussions. A summary is included in the overall section.

Conceptual Framework

Ravitch (2016) described a *conceptual framework* as complex and involving all components of a research study. The conceptual framework provided the researcher with a means of making sense of the study, and how it is relevant and helps to guide the research questions (Ravitch, 2016). The framework provides a blueprint of the research study and keeps the research focussed (Ravitch, 2016). The conceptual framework that guided this doctoral study included Bandura's (1991) social cognitive theory (SCT) and

McCabe's theory of student cheating and plagiarism. Bandura, in SCT, noted that learning is shaped through observation, imitation, and modeling the behavior of others and there is the belief that individual, behavioral and environmental dynamics influenced one another (Bandura, 1986). Bandura discussed four mediational processes this included: attention, retention, reproduction, and motivation.

McCabe is a founder for the Center for Academic Integrity (CAI) and has completed research on cheating in higher education and reported that plagiarism is concerning and needs to be eliminated in academics (McCabe, 2001; McCabe, Butterfield, & Trevino, 2003, McCabe & Trevino, 1997; McCabe, Trevino, & Butterfield, 2001, 2002). McCabe's theory has focused the importance of understanding student cheating "since the trends show cheating is widespread and, on the rise," (McCabe et al., 2001, p. 622). McCabe's emphasis on the ability of an institution to encourage an atmosphere of academic integrity and discourage cheating and plagiarism. Students who do not uphold academic integrity increased costs to the college.

Bandura's (1991) and McCabe's (2001) model, SCT and theory on student cheating and plagiarism served as a guide for students and the college in western Canada. Bandura's (1986) social cognitive model provided help and provided analysis into the study and McCabe's theory of cheating and plagiarism helped provide analysis of the issue of not upholding academic integrity. Using these conceptual frameworks guided my research, which focused on the justification for plagiarism provided by students as well as concrete steps that the college took to encourage academic integrity in an online environment and to understand it from student factors, multilingual factors, and

institutional factors. The conceptual framework discussed how learning is shaped through observation and modeling and that behavioral and environmental issue also played a role and that understanding cheating is essential as it continued to increase. Bandura's (1991) and McCabe's (2001) model was appropriate to frame this study because it addressed major contributing factors, and research was completed on dishonesty in higher education.

I gained a better understanding of the lack of academic integrity in an online nursing program. Which provided a broader context for understanding plagiarism, the following subsections discussed student decision making, plagiarism, self-plagiarism, multilingual factors in academic integrity and institutional factors related to plagiarism or the lack of academic integrity.

Plagiarism

Akcapinar (2015) reported students copied and pasted words directly from the internet instead of paraphrasing. Arytukhov (2017) reported that students copied others' words directly without changing them. In another study, by Childer and Bruton (2015) had similar results to the above authors. Students copied sentences from articles directly and did not add the article into a reference page (Childers & Bruton, 2015). Kauffman and Young (2015) reported 79.5% of students have plagiarized when they decided to use content without including a citation. In another article, by Tayaben (2014) reported 39% of students' paraphrased sentences from the internet without putting a reference into their paper or assignment. The ease of copying and pasting has led to increase plagiarism in online courses. Kier (2014) reported that students believe that if an author provided a

“reference list” it does not need to be included in the paper (Kier, 2014, p. 3). When students copied direct sentences and did not add articles to their references, they placed themselves at risk of being caught for plagiarism.

In my study, students shared that they have unintentionally plagiarized when trying to paraphrase. Some also shared they struggled to complete some references as they had no idea how to reference certain materials. Ayon (2015) reported that 51% of students reported they lacked the knowledge how to reference information and this was why they plagiarized and 31% of students stated they were exhausted, whereas 18% of students stated they lacked responsibility. Another author reported similar findings. Greenwood et al. (2014) reported they did not use references (50%), the students were unsure how to reference internet resources (43.8%), the students did not keep track of the information references (41.8%), the students were not taught how to reference (28.7%). Another article reported they did not know how to reference or were not taught how to reference which led to plagiarism. In my study students shared that they were not taught proper referencing or did not know how to properly reference some sources they used in assignments or posts.

Eldin and Ela (2017) reported that students switched words in a sentence rather than paraphrasing the passage. Students may think this is how to paraphrase when it is plagiarism. In my study, students mentioned they had unintentionally plagiarized when they switched a few words in the sentence as they thought this was paraphrasing. Smedley et al., (2015) reported that 44.8% have created false references or not included references in their assignments. If students do not have enough articles they may decide

to add more in so that they have the required references in the assignment, which is plagiarism as each article needs to be included. In my study, no students mentioned adding in extra references.

Dias and Baston (2014) reported students have plagiarized in the past, even their friends plagiarized and they prided themselves in penalty-free, plagiarizing as they have not gotten caught and do not think they will get caught. By plagiarizing, students risk getting caught and online psychiatric nurse students must pay consequences for their actions to ensure compliance with the policy. In my study, none of the students who I interviewed ever mentioned priding themselves in acts of plagiarism. In contrast, the students who I spoke to mentioned that when they violated academic integrity, it was unintentional. None praised the act of plagiarism and all who experience academic integrity violations described being embarrassed by it. Anney and Mosha (2015) reported that numerous students copied the same information for an assignment “173 out of 453 students” were identified to have plagiarism in their submitted papers (p. 204). Past students who attended ABC College in Western Canada have passed on their assignments to present students, which contributed to incidents of plagiarism.

Academic Self Plagiarism

Students completed assignments faster by spending less time to complete them and self-plagiarism occurs when a student composes original work but turns it into separate instructors for credit in more than one class. As most educators are aware, higher education students take short cuts in schooling and self-plagiarism occurs when they utilized the same submission for two classes (Eldin & Ela, 2017). In authoring original

work some students work together on assignments when the assignments were intended to be the effort of a single individual, which placed them at risk for being caught for plagiarism. Tayaben (2014) reported in a study with junior and senior nursing students some have handed in the same assignment for credit in two separate classes. When a student hands in the same assignment for credit in two classes or part of the same assignment within two classes, they could be identified as violating academic integrity, even while they were the original author of the material. In y student, a student mentioned an instructor informed her that she has self-plagiarized but did not inform her how to reference herself so she just stopped doing quoting from her other coursework.

Technology and Academic Integrity

Students use technology to plagiarize, and Bain (2015) reported students used technology to cheat which included access to Amazon, YouTube, and social media such as Facebook. The Amazon website featured books with access to content for potential assignments instructors used in their courses (Bain, 2015). Finding assignments used in courses provided the students the opportunity to get better grades without putting in a lot of effort. YouTube provided video instruction, which helped students to find email addresses and other websites for test banks and instructors manuals (Bain, 2015). Students who found the test banks may see improved grades on the tests as they have previously seen the questions and answers. Facebook and other social media websites provided students the opportunity to share exam questions with other peers (Bain, 2015). Students used social media to connect online and they shared the information, which

encouraged students to plagiarize. Students in my study did not mention using any technology to increase their grades.

Rogerson and McCarthy (2017) compared two websites that demonstrated that students find patchworking technology to paraphrase articles and information found on the internet. The sites included paid and nonpaid sites, which encouraged students to plagiarize. Numerous sites exist online for paraphrasing these included Syonymizer, Spinner Chief, Plagiarisma, and Paraphrasing Tool to name a few. Sivasubramaniam, Kostelidou, and Ramachandran (2016) students who used paper mills and essay mills. Students also have used the internet to get other individuals to write their papers. Sivasubramaniam et al. (2016) reported ghostwriting has increased by 458% when the words were Google searched. Students used papermills and essay mills so their assignments can be completed easier. Numerous sites existed for papermills these included Homework Savior, Jittery Monks, Unemployed Professors, PapersOwl, and AdvancedWriters. Vani and Deeps (2016) reported students used programs to change their passages from a foreign language to English. The programs provided students to paraphrase passages in different languages so they completed their assignments in English. Plagiarizing continued to be an issue at ABC College in western Canada and multilingual students have their individualistic reasons for academic dishonesty. In my study, students did not discuss utilizing patchworking or paper mills sites.

Student Decision Making

Plagiarism in online higher education continued to be an ongoing issue and students have provided researchers with numerous reasons why they chose to plagiarize.

Anney and Mosha (2015) discovered that students plagiarized when they have not been shown how to properly reference material. The university students were asked to join the study if their papers were suspected of plagiarism and numerous papers (173 of 453) student papers had places, which were plagiarized (Anney & Mosha, 2015). Referencing information in assignment and posts is essential to avoid plagiarizing. At ABC college students are encouraged to look at the Purdue Online Writing Lab (OWL) to learn how to put references into their assignments. In my study, some students stated they struggled to understand Purdue OWL.

Ayon (2017) found students felt they lacked the knowledge to write well academically. The lack of composition skills made it difficult for students to prevent plagiarism in their papers and assignments. Students felt that the school did not offer them enough skills to help them prevent plagiarism (Morales & Soler-Dominguez, 2015). In a cross-sectional descriptive survey of 200 students in higher education, being unable to write well was provided as a rationale for cheating (Appiah, 2016). The surveys revealed that there was a significant 21% association between poor writing skills and plagiarism (Appiah, 2016). At ABC College students are provided with a brief introduction to APA in the study skills course when they first start the program and they are expected to know how to prevent plagiarism.

Limiting access to published tests and quizzes could decrease incidents of plagiarism. Administrators at ABC College in western Canada could check the internet before the creation of the assignments and quizzes as if these are found students can copy them directly. Because ABC College does not provide writing tutors, the project study

component of my investigation will attempt to replicate the writing support that online writing centers and labs provide for students to provide them with the sentence-level and paragraph-level writing support necessary to avoid academic integrity violations. The students in my study shared that having good feedback in assignments and more resources would be helpful to encourage academic integrity.

Plagiarism in online settings can be difficult for students to define, making it difficult to avoid. Kattan et al. (2017) found that residents in-training from different specialties in one hospital did not understand plagiarism. While the policy manual for ABC College provides a list of unacceptable behaviors, students were not asked to define plagiarism nor are they provided with explicit examples of academic integrity violations that have caused students to be removed from the program. In my study, many students were aware of the common ways to plagiarize but shared they struggled to paraphrase properly. The virtual writing labs will include resources to help encourage academic integrity and examples of plagiarism.

Obeid and Hill (2017) explored undergraduate student perceptions of what constitutes plagiarism when they looked at the experiences of 313 undergraduates who attended a 2-hour class to reduce plagiarism. Students in the study were put into two different groups and the author found that students who were provided a definition of plagiarism and how to prevent plagiarism had significantly less plagiarism (Obeid & Hill, 2017). If students do not understand exactly what is included as an act of plagiarism, they could violate academic integrity without full awareness. Students will be provided

with examples of plagiarism in the virtual writing labs to understand more fully what plagiarism is and how to avoid it.

In a qualitative case study at one private university and one public university by Ismail (2017) reported students fear failure as they wanted to achieve the highest grades they can with the least effort. Achieving high grades is important for students as they have paid a lot of money for a course, and the desire to earn high marks increases plagiarism. Carnero et al. (2017) shared students achieving their masters, students who had low grades or struggled were at a higher risk to plagiarize. Students with low grades justified plagiarizing to complete the course, so they could continue their schooling. Students in my study shared they work hard to get good grades.

Leung and Cheng (2017) reported plagiarism had allowed some students to get better grades, which were rationalized by the expenses they pay to attend the school. ABC College is a private college and costs more than a public college, which may factor into student justification for decision making around plagiarism. Kauffman and Young (2015) noted that students plagiarized to get better grades, and so they did not appear unknowledgeable. Internal pressure to perform could be a justification for plagiarism, yet external pressures are also reported in the literature. Appiah (2016) reported that some decided to plagiarize to obtain better grades due to family pressure. The study reported that 61% of students plagiarized due to family pressure. Students are sometimes pressured by family to achieve high grades and complete their schooling. In my study, none of the students mentioned being pressured to get good grades rather they put the pressure on themselves to achieve the best marks they can.

Many online nursing students struggle with time management. Ismail (2017) reported students justify plagiarism due to the amount of work they needed to complete in all the courses they take per semester. The amount of work students are required to complete in all the courses they take per semester impacts plagiarism. In the college in western Canada students took four to five courses within one semester with numerous posts and assignments due throughout the quarter. Do Ba et al. (2017) reported that students plagiarized because it is easy to do to get the work completed in less time. Students may need time management instruction to avoid the temptation to cut and paste content into their drafts. In my study, students mentioned they utilize numerous time management skills to complete all the work required each week.

Harji, Ismail, Chetty, and Letchumanan (2017) reported students plagiarized because they lacked time management skills and prioritized family and doing other chores in the household. External pressures and the pressures of assignments being due on certain dates were cited by students in their decision to plagiarize. Anney and Mosha (2015) noted that students plagiarized as they felt pressure in school while working so they could attend school. While the college in western Canada is expensive, students complete their work online throughout the day with certain deadlines and many work other jobs while they acquire their nursing education. Pressures in students' personal lives have contributed to the decision to plagiarize. While the literature provided numerous reasons why students plagiarized while completing higher education, each student may have different reasons for plagiarizing rather than upholding academic

integrity. In my study numerous students shared they complete their schoolwork around their jobs and many have supportive families to help them while they are in school.

Multilingual Factors in Academic Integrity

The number of international students continues to increase in higher education. Calder et al. (2016) reported between 1992 and 2008 the number of international students in Canadian universities double. In another study by Brown and Janssen (2015) in a two-hour workshop with students reported international students plagiarized more due to English as their second language. In a similar study by Gaspargan et al. (2017) interviewed 54 university students reported students plagiarized due to the difficulty of translating the English information from the internet. In other studies, Doss et al. (2016) noted that international students struggled with school due to being unfamiliar with the English language and Isbell & Chaudhuri (2018) reported students struggled with English so their work took them more time. International students justified plagiarizing due to English being their second language. In my study, one student mentioned she was provided extra resources for an instructor when she was informed she plagiarized and was not given a warning.

Students plagiarized due to their poor writing skills. Mansor Ghazali Abdul and Mohamed (2015) reported that students felt their English writing skills were poor so they copied and pasted from sources to get good grades. In another study by Isbell and Chaudhuri (2018), students explained how they copied and pasted passages into their language and then rewrote it back into English. Similarly, in another study by Gallant et al., (2015) students who could not efficiently write in English reported that they copied

and pasted to complete their assignments. Multilingual students justified plagiarism due to their lack of writing skills. In my study, students mentioned using Grammarly to help them with their writing skills, and they said that they used technology to enhance their sentence-level composition skills. Access to grammar and punctuation resources for multilingual students should be part of online academic programmatic offerings.

Multilingual students described themselves as lacking the skills to reference information as citation guides have not been used in previous academic settings. Ayon (2017) reported 50% of students in a Lebanese university noted they lacked the skills to reference. Similarly, in other studies, Anney and Mosha (2015) reported that students do not have enough resources so they plagiarized and Thompson et al., (2017) reported that international students had never used APA in their assignments. Numerous studies had similar findings. Doss et al. (2016) reported that international students used the words of others in their countries to praise and respect the knowledge they gained from those individuals and have never had to reference information. Gallant et al., (2015) noted that western schools have different expectations than the country they were trained and educated and the students were unaware of how to reference.

Szilagy (2014) reported that referencing could be an entirely new concept depending on the multilingual student's home nation. In many academic environments, all student are encouraged to use the ideas of military leaders or revered members of society, and the inclusion of these other individual's words in their assignments demonstrated respect in their countries. Isbell and Chaudhvir (2018) reported students from some foreign countries were unaware of referencing information that was

considered common knowledge. Students justified plagiarism due to not knowing how to reference as they never have done it in their country's academic settings. In my study praise and respect for the knowledge for the seminal theorists or certain sets of accepted knowledge from their country was not discussed.

Multilingual students had similar issues for plagiarizing as students from Western countries. Gallant et al., (2015) reported students plagiarized due to family pressures and the expectation of grades to reflect well on the family. The students also plagiarized due to time management. Isbell and Chaudhuir (2018) reported that multilingual students plagiarized to make sure the assignment was completed on time. In a similar study, Szilagy (2014) reported time pressure and the easy access to information to copy and paste as the reason for plagiarism. In my study numerous students shared they have supportive boyfriend, families, and spouses and none mentioned feeling that they had to do well in school, even if it meant violating academic integrity.

Multilingual students also plagiarized by helping others with their assignments. Isbell and Chaudhuir (2018) reported students helped each other with their assignments as in their culture they encouraged collaboration even in an individual assignment. Another study by Doss et al. (2016) noted the students knew their assignments were the same as the other students thought that they could use the materials of their peers to complete the assignment. Similarly, in the study by Isbell and Chaudhuir (2018) reported that the students learned when they asked their peers to look at their papers. Confusion regarding the expectation for individual versus group work is easily remedied by having clear instructions in the assignment and in the rubric for the course. In my study students

were giving unclear directions from an instructor that they should work together on the assignment and then they were all provided with warnings of plagiarism. Plagiarism continued to be an issue at the college in western Canada and institutional factors also play a role.

Institutional Factors

The institution played a central role to support students in upholding academic integrity. Moore and Gaviola (2018) discussed that students felt that instructors may not take plagiarism seriously and not inform or punish the student when they have plagiarized. Instructors contributed to academic integrity violations when they provided no feedback on assignments to help students improve in their writing and critical thinking. Greenwood et al., (2014) discussed instructors should provide feedback in students assignments to improve their academic skills. Two authors had similar findings. Park, Park, and Jang (2014) noted that it is essential to have open communication with students and provide feedback and Dias and Bastos (2014) noted 87.1% of instructors talked to their students and provided advice to help them not plagiarize. At ABC College instructors decreased students grades rather than provide students ways with instructions regarding strategies that they can use to decrease plagiarism. In my study students shared they were informed that they had plagiarized but they were not provided targeted feedback to help them avoid a violation in the future.

Plagiarism is an issue for students when they do not have a clear policy they can understand and follow. Chertok et al., (2014) explored ways to help students understand academic integrity and noted that the policy should be very clear in what violates the

program's rules. Two authors had similar finding. Dias and Bastos (2013) reported many colleges do not have policies that clearly outlined the consequences and Park et al., (2014) noted clear policies is essential for students. The ABC college policy is not clear and students may be confused and dispute plagiarism. In my study students mentioned that the policy should be tiered so that it allowed for teachable moments in the first year, and students should be explained the policy after the orientation so that they can learn to uphold academic integrity rather than be punished while they were still learning about citation rules.

Difficult assignments contributed to plagiarism. Ayon (2017) reported that plagiarism increased when the assignments or answers to quizzes could be found or purchased on the internet. Park et al., (2014) recommended instructors redesign assignments or tasks due to the time students spend on these tasks in their schooling. Assignment due dates and time and easy access to information were justified for plagiarism. Anney and Mosha (2015) reported that they plagiarized due to the courses being difficult. Difficulty in courses provided the student's excuses for plagiarism. The program is full-time instructors could work together to make sure assignments are due at different dates to decrease stress they could adapt some of the complex assignments so academic integrity is encouraged rather than plagiarism. In my study students shared that information to students should be clear regarding assignments and due dates and instructors should answer questions regarding assignments.

Plagiarism in the online setting continued or increased when students are not provided education on APA and clear instructions on what constitutes plagiarism.

Greenwood et al. (2014) noted that universities needed to teach students about referencing. In another study by Ayon (2017) reported that education is essential so students are provided knowledge about referencing and plagiarism can be reduced and academic integrity encouraged. In my study, numerous students mentioned they wanted to learn how to properly cite in APA style. ABC College provided policy about plagiarism as well as encouraged students to utilize Purdue OWL, an APA book and one essay to teach referencing to the students.

Implications

Research on student's decision making and academic integrity is important because it helps teachers and administrators build courses where plagiarism is easy to avoid. Online nursing education research should explore the complex decision making some multilingual students. Encounter when they have not been provided citation instructions in prior academic settings. School administrators can empower faculty to deliver nurse education that is aligned to academic integrity best practice to decrease plagiarism in online nursing programs. By exploring the rationale that online nursing students provide when making decisions regarding academic integrity, course delivery could be enhanced. Ethical decision making in clinical settings could be further reinforced as aligned with academic integrity to ensure that the nurses who support vulnerable patients recognize how important it is not to take shortcuts.

ABC College must ensure that plagiarism and academic integrity and plagiarism events decrease if it hopes to further the mission of expanding access to psychiatric care across the region. The college must support all students in the online program so

plagiarism becomes more difficult. Currently, APA compliance and writing supports are limited. Academic administrators could do more to expand faculty professional development, and revise online course delivery to provide more targeted support at the assignment level. My study reveals individual faculty have helped students to be successful in their nursing program, and additional professional development could expand the use of those best practice. By curating additional resources to make them available to students attending the college, it is also possible to support the faculty by creating academic integrity checklists. Faculty can bolster curriculum by enhancing APA content provided to students during the orientation. The Virtual Writing Lab may help increase alignment to ethical best practices in nursing with academic integrity in the online classroom. These potential ideas will be encouraged to help uphold academic integrity and decrease events of plagiarism at the college.

Summary

The focus of this study was to better understand online nursing student perceptions of academic integrity at a College in Western Canada. Section one contained the research problem, the local and literature-based rationales for the selected problem for this study, an explanation of the design of the study. The section included an explanation of the significance of the study, as well as two guiding research questions. A comprehensive literature review indicated a widespread need to study academic integrity in post-secondary settings. Past studies revealed multiple issues with why students plagiarized, how student plagiarized and the students' perceptions of plagiarism. The final portion of the section contained descriptions of implications drawn from the

literature; these implications shed light on possible projects that encouraged academic integrity among the student in the in Western Canada.

Section 2 included a detailed description of the research methodology for studying strategies that encouraged academic integrity in an online nursing college in Western Canada. A qualitative case study methodology was best suited for the exploration of the phenomena of academic integrity. This section included explanations for the research design, sample selection and participants, participants' access and protection, role of the research, data collection and analysis procedures, and research findings. The sections also included: descriptions of the measures taken to ensure ethical treatment of the participants.

Section 3 included a detailed description of the rationale for the project. Review of the literature for the virtual writing labs including the subsections: instructor resources, professional development, academic integrity throughout the curriculum, student academic integrity toolbox, academic misconduct, professional development, academic information for students and nurses, and multicultural information. A detailed description of the project, project evaluation plan, and project implications.

Section 4 included reflection and conclusions that included project strengths and limitations. Recommendations for alternative approaches and scholarship, project development and evaluation, reflection and importance of the work, implications, applications and direction for future research and conclusions.

Section 2: Methodology

In Section 2, I present the rationale for the qualitative research design that I selected and the approach to my study based on my research questions and how they aligned with my design. Included is an evaluation of different types of qualitative studies. Next, I present a clear description of the participant, how I contacted and collected the student participant contact information, a discussion about myself as the researcher and the participant working relationship and the steps that were taken to ensure the study would remain confidential, the informed consent process and the steps taken to ensure participant protection from harm. In the next section, I focus on the data collection and the information collected, why this approach was the best source of collecting the data, and the role I have completed as the researcher. I will discuss my data analysis process including how the data were analyzed, credibility and an explanation for dealing with discrepant cases.

Qualitative Research Design and Approach

In this study, I sought to understand the experience of online psychiatric nursing students at a college in western Canada to explore why the program had so many academic integrity issues that result in student expulsion. My focus in the study was on student individual decision making; this type of investigation necessitated a qualitative design. As Creswell (2012) noted, the research design aligns with the purpose, the research questions, and the type of data collected. One-to-one in depth interviews allowed the student participants to share rich information on the topic being investigated by answering the questions I developed by using my conceptual framework (Gagnon et

al., 2015). I used individual interviews with open-ended questions to allow the participants to share their understandings, views, and perceptions of academic integrity in an online program. Individual interviews provided me with in-depth information that the participants might not have shared in a group (Gagnon et al., 2015). The survey was sent to members of one cohort and the students were asked if they would be willing to participate in my study.

The questions I created lead to a qualitative design for gathering information directly from the participants to hear their direct responses rather than collecting quantitative data about the prevalence of academic integrity events on the campus. This qualitative study focused on gathering information from participants about the phenomenon (Pietkiewicz & Smith, 2014). As Pietkiewicz and Smith (2014) noted participant interviews lead to rich data collection when completing qualitative research. Data were collected first by online questionnaires (see Appendix D and E) which were sent to students in the second year at the online psychiatric nursing college in western Canada to those individuals who had agreed to participate in my study. Graphs are provided for results of the questionnaires (see Appendix B). As a second step, individual interviews directly with students provided valuable data to help guide the project component of the capstone.

I used a case study approach for my study and providing specific situation sharing of an individual's perspectives (Crinon, 2014). Case studies are frequently used in nursing education (Crinon, 2014). As Crinon (2014) reported, in a case study, research has three advantages: it provides rich information, provides the researcher a look through

the participant's eyes, and provides less defensive and resistant learning. Answering the questions *why* and *how?* is central to a case study (Baxter & Jack, 2008). The case study is an exploratory type to better understand academic integrity understand and decision making, and it allowed me to explore potential strategies that the college could potentially use to encourage academic integrity for all students including multilingual students. A qualitative case study was appropriate because it allowed me to gather information from a small group of students. An exploratory case study is used to explore a topic which, has no set results or outcomes would not have allowed time for the creation of the academic integrity project (Baxter & Jack, 2008). As Baxter and Jack (2008) noted, a case study is a helpful way for a novice to complete research.

In qualitative research, there are also other methodologies such as ethnographic, grounded theory and phenomenological studies (Erlingsson & Brysiewicz, 2013). Ethnographic investigations are completed in the course over a long period of time (Grossehme, 2014). It is a study that is completed with individuals in their setting and included what is seen and what the participants have experienced (Erlingsson & Brysiewicz, 2013). My study did not require a longitudinal investigation because I was able to talk to participants about what they have experienced or completed recently so this was not an appropriate type of methodology. Grounded theory is completed by trying to develop a theory (Babbie, 2014). I did not intent to develop a theory so grounded theory was not appropriate. Phenomenology is a study which, is based on the lived experience (Erlingsson & Brysiewicz, 2013). Though my study is based on the lived experience an exploratory case study was a better approach due to the recursive nature of

phenomenology where a researcher returns to the field to more deeply investigate elements as they emerge in participant narratives. The best approach to this study remained a qualitative method with an exploratory case study approach.

Participants

The participants of this study were members of a second-year cohort in the college in Western Canada. The students in the second year had been exposed to APA citation instruction, and because they had completed the first year, they should be able to describe how to uphold academic integrity and not plagiarize. The full cohort was sent a request to participate in my study. The email addresses were acquired from the student success coordinator of the college. I requested ten to fifteen students to participate in the one-to-one interviews. I also wanted one half of the cohort to the full cohort to fill out the survey. Students who live in one area from the college in Western Canada had students that were excluded from the study. Because I am the faculty member tasked with creating the block labs. I am also an instructor teaching the material at one of the block labs which the college in Western Canada uses. A sample of convenience, which is a sample made up of participants who volunteer to take part in the study, was used in this study (Creswell, 2012). Ten students were recruited to participate in the one-to-one interviews as they fulfilled the criteria established for participation.

A one-page summary of the proposed study was sent to the college to obtain a letter of cooperation from the school. This letter included the purpose of my study, my proposed sampling method, the number of participants I hoped to share the survey with, and the number of interviews of the cohort and an overview of the institution's role in my

study. The Dean at the college was aware that the participants who participated in my study would be protected under confidentiality and the information gathered would not be discussed with anyone at the college. The email invitation included the request for volunteers to participate in one-to-one interviews and included that the students needed to be in the second year and could not live in the one area from the college in Western Canada as they were excluded and everything reported in the study would be confidential. In my letter of consent, I noted that any information reported in the study would have no detrimental effects on their schooling, they were informed that they could withdraw from the study at any time, and no student will have any negative outcomes due to participating.

It was important to ensure that students would have an opportunity to reach out to a mental health professional if the study caused the students distress. As part of my study design, any students who experienced discomfort regarding the interviews were encouraged to attend a walk-in clinic in their town for short-term counselling as these are free services, and the clinics are common in Canada cities. The students were sent a consent form to sign to participate in the study which, they returned before the online interview. The students who participated in the study were informed that I would be assessing them again on written work from online courses, clinical teaching or evaluating them in the block lab. This assurance provided the students the opportunity to share honest information without feeling they would have any potential for their participation or have me evaluate them at a future date.

Before admission, nursing students and mature students must have Grade 12 English (minimum grade B), Grade 12 Biology (minimum grade C) and Grade 11 Math (minimum grade C) to enter into the program (ABC College, 2018). Students who have English as a second language are required to write a test to demonstrate a solid English understanding (ABC College, 2018). Licensed practical nurses are admitted to the program after they share a copy of Licensed Practical nurse (LPN) and proof of the equivalent of 2 years 3600 hours full-time work experience; ABC College (2018). Students are required to provide a copy of a clear Canadian criminal record check, medical verification of good health from a physician and current immunization status as required by the health authorities (ABC College, 2018). They will then be offered a seat in their area, pending the number of students who have applied. Sometimes students accept a different city to attend the labs and clinical to make sure they can start the program.

It was important to establish a working relationship with the study participants. Rubin (2012) noted that a researcher must establish a rapport and build trust with each participant. Not gaining trust from the study participants can have detrimental effects on the study as the interviews may not be as in-depth as hoped. Since I have worked for the college in Western Canada for over 6 years in a variety of jobs many of the students who participated in the study would be familiar with me. I have taught in a variety of online courses which include: clinical procedures I, II & III to most of the cohorts. I have also held collaborate sessions with all of the students in these courses. I helped to create the block labs and have taught various labs at ABC College. I trained new instructors in

various areas which provided me the opportunity to meet many of the students face to face. I have met and taught many of the students in various cohorts so we have already built a trusting relationship; this helped me have an easier time getting participants for my study.

Data Collection

ABC college does not have an IRB office, yet full compliance with Walden's IRB was obtained following the receipt of permission to conduct the research at the institution was granted by the institutions Dean of Academics. A survey was sent out to students in the second year, the student were selected and were provided instructions regarding the study. The students were also informed that I would never be teaching them at any point in their ongoing program of study. The survey was sent via individual email addresses acquired from the college. Students were encouraged to complete the survey as completely as possible.

This general knowledge survey attempted to capture an overview of the students' understanding of APA and academic integrity (See appendix D). The results from this survey were amalgamated into an excel document and provided results based on their knowledge of plagiarism and academic integrity as well as the application of APA. The outcome of the survey helped to inform possible ideas for my project by revealing skill gaps among second year cohort members. The same students were asked to participate in one-to-one interviews, and if they were interested the students were provided an email which included the purpose of the research, noting that participation in the study is optional. They could withdraw at any time. The students were also provided a copy of

consent where they could respond by putting the topic of the email as I consent.

Confidentiality was ensured when they participate in the study.

Once the students had contacted me and indicated that they were willing to participate in the study, each was sent a copy of the open-ended questions and a copy of the consent form. The volunteers were given a small gift for their time. Ten students were interviewed one to one excluding students from one area. By collecting a sample size of ten participants, I gained in-depth knowledge about the phenomenon as well as spent a great deal of time with each participant one to one on an Adobe session (Creswell, 2012). Saturation was obtained when students continued to share the same answers to the questions created. If new answers arose more students would have been interviewed until saturation was obtained.

The interviews of ten students were completed on Adobe connect an interactive face to face site and were digitally recorded. Adobe connect was the program students have used since they started with the college, and students were comfortable with this virtual face to face application. The interview began with general information about the students' semester, cohort, city, and if they were an access student. The open-ended questions I created (see appendix E) were designed to address the two research questions on academic integrity and plagiarism and guided me towards possible project study ideas. During the data collection phase, I completed all the video interviews of the participants. While completing the interviews it was important to listen, clarify, and probe the participants for further information (Rubin, 2012).

The participants were asked to be available for the 45-60 minutes on a particular date and time that worked best for them to so there were no interruptions. All participants were informed that the interview will be recorded for future transcription by me and they could skip questions if they did not wish to answer them. After the interviews were transcribed if any participants answers to the questions were very different from the others then I confirmed that the answers were correct they provided. The students were all compensated for their time with a \$5.00 Tim Horton's card. Immediately after I finished the Adobe connect interviews, I placed them into a file on my computer for safekeeping as my computer is password protected. The interviews would be transcribed into a word document and assigned a code to provide confidentiality. It would not be possible to get the student in one city without causing them to have to pay to travel which could be a substantial fee thus using Adobe connect for the interviews was the best choice. Obtaining the results to the survey questions from the cohort and the ten one-to-one interviews with students provided results to the two research questions that guided my study.

As previously discussed the study took place at my current place of employment where I have worked for over six years as an instructor in clinical placements, online instructor, and lab manager (for 3 cities which the College of Western Canada had labs). I also taught one clinical through another university and presently hold a part-time position in the hospital as a Registered Nurse on various floors, which included working in psychiatric emergency service, 1st and 4th floor medical floors. The students were informed that I will no longer be accessing their skills set or grading any assignments

when I complete this study and in the future. As previously mentioned, students from one area in Western Canada did not participate in the one-to-one interviews as I will still be teaching their block lab clinical and are required to evaluate them during the week and possible scenario testing.

During the six years at the college, I have heard numerous concerns articulated from colleagues and administrators about students who did not uphold academic integrity. I felt it was important to hear what the students had to say about this topic and help to encourage academic integrity by more students in the college. I felt that there were strong positive social change implications for encouraging academic integrity at the college. Future nurses will deal with the vulnerable population, and in school, they need to make ethical decisions so that they will continue to do so upon graduating. Since I teach online courses and clinical and have helped to create block lab material this was not a discussion during the interview, I focused on the questions I had created to gain answers to my questions for my study (see appendix E).

As an educator, I have worked to instill ethical best practices in my work with students. The interviews were taped but no videos were turned on after the information was collected, and I provided the information random coding of S1, S2 etcetera that way I will no longer know whose interview was whose. To prepare for the investigation, I ensured that any previous relationships with potential participants that could have influenced the study were minimized. Although, I have strong feelings about upholding academic integrity I did not reveal any negative reaction to the student behaviors as they are described. I made sure to choose students who I will not be teaching online, in clinical

or in the block labs to participate in the one-to-one interviews. I have met numerous students while teaching online courses or attending block labs in different areas and I do not expect these previous relationships with the participants to cause any difficulties or biases in the research.

Data Analysis

As the sole researcher of this study, I created the interview questions, analyzed the data, and reported the findings. I intended to capture the experiences of the second year, online psychiatric nursing students. I recruited the cohort participants, collected and analyzed the data, reported the findings and interpretations. Once I had clear insight into the actual motivation and academic preparation students required to avoid plagiarism I developed the project to encourage academic integrity at the college. Positive social change implications included enhanced alignment to nursing accreditation standards and the project included the elements identified by second-year nursing students as enhancing their understanding of what constituted plagiarism and how to avoid it. The roles I played in the study included being the interviewer, transcriber, coder, analyzer, and documenter of the results. After all the one-to-one interviews were completed, the information was typed into a word document. The information was discussed with all participants to member check the accuracy of their answers to the questions. As Creswell and Miller (2000) described completing a member check allowed the focus of the study to be placed on the participants and is one of the most important techniques to confirm credibility. At that time, they could clarify their response or change responses if I did not capture their

exact answer. This made sure that the information which was collected was accurate from all participants.

After the word documents were returned and confirmed correct or corrected by the participants they were randomly coded S1, S2 so that I would not be capable of deciphering who provided which interview answers. The results to the questions were transcribed into Microsoft Excel spreadsheet with the coding system S1, S2 etcetera. Each participant's responses had their own spreadsheet. None of the real identities of the participants were revealed in the spreadsheet. The 1st cycle of coding was completed to find words or phrases based on the information (Moral, de Antonia, Ferre & Lara, 2015). Once the 1st cycle of coding was completed for all the data, the 2nd cycle of coding was begun. As Moral et al. (2015) noted the 2nd coding will look for common words or phrases within the data that were collected. The information is then placed into categories, which is known as organizing the information within groups that are similar or have the same characteristics (Saldana, 2016). Lastly, the data were put into common themes, where I put the words and phrases that related together. After being put into common themes I saw the connections between the data collected. The results helped provide a good understanding of how to encourage academic integrity and provide essential information for the direction of the project study. NVivo software was utilized to provide results for the qualitative study. Once the results of the interviews were completed they were amalgamated and noted within the proposal. The videos and transcriptions were stored on my computer in a password protected file. The information

will be saved for 5 years after my study is completed and then be deleted from my computer.

Qualitative research allowed the participants to provide information based on their perceptions of the phenomenon studied. Discrepant data and negative responses could have arisen in any qualitative study due to the use of open-ended interview questions. It was very stressful and their different than others discovered in the study. The open-ended interview questions may allow for information that is not pertinent to the question or data that are not an accurate account. If information is gathered that is not pertinent to the question they were included in my results so that the reader can see there was some discrepant information which came forth. This provided the reader of the study the discrepant information to make their own judgment about the information reported.

Limitation

This study was focused on the online education of nursing students. The nursing students in online education who were not upholding academic integrity by utilizing plagiarism placed the patients at risk for unsafe practice (Bultas et al., 2017). The number of students is limited to one cohort within the college in western Canada who are in the second year. The interviews consisted of 10 students from one cohort which was a small sample size compared to all the students in the program. The students self-reported the lack of academic integrity and may not have been correct or honest. All information gathered in the study was saved on my computer and will be deleted in five years from my computer.

Data Analysis Results

The data collection for this study was through anonymous surveys sent to one cohort in 2nd year at the ABC College which had 43 students in and one-to-one interviews with ten students who volunteered to participate in the study. Purposeful sampling was utilized to reach students who met varying criteria specified on the consent form. Once IRB approval was obtained, I distributed an email to students to invite participation in my survey and one-to-one interviews. As the proposal indicated, the goal was to interview ten students one to one from one cohort in 2nd year. Ten total interviews were conducted; consent was obtained by their willingness to participate in the interviews via Adobe. The surveys and interviews will be kept for 5 years as per IRB.

Interviews were conducted in a semi-structured manner, which began with explaining that I would be taping the interview and changing their names to S1, S2 etcetera (Pietial, Johnson & Kangasniemi, 2016). For typing up, the results, I further created fakes names. I also shared they could skip a question or stop the interview at any time as explained in the consent form. The questions used in the survey are located in Appendix D & E and the questions used in the one-to-one interviews are in Appendix F. Additional questions were utilized to further probe in-depth, clarifying statements. Once the data were gathered and the surveys and interviews transcribed, coding was the next step in the data analysis process. The survey and interview results were put into a word document. I then worked on finding themes for both the surveys and interview questions. I did not utilize a software program as I found numerous themes in the surveys and one-to-one interview's without using NVivo software.

Data analysis also included results from the surveys that had been sent in advance. A synopsis of the anonymous surveys was completed with the graphs and chart attached in appendix D. Data analysis was completed after the ten interviews were completed and transcribed word for word from the Adobe Connect recordings. Qualitative analysis consists of modifying the information gathered into themes, categories and or phrases (Ngulbue, 2015). Each interview was typed up on a word document making sure to rewind and listened to areas of the interviews to make sure the transcription was typed properly. The taped sessions were listened to again after the transcriptions were typed to confirm they were correct.

After the ten interviews were typed there were over 50 pages of transcribed single-spaced words. I did not utilize a software package because I had only accumulated over 50 pages of typed text. Each transcription was printed out and separated into each question on another paper. Each participant's answers were read and numerous words and phrases were circled which, completed the first coding process (Creswell, 2009). I then typed up the words and phrases into a word document so I could again look at these. Coding data is completed by going from the data forward and then rereading the data to come up with other themes, phrases (Ngulube, 2015). Second layer coding was completed by looking at all these phrases and words to see which ones were common themes within the conceptual framework and which ones were emergent themes.

It is important to go back to the list of words and phrases and find a word or sentence related to each other (Creswell, 2009). It is important to allow codes to emerge from observing the information and as this is a qualitative study it is the researcher's

judgment on the results (Creswell, 2009). The five themes which came through from the results of the study and answered the two questions included: deficient in APA knowledge, assignment instructions and academic writing in the curriculum, frustrations unique to learning online, teacher tactics to reduce plagiarism and resources for the college.

The goal of this study was to explore the students' perceptions of academic integrity at an online nursing College in Western Canada with a high rate of plagiarism.

The guiding question for this study was:

RQ 1. How do online nursing students describe their understanding of academic integrity during their second year of studies?

RQ 2. What strategies can the College implement to prevent plagiarism and ensure academic integrity?

Table 1

One to One Interview Participants (names were changed)

Name	Age	Multicultural
Sam	20-30	No
Susan	20-30	No
Erin	20-30	No
Joan	40-50	No
Amy	20-30	No
Joanne	50-60	No
Kathy	40-50	Yes
Jane	40-50	Yes
Mary	30-40	Yes
Tammy	20-30	Yes

The following sections report the results of the study as they correspond with the research questions.

Deficient in APA Knowledge

Students described numerous components of APA they struggled to learn, and some had never used APA in previous educational settings. A student's lack of APA knowledge included submitting assignments where they did not (a) effectively paraphrase, (b) use citations, (c) include page numbers, (d) use of prior work or self-plagiarizing, (e) copy and pasting from a source, or (f) using references. Some students who were familiar with APA disclosed they had inadequate plagiarism knowledge. The theme was related to the research question "How do online nursing students describe their understanding of academic integrity?" Jane summed up this theme with her response regarding challenges in using APA.

Well, when I first started I struggled big time I found it difficult as I am not from this country and have never used APA. It took some time to understand it and learn how to do it properly...At the beginning of the schooling, I had no idea how to properly paraphrase so I used to change a couple of words trying to make it look like my own.

Other students were also cautioned by instructors for academic integrity issues. Mary noted that her writing changed as she took more classes: "At the beginning of the program, I over-paraphrased. The instructors caught that I had plagiarized, and they did not give me a warning or penalize me as I think they knew it was an honest mistake." Amy described her own time management issues in maintaining academic integrity in an online program: "Pressure to maintain grades causes students to be dishonest due to the academic pressure. I plagiarized in my first essay as I didn't reference properly."

Because APA is not always part of an individual student's prior academic experience, learning APA is difficult and time consuming for students while they are in an online nursing program. It is a skill that requires a lot of practice, and APA knowledge is not easy to gain for online nursing students who are working adults. Jane reported that she felt the school did not fully prepare her for the importance of APA compliance in student success.

If I am being honest, I hate APA. This is something I did not learn in high school and I do not have any other education besides high school, so when I came into this program and was asked to use APA, I feel like there was not a good explanation on how to use it and I failed one of my first assignments because I didn't use it properly.

Some participants described difficulty in mastering the skill of paraphrasing, and they noted that it requires a lot of practice. Kathy shared, "At first, I would read something, and I wouldn't change it into my own words. Then I would change a word or two and think I am writing down the same thing from the book." Early courses at ABC College could be enhanced with additional opportunities to practice putting complex nursing concepts into the student's own words. Kathy also reported gaining skills as the courses progressed by asking other students and peers for help: "I increased my knowledge of APA by asking friends. I am still having difficulty referencing resources the school puts online so I usually ask all my friends if they can help me and how I can reference that information."

Because the nursing college does not have an online writing center, students often seek out open access writing support. Erin noted, “I had to go online to get APA help and I used Purdue OWL as I could not remember how to do APA. I would be using information from a previous paper that I’ve written and put it into a new assignment.” Iterative attempts at paraphrasing increased student skills in avoiding plagiarism. “I think it takes time to learn APA so that you are not plagiarizing,” Erin said. APA is very common in nursing schools, and in an online nursing program, APA instruction should be provided at the assignment level.

Susan shared, “It is very difficult for the school that uses a format like APA I think that it is difficult to get people learning that process and learning it properly and effectively.” By infusing APA citation instruction across the curriculum, it might be more manageable than attempting to introduce APA at the beginning of the nursing program. Susan also noted that APA is difficult to learn outside of the subject matter: “I think it would be a big challenge as APA is really dry learning and it is really something that even if you do know it you can still mess it up and plagiarize without knowing it.” Susan described the need for more prevention before the fact: “The nursing program’s plagiarism policy is geared towards explaining what plagiarism is and what cheating is but not necessarily how you go about your studies in a way that is honest and educational.”

Numerous students spoke about inadequate plagiarism knowledge. Joan said, “I feel the lack of explanation of plagiarism and that my peers feel they are being academic and doing their projects right.” This could be dealt with by creating clear academic

expression expectations that gradually increase as the student is in the program.

Currently, many academic integrity violations occur in the first year. Joan noted, “Of course when you are plagiarizing, you’re stealing someone else’s work and not aware of it until someone does point it out. At the beginning of school, I did not know how to reference or cite properly I felt like I did plagiarize a lot, but it was unintentional because I hadn’t been taught correctly.”

Assignment Instructions and Academic Writing in the Curriculum

This theme included many sub-themes such as student-as-audience instructions did not understand the content, students worked on assignment together and students did not help with an assignment but their name was put on it. More themes included there was no feedback provided to the students to help them learn APA and students are very busy completing numerous assignments each week. Other themes included some assignments the students completed were individual and some were group assignments. More themes included each semester builds upon each other and the schooling gets harder and harder and students have limited contacts with peers. Lastly, students ask friends and think the school should explain assignments thoroughly and students were unsure what assignments, posts and projects need to be done each day. Mary explained her response to the theme.

I was working with a group of girls who did not understand the content and it was a recorded assignment. I explained it to them and I had everything written out for the written part and during our recorded portion they used everything I had written word for word. I could have explained better that we need to figure out

what each person was going to say rather than everyone sharing what I had personally written.

Students complete both individual assignments and group assignments throughout the program. Joan said, “Students worked on an assignment together though it was an individual assignment. The instructor told students to work together and they did not explain properly to the students as after they received the assignment which was similar they tried to warn all the students of plagiarism.”

Other students had issues with their peers not contributing to the assignments but still getting the same grades as the other students who did the work.

Tammy shared, I was completing a group project and one of the co-students did not help or contribute any information to the assignment but the rest of the group put their name on the assignment. To the instructor, this looked like the student had helped with the assignment as they received the same grade as the other students who had worked on the assignment.

Many instructors do not provide feedback to the students in their assignments or posts.

Jane said, Sometimes I think students do not realize they are plagiarizing and have not been informed so how can they change something they are unaware they are doing? I was very messed up in the beginning as I did not know what I was doing and did not know which day of the week I should do what. I think sometimes students plagiarize because of deadlines and the amount of work or

size of assignments needing to be completed. If deadlines are approaching it could be tough as you could start to panic.

Numerous other students felt that the instructors should be providing feedback to help them learn from their mistakes. Jane, Kathy, Amy, and Emily all shared that the instructors should provide feedback so they know what they are doing incorrectly and correct their mistakes.

The online schooling tends to get very busy with numerous assignments and posts due throughout each semester. Mary shared, “The schooling and courses stacks on top of each other and it gets harder and harder each the semesters and the students are required to remember all the information from previous semesters. I also think that the school has a hard time knowing if everybody is learning at the same pace and if others are getting assistance for APA and assignments from past students.”

Students have limited contact with each other as it is an online program. The students initially meet at orientation then again at block labs and then throughout the clinical. The access students do not attend clinical until the psychiatric rotations. Jane shared, “Once they have built some relationships they then start connecting with other peers or have group discussions about work needed completed for the week or help each other with referencing APA. At times the instructor just informs the students they have plagiarized and do not share how they can improve.

The school definitely needs to take the time to explain things rather than just putting out a course. If they took the time to explain self-plagiarism to me then I

would have understood for the future. But since I do not know how to do it I just stopped doing it all together.

Students struggle at the beginning in the online program because they are unsure what needs to be done each day and when all the assignments and posts should be completed by. Sam shared, “I was very messed up in the beginning as I did not know what I was doing and did not know which day of the week I should do what.”

Frustrations Unique to Learning Online

This theme included lack of APA knowledge, and challenge to online learning, techniques and tools to keep organized. Other themes included learning to block time daily for schoolwork, feeling overwhelmed and stressed out at the beginning of the program. More themes included: student may never have used computers in education, quitting their job to attend the online program, confusion regarding how to contact staff at college through emails, and students using proctors who they know for exams.

Students described a lack of APA knowledge when they started out, challenging to learn online, first two semesters were sometimes a disaster. Joan summed this theme up with her response regarding frustration

I was definitely stressed out at the beginning as I feel like I was not utilizing my time as I kept putting everything off as it was an online course and I could do it later. As well, a lot of plagiarism is unintentional such as changing some words and information rather than paraphrasing properly as many students think that is how to do it. To keep myself organized I use a day planner and take time each day to work on assignments. As well, I take breaks daily. I use to be stressed out

without the day planner but now my work is a lot better because I am taking the time to learn and work on the assignments and answer the questions properly.

Students used various techniques to keep themselves organized so they would not forget to do some of their school work. Erin shared, “I definitely use a day planner because in one of the first courses when I stopped using it for a week I forgot to do a peer post as I thought I had already done it and I had not. I write out a check box for everything that needs to be done for every course and check them off as I go along.” Whereas, Susan, Amy, and Tammy shared that they all, “use a calendar system to help organize their work.” Students take block time daily to work on their assignments and posts each week. Jane shared her school life balance techniques noting, “I do a maximum of four hours school work per day and the times varies. I also take a day off for myself.”

Students feel overwhelmed and stressed out when they first start the online program as at times they may not understand what needs to be done each day and with the added pressure of learning APA. Sam shared, “I was very messed up when I first started because I had no idea what I was doing. I did not know what to do what assignments. I also would not have suffered so much if I had known how to do APA before starting at the College.”

Students in the online environment may never have used computers much and may struggle with learning how to use the online program. Tammy said, “I struggled because I am an older student coming back into schooling and I am not familiar with programs, typing, and formatting. I struggled with trying to learn the computer.”

Many students have had to quit their jobs as the program is full time and they would not be successful. Kathy and Joanne shared, “They both had to quit their jobs to get their school work done. While online learning is perceived as an added convenience, the novelty of learning via computers can take time to get used to, and the ease of access does not always provide adult students with the ability to work full time while in school.”

Online faculty play a role in coaching students to operate with academic integrity. Anchored feedback on student drafts can illustrate where issues with plagiarism might be evident. Some students have had feedback from their instructors regarding APA. Mary said, “The school caught me plagiarizing but knew it was unintentional and the teacher took the time to explain to me what I was doing wrong and what I needed to do differently.” Anchored comments are an excellent place for instructors to embed hyper links to additional resources.

Other students did not receive any anchored feedback on their assignments. Erin shared, “Students could receive feedback on what they are doing right and what they are doing wrong and learn from it ahead of time before they submit their papers or assignments for grading.” As well instructors should be providing feedback in all assignments, projects, and posts so the students can learn more APA. Emily shared, “The instructors should provide feedback so they know what they are doing incorrectly.”

Instructors need to be clear when they provide information regarding assignment whether they are singular or group work as students work varies in the program. Joan said, “One of the instructors told students to work together and they did not explain properly to the students as after they received the assignment which was similar they tried

to warn all the students of plagiarism.” Instructors provided unclear guidance. Kathy said, “One of the teachers told us to work together and split up the work. Students may have taken that as they should work together to get it done in a timely fashion because it was so large.”

Students plagiarize for various reasons.

Joanne felt when students plagiarize many have busy lifestyles like kids, working and I think it is just easy so easy to plagiarize and be done with the assignment which allows the stress to be lifted off their shoulder and easier than doing the work while completing the online program.

Another student felt that plagiarism was unintentional. Jane noted, “I think a lot of plagiarism is unintentional such as changing some words for information rather than paraphrasing properly as students may think that is how you are to do it.” Whereas Amy thought, “Students plagiarize as they have left their assignment to the last minute or they are having trouble managing their time with their assignments or they just like to cut corners.” Being an online course there is so much work to complete weekly as there are only twelve weeks per semester. Tammy said, “There is so much work to get done in such a short time and to balance out the rest of your life.”

Since the schooling is online you can only contact instructors at the college via email. Joanne stated, “It difficult to connect with the school as you are not able to speak to people and it is all over email and I think that is a huge barrier.”

The school requires students to use a proctor for exams they get a form and send in a couple of names to be approved. Mary shared, “Students use friends as their proctors

and the college should make a list so the risk of cheating is less.” Students in higher semesters could be trained to be proctors and this would empower them and create a more holistic environment to uphold academic integrity. The student trained proctors could be compensated for overseeing students writing exams throughout the balance of their schooling.

Teacher Tactics to Reduce Plagiarism

This theme included sub-themes related to the research question, students were stressed out and disciplinary action will be taken if incorrect APA and students shared a different approach should be taken by the college. Other themes included student received a punitive approach regarding upholding academic integrity and shared it was stressful when writing assignments as they did not want to plagiarize. Finally, other themes shared that instructors are out to get students and was a threat but for me, it was legal advice which included do not take any information from another without giving credit to that person. This was something I have heard all my life from my mother so it was nothing new for me but it was intimidating when I attended the orientation and they were threatening us.

Instead of using scare tactics with the students the college should use a different approach. Joanne felt, “Students should get praise instead of the instructors giving fear tactics and threats of dismissal action if we plagiarize which is very scary. The instructors should come from a place of appraisal with academic integrity and positivity rather than being very punitive.” As well Susan shared, “The consequences of plagiarism at the college are very much punitive in nature.” Some students’ find it extremely stressful

when writing papers and completing assignments. Tammy thought, “When I wrote papers and assignments I always had in the back of my mind to be careful as I don’t want to plagiarize, holy smokes that was nerve-racking.” The instructors at the college seem to be out to get the students for plagiarism. Joan said, “The instructors are out to get people who plagiarize and punish them rather than help them fix what they do wrong.”

Academic integrity best practice at the college should include the instructors helping students be successful. Erin stated, “I am unsure if my peers are plagiarizing by accident or on purpose as no one has shared they have plagiarized to me. But if the college wants people to be successful then it’s important they help them get through it not just penalize them for making mistakes.” Student concerns are especially acute in early courses. Kathy said, “In my first semester I was really scared to reference and put things into my own words in case I got it incorrect and was punished for plagiarism.”

An investigation should be completed to provide proof whether the student is unintentionally or intentional plagiarizing. Sam shared,

The instructors could investigate by watching a student for a few weeks to find out whether that person is plagiarizing unintentionally or intentionally. Instructors could come up with evidence and say page so and so from a certain book says the information. Where did you get it from why didn’t you cite? What really happened here? They could try to help understand why the student didn’t cite that information why did they keep it as their own. I think that’s the best way to find out because I heard in the past that some students were blamed for plagiarism and

as long as I know they were very ethical and wouldn't do such a thing. So it is an accusation and it's your word against your instructor.

Resources from ABC College

Students shared various ideas for resources to help the college. These included adding in APA support documents, put academic integrity in the curriculum in each semester. The students found the study skills course very confusing and would like to learn more APA. Students felt that if they could speak with an instructor they could learn APA better and the college students found a six-week APA course was not comprehensive enough for learning. Students thought that the college could hold a workshop or a pre-course for APA. Jane summed her idea of resources by sharing her response for resources,

I like the idea of more documents so that we have examples of how to do the proper referencing. As well, also more explanation of how to paraphrase and some examples of how to paraphrase passages. This might help since that was one area I also struggled in.

Academic integrity is not reinforced in the college curriculum. Susan shared, "Academic integrity could be part of the curriculum at the beginning so that students have a true appreciation and understanding of what that means. It would be the foundation for moving forward for easily accessible course information for the online program."

In the study skills course the college gets the students to cut and paste from Purdue Online Writing Lab (OWL). Mary said, "The study skills program was confusing

when they got us to cut and from Purdue OWL. We should do an assignment where we have a list of things to read and then integrate different types of citations to a paragraph and cite at the bottom.”

Students would learn so much more about APA if they could connect with an instructor to ask questions and get more guidance. Joan said, “I definitely think the online Adobe would be best because reading something that they send to us while not allow everyone to understand it correctly and because APA is such a big part of our schooling.”

The six-week APA course was not enough time to learn all that is required in APA. Kathy, Amy, Erin and Tammy discussed “Having an extended APA course one which students could go back to at any time to repeat, and learn more about APA.

The students only attend the college during orientation but several students mentioned holding a workshop. Joanne shared, that she would appreciate if the institution conducted a class on composition. “Holding a workshop between certain hours where the teachers or volunteers could answer our questions and provide feedback about APA.”

A pre-course for APA would be ideal so that students come to the college with more knowledge about APA and are not stressed out completing their schooling and learning APA. Sam said, “Before entering the college students should be required to take a prerequisite course for weeks to a month so they understand plagiarism and APA format.”

Anonymous Questionnaire Results

The anonymous survey was completed by seventeen students. All students shared their definition of plagiarism which included copying word for word, rewording a

sentence but not giving a citation, and using peer work for video presentation. Other examples students shared were using someone else's ideas, thoughts expressions or words as their own.

Unintentional plagiarism examples included not citing, no quotation marks around other's words, using too many quotes and not fully paraphrasing. Other unintentional plagiarism included not correcting the references, not knowing how to reference material. Additional unintentional plagiarism included not doing the assignment and taking another person's paper, or just changing a few words and submitting the work as your own.

The top reasons students shared why another student might plagiarize included student might not understand how to cite, unable to paraphrase the content, and the material might be too difficult to paraphrase. Other reasons students might plagiarize student authentically did not know they are plagiarizing during group work, student academic and professional workload, the pressure to get work done, and the student may lack time, motivation, prior APA education, or interest in learning. Additional reasons why the students might plagiarism is a quick way to get an assignment completed, student did not remember where they got a citation and it was easy to copy electronic material.

The student responses about how the college could make it more difficult for students to plagiarize included technology assistance. The college could use plagiarism detection software for students, and create a mandatory course APA, implement a zero-tolerance plagiarism policy. Other ideas to help the college make it more difficult to plagiarize included providing direct guidance for learning how to write in an academic

voice, and getting instructors to provide warnings and provide academic integrity skill development at the assignment level.

When directly asked how comfortable do students feel using APA, one student was not comfortable at all and two students shared that they lacked education. Three students shared that they were more comfortable after using APA awhile. While one student shared their lots to learn in APA, one student had a hard time with some aspects of APA, and one student did not find the study guide helpful. Two students felt pressured to learn APA and be successful, and one student used U tube videos and three students learned from peers (See Graph #8).

The students answered how would they define academic integrity included being honest in education, and many shared each student is responsible to follow academic integrity, and students should not copy peoples work. Other students shared they should have the ability to recognize plagiarism and remain honest in their online schooling. The students also shared they should follow the standards and policies of the college and abide by policies and guidelines, remaining moral and ethical and students should always use their internal compass and do the right thing.

This section continues to share results from the survey. The participants were provided APA references and they were asked to pick out the correct one 93.75% though 6.75% got them incorrect. A reference for a book had 70.59% correct and 29.41% incorrect. When the participants were asked what classified plagiarism 88.24% chose to switch words in a sentence and 94.12% chose paraphrase the sentence with no reference. Numerous questions were asked regarding students choosing items that would be

classified as plagiarism or not classified as plagiarism. Overall the participants did very well in this category.

When it came to exact APA compliance example, the students had to choose the correct reference: for these two questions 75% was the average percent that students got correct. The participants then had a couple of paragraphs they needed to decipher and figure out which ones were plagiarized these caused the participant's issues, many did not get the correct one. The vast majority of students who completed the survey were 93% females and males totaled 7%. The age groups varied with the majority being between 35-45 years old 37.50%. All participants were in semester four at the college. Lastly, participants were asked if they were an access student 81.25% stated no and 18.75% said yes. See Appendix B for graphs and table results from the anonymous survey.

During the one-to-one interviews, the participants were open to share information when asked questions though at times continually shared unintentionally. Discrepancies occurred between younger students and older student. The younger participants were more familiar with computer technology whereas the older participants may have used APA in previous education.

Creswell (2007) shared that validity in qualitative studies is not the same in quantitative studies. Qualitative studies have no hypothesis and requires the researcher to become directly involved with the process. Quantitative studies require a more deductive methodology and a hypothesis. Validation processes for this qualitative study included triangulation, member checking and clarifying the researcher bias (Creswell, 2007). Triangulation included comparing the surveys and interviews to build common themes.

By completing this process this will provide validity to the study (Creswell, 2007). After the interviews were completed and transcribed the word documents were sent to the participants for checking the accuracy of the words typed. I also shared the final themes which came through with the participants.

The Project

The study reveals a theme that students would benefit from resources and additional information to help students avoid plagiarism and encourage academic integrity. In consideration of the study findings and recommendation found in the literature, I developed a project which, I named *Increasing Academic Integrity*, to address the plagiarism and academic integrity needs at the ABC College (See appendix A). The project is an integrated set of curriculum and modules with online tools, a revised student and faculty policy, modules and exercise, and digital resources and assistance designed to serve all the students throughout their active affiliation with the ABC College.

Appendix A contains the proposal for decreasing plagiarism and increasing academic integrity. The goal of increasing student skills for academic integrity will require additional investment in prevention including but not limited to the following:

- Student academic integrity tool box with a resource room, citation management software, and exercise illustrating the top twelve types of plagiarism with guidance about how to avoid violating academic integrity writing

- Assignment level support with pre-formatted templates to increase compliance with APA plus an updated academic integrity policy in the student handbook, and a clear grading policy
- Infuse academic integrity across the curriculum and include academic writing expectations in rubrics linked to resources for students to help with APA and prevent plagiarism
- Professional development module for faculty with time management and organizational tools available to both students and faculty
- Academic integrity information that increases writing expectations by term, aligned to the American Association of College and Universities VALUE rubrics, with academic writing expectations that increase as student's advance towards graduation.

Conclusion

This study explored student perceptions of plagiarism and academic integrity among adult students at an online nursing college in Western Canada. The case study included an exploration of student's perceptions of academic integrity at an online nursing college in Western Canada that has a high rate of plagiarism. The student participants were all in the 2nd year of the program and lived throughout Western Canada. I designed the study to explore student perceptions of academic integrity to help create a project aimed at reducing events at the college. Anonymous surveys were sent to a cohort in 2nd year to gather information about student's perceptions of academic integrity. To

gather further information individual interviews with ten students yielded in-depth descriptions of the participants' perceptions.

Findings indicated five themes which were appropriate to describe student's perceptions of plagiarism and encouraging academic integrity. The five themes that emerged were (a) deficient in APA knowledge, (b) unclear assignment instructions and academic writing expectations in the curriculum, (c) frustrations unique to learning online, (d) teacher tactics to reduce plagiarism and, (e) writing resources provided by the college. The findings from this study indicated the need for a project aimed at decreasing plagiarism and increasing academic integrity.

The project, Increasing Academic Integrity Through a Virtual Writing Lab, is an integrated set of faculty curriculum enhancements and student modules with online tools. These resources are intended to support busy adult and multilingual students in online settings and include (a) revised student and faculty policy for handbooks, (b) APA and academic integrity modules and grammar exercises, (c) free open source digital resources and (d) resources for individual faculty to enhance their ability to decrease plagiarism and increase academic integrity through scaffolding writing expectations for online nursing students by semester at ABC College. Section 3 includes a description of the project and its rationale.

Section 3: The Project

Introduction

Following the completion of my investigation of online nursing student perceptions of academic integrity in an online nurse educational program, I developed virtual writing labs for students and faculty. I named this Increasing Academic Integrity Through Virtual Writing Labs (Appendix A), to address the findings. The virtual labs can be used by any student or faculty who needs to learn or teach online. It will also help multilingual students learn they have many tools for things they do not know how to complete to uphold academic integrity. ABC College does not have any resources to help students and multilingual students uphold academic integrity online.

As professional development opportunities for psychiatric nurse educators are often expensive and time consuming, preparing faculty for detecting and remediating academic integrity issues are a worthy investment. Currently, ABC College does not have any resources for instructors to help students uphold academic integrity. This section includes the project description, rationale for the project genre, a review of the literature related to enhancing skills for academic integrity, plans for implementing the project. The basis for the project stemmed from the research findings and professional literature regarding upholding academic integrity.

The Enhancing Student and Faculty Skills for Academic Integrity, derived from the study findings, has two goals. The first goal is to help ABC College students uphold academic integrity throughout their time with the college. The second goal was to provide

much-needed resources to faculty to assist students to uphold academic integrity throughout their time teaching at the ABC college.

Rationale

Based on the research findings in this study and information gathered from the professional literature, virtual writing lab for students were essential due to the high incidences of plagiarism at ABC College and is the most suitable genre for this project. Instructors continually give warnings and follow the present policy about plagiarism and this process places numerous students at the risk of being dismissed from the program. The literature indicated that numerous students continued to plagiarize in schools (Appiah, 2016; Ayon, 2017; Colella-Sandercock and Alahmadi, 2015; Ewing et al., 2016). Having an online virtual writing lab for students will provide them resources to learn how to uphold academic integrity rather than being dismissed or expelled from ABC College (Chertok et al., 2014; Gallant et al., 2015; Henslee et al., 2015; Kennedy, 2016; Mandrenach et al., 2016; Okoroafor et al., 2016; Sowell, d'Ivoire, 2018).

The literature indicated that learning APA takes a considerable amount of time for the students and instructors do not take the time to provide feedback to help the students (Mandrenach et al., 2016; Morales & Soler-Dominguez, 2015; O'brien & Marken, 2016; Zafonte & Parks-Stamm, 2016). The plausible solution was to create virtual writing lab to hold numerous tools to help the students learn to uphold academic integrity and keep them attending school. Whereas the instructor's virtual writing lab will help provide valuable tools for the instructors who work with the ABC College to help encourage students to uphold academic integrity.

The virtual writing labs will include citation management software and a list of the top 12 instances of plagiarisms that instructors see with solutions, templates, updated policy, academic integrity in the curriculum, time management and organizations tools, writing expectations rubric, a rubric for academic writing expectations, and numerous other links to writing professional papers. Before designing the virtual writing labs project, the scholarly literature that addressed upholding academic integrity for students as well as the results from the student's surveys and one to one interview's helped narrow the project the online resources. Virtual writing labs online are accessible 24 hours per day and this is essential as the students and faculty complete assignments, posts and grades at any time throughout the day, 7 days a week. The literature review that follows focuses on integrated curricula for virtual writing labs for both students and instructors.

Review of the Literature

The literature reviewed in this section, I focused on potential solutions to enhancing student skills to help students uphold academic integrity. To explore potential solutions for the students to uphold academic integrity in the online nursing program I searched Google Scholar and the school database for relevant literature. Search terms included unintentional plagiarism, struggling with APA, understanding APA, students lack APA skills, plagiarism detection tool, academic dishonesty, plagiarism education, reducing plagiarism, organizational and time management skills in college, time management and organizational strategies for students, grading rubric, writing assignment templates and academic integrity in courses. I also found several sources by examining referencing lists in recent articles, and by using Google Scholar, CINAHL,

Ovid, ProQuest and Psyc Info to locate sources in which authors had cited some of the most relevant articles that I had found. The literature provided evidence to support several strategies and methodologies for upholding academic integrity.

Virtual Writing Labs

Creating two virtual writing labs to house numerous resources to help instructors and students to uphold academic integrity is the most appropriate way to have numerous resources available online. In a longitudinal study by Levine and Pazdernik (2018) reported that online resources are available 24 hours a day for the instructors and students. Students and instructors complete their assignments and grading at various times throughout the day, so having the resources available all day allows them to utilize them when they require. The virtual labs will house numerous resources including academic policies for both instructors, and students as well as a grading policy, and guidance for instructors in providing clear instructions in their online courses.

Time management and organizational tools will be provided for both instructors and students. There will also be links for APA guidance and videos and the instructors have shared 12 common plagiarism issues students do in APA and examples are included to avoid these plagiarism issues. As well, academic writing supports and resources and references are shared for both virtual labs. The numerous resources in the virtual labs will help students uphold academic integrity and will provide tools for instructors to encourage academic integrity.

Instructor Resources

The instructor resource section of the lab contains a clear academic integrity policy. Carter, Hussey and Forehand (2018) in a qualitative study shared that providing a clear academic integrity policy that instructors and students understand is essential for success. The academic policy helps to provide clear guidelines for the instructors to follow, to help students learn APA rather than being punished for their actions. Moore and Gaviola (2018) in an interactive online integrity course with 20 faculty shared that it is important to empower students to learn to uphold academic integrity rather than provide punitive actions. Many students read the academic policy but had questions and needed clarification to understand some areas of the policy. ABC College has not provided any time for students to ask questions or clarification about the policy. Chertok et al., (2014) in a quasi-experimental study with 355 undergraduate health science students reported that the academic policy should be discussed so that all students understand the policy. Having an online session for the students would help clarify all questions they have at the beginning of the program and this could be repeated at the beginning of each semester. Morales and Soler-Dominguez (2015) in a case study with 70 final year students shared students should be able to understand the policy fully by having an online session with an instructor who can answer all their questions. The new policy shares the definition of plagiarism and provides tips to help students be successful in their learning. It is important to have tiered grading policies so that students have the opportunity to increase their knowledge of APA over the semesters so they feel supported rather than punished by losing grades or getting warnings.

Resources to help students learn APA throughout the semesters they study is important so that they can continue to become knowledgeable to uphold academic integrity. Mandernach et al., (2016) in a quantitative study with 135 faculty reported that students benefit from having resources and being provided feedback to help correct their errors in APA. Many institutions have numerous resources for students, but ABC College has limited resources. Zafonte and Parks-Stamm (2016) in a study utilizing blended and face to face classrooms with 176 participants shared it is essential for students to have support in their first year of study to gain knowledge about APA as well as resources they can utilize to help them learn. Students shared they unintentional plagiarized as they do not know all about APA as it takes a long time to learn and get comfortable using especially if you have never used it before. The resources for APA in the instructor's virtual lab can be shared with the students when they find the student is struggling and the student can be directed to utilize the resources in the student's virtual labs.

Professional Development

The professional development section of the lab for instructors will include a grading rubric, clear instructions for grading papers, and time management and organizational tools. Stellmack et al. (2015) in a research method course with five instructors shared rubrics for grading assignments, posts and projects are helpful to keep instructors and teacher's aids grading consistently. It is also helpful if the instructor and teachers aids continue to grade the same student's assignments, post, and projects for continuity and consistent grading. O'Brien and Marken (2016) in a longitudinal study

reported that grading papers by the same person is more consistent for the student and the grade will be based on the work they have completed.

Students have shared in the past that when the instructor then the teachers aid grade their assignment the grades are very different. Manadernach et al. (2016) shared that instructors need to provide thorough feedback on assignments, posts and projects to help the students learn and grow. Many students shared they had received minimal feedback on their work and have difficulty know what they did incorrectly in APA and could not improve without the feedback.

Another great tool for instructors is the time management tools and organizational ideas. Porath and Rosenblum (2018) in a quantitative study with 60 undergraduate students reported time management and organizational strategies are important tools in the online environment to remain on task to get assignments graded within a certain time frame. Many students shared they did not receive papers back in a timely manner as well some did not even get any grades until the end of the term and had no idea how they were doing in their course. Instructors need to follow guidelines provided by ABC College and return work graded to allow the student to continually improve throughout the semester.

Wolters and Hussain (2015) in a quantitative study with 213 college students shared instructors can take the time at the begin of the semester to connect with all the instructors teaching during the semester, and adjust due dates for assignments, posts and projects. Students shared they get stressed when numerous assignments are due at the same time, by adjusting some dates this would provide the students more time to complete assignments thoroughly and with better quality. Sweet and Broadbent (2017) in

a qualitative study with 452 nursing students reported instructors should role model time management and organizational skills. Some students struggled with time management skills and organizational skills instructors could role model and share their ideas they utilize to keep themselves organized.

Academic integrity Throughout Curriculum

The ABC College needs to have academic integrity information in each semester throughout their program. McClung and Schneider (2018) in a cross-sectional descriptive correlational study with 194 nursing students shared students would understand academic integrity thoroughly by the time they graduated if students were provided information about the topic in each semester throughout their program. Students who participated in my study did not understand fully what academic integrity was, and shared that instructors never discussed this in any of their courses. Academic integrity is important for instructors and the tiered policy provides clear guidelines to help students with APA throughout the semesters. Chertok et al. (2014) reported upholding academic integrity in college and in the nursing career is essential. Learning how to uphold academic integrity is a key component for a nurse as they are governed by policies and standards, which are to be upheld. ABC College could provide the students with more information on academic integrity to help them not only in their schooling but in their future career as a nurse.

Student Academic Integrity Toolbox

The student's toolbox will have numerous resources to help them understand plagiarism, learn APA, writing an academic paper, APA format for a paper. Abbott and

Shaw (2018) shared that students learning in a variety of ways so it is important to provide resources which meet all the students learning styles. Students have shared they learned in a variety of ways so having numerous different links where they complete tasks and videos for the students who learn visually are included in the toolbox to help learn APA and uphold academic integrity. Akin and MurrellJones (2018) in a qualitative study reported the tools for learning APA will help the students gain APA knowledge and help them uphold academic integrity. Students will gain more knowledge when utilizing the resources in the virtual lab as well as by getting thorough feedback on their assignments, posts and projects.

Academic Misconduct

Oran, Can, Senol and Hadimli (2015) in a descriptive, and cross-sectional study with 499 health science students reported that schools should have clear policies which share what is unacceptable behavior so students are clear. Students at ABC College shared that they were unclear about many areas in the policy, and were provided warnings when they were unsure of what they did wrong. Winrow, Reitmaier-Koehler and Winrow (2015) in a qualitative study with 626 nursing students shared students should be provided clear examples of what signifies plagiarism in the policy so they do not repeat these behaviors. Many students have shared they would like to hear about past plagiarism issues where students were dismissed from the program so they do not do the same thing. Carter et al. (2018) reported it is important to provide students with guidance on assignments, posts, and projects in APA before providing punishments. Students can build upon their knowledge each semester and learn more and more about writing

academically and using APA with fewer errors. An APA template will be provided to help assist students to complete APA assignments properly. Morales, and Soler-Dominguez (2015) in a case study with 70 students shared that templates for academic writing should be shared with the students to help them be successful in their school. Numerous schools have templates available in their writing centers though the ABC college has no writing center an ideal place to provide these templates are in the student's virtual lab. Providing the students with academic templates will help the students to make sure their assignment is properly formatted in APA and they will not lose marks for this error.

The students will also have access to software to check for plagiarism in their assignments, posts, and projects. Coughlin (2015) in a review of the literature with five universities reported that allowing students to check their own work with a software program helped them to decrease plagiarism. Students shared they do not have access to any software in the ABC College and they could decrease plagiarism as they would know the percentage of information plagiarized if they had access. The plagiarism software provides a percentage of how much of the assignment is plagiarized and the students can then fix the content before submitting the assignment. Allowing students to utilize software in ABC College would decrease plagiarism.

Professional Development

Time management and organizational skills are essential to be successful in the online program at ABC College. Students who completed one-to-one interviews shared their time manage and organizational ideas to help others student. Porath and Rosenblum

(2018) in a quantitative study with 60 undergraduate students' shared that it is the students requirement to utilize their time management and organization skills to complete their program to get all the assignments, posts, and projects completed at the due dates.

Wolters and Hussain (2015) shared numerous ideas for time management and organizational skills were similar to what the students in the study shared which included day planners, to do lists and having a well-organized study space. Similarly, in the study by Porath and Rosenblum (2018), they also shared that organizational skills and managing time is essential for student success in higher education programs. Students shared organizing the school week to be success was a key component while attending ABC College.

Academic Information for Students and Nurses

Giuliano (2019) shared that students lack skills in knowledge about plagiarism and upholding academic integrity and it is important to discuss all the terms related to academic integrity with the students. Students shared they do not know and understand all the terms related to plagiarism and upholding academic integrity in the ABC College. Providing students with rich information is important so they can understand academic integrity and numerous terms related to plagiarism.

Learning about academic integrity throughout the schooling at ABC College is important so the students can learn more about code of ethics and standards of practice which are required to learn and practice as nursing students and nurses when they graduate. British Columbia College of Nursing Professionals (2012) and British Columbia College of Nursing Professionals (2010) shared the code of ethics and

standards of practice which students, graduated nurses and nurses are required to uphold throughout their practice. Ideally, students should learn about the code of ethics and standards during their time in ABC College.

Multicultural Information

Gallant et al. (2015) in a quantitative study with 12,000 participants in a longitudinal study reported that the multicultural students were unprepared for academic writing and APA. Students in my study who were multicultural shared they struggled with the English language and required extra help learning APA. Singh (2016) in quasi-experimental research with 82 participants shared that international students had difficult adapting to academic writing. International students in the ABC College shared they also had difficulty with APA as they had never used this in previous higher education. Sowell (2018) in a research study reported international student lack confidence to English to be successful at college.

Multicultural students shared they are learning English and are utilizing tools with ABC College to be successful in their schooling. Students in ABC College are not provided a language proficiency test to evaluate their disability. Sowell (2018) shared to help students be successful as multicultural students they should be tested to reveal any skill gaps in their English composition and to help support them in their college achievements. The ABC College has no test for establishing language proficiency. Students in my study shared they struggled understanding English and struggled, even more, learning APA.

Project Description

The project for ABC College is a virtual writing lab which is a free resource online for students and faculty to utilize (See Appendix A). For the purpose of this project study, the virtual writing lab is a set of resources available to assist students to maintain academic integrity and helpful information for faculty to assist students in the process. The purpose of the virtual writing labs is to address the research problem identified in Section 1: at ABC College, several students throughout their studies at ABC College were unable to uphold academic integrity due to lack of knowledge and assistance with APA and writing scholarly assignments.

The study provided me with the students and instructors deficient of upholding academic integrity at ABC College. The study, described in Section 2 provided insight into the student's perceptions of upholding academic integrity as well as information about faculty members at the college who were not supporting students to uphold academic integrity. Findings from this study, together with findings from the professional literature, guided the development of the project focused on virtual writing labs for both students and faculty.

Needed Resources and Existing Supports

To be successful, the virtual labs need to be utilized by both faculty and students to help them uphold academic integrity. The tool boxes will need to be created by an online program to be available 24 hours per day. The program utilized to create the virtual labs was Blackboard Course Cites a website which was free. This site provides the

instructor the opportunity to upload the resources so they can be used over and over. It also allows the instructor to add students and instructors to utilize this site. The students' academic integrity toolbox will house numerous resources to help students to uphold academic integrity and help them learn academic writing skills, such as exercises with illustrations of the top twelve types of plagiarism seen at the ABC College with resolutions for these APA issues. The tool box will also house a pre-formatted template for an essay to help student format their APA papers. The curriculum will include academic integrity throughout each semester and will include academic writing expectations with a rubric linked to resources to help students with APA and to help prevent plagiarism. Time management tools and organizational tools and suggestions to help students keep on track and decrease stress and uphold academic integrity will be included as numerous students lack these skills.

A professional development module for faculty with time management and organizational tools will provide clear guidelines for assignments and grading suggestions when a teacher's aide is also helping to grade student papers. There will be academic information that increases writing expectations by term, aligned to the American Association of College and Universities VALUE rubrics, with academic writing expectations that increase as students advance toward graduation. These resources would provide the students with numerous resources to help them uphold academic integrity.

Potential Barriers and Potential Solutions to Barriers

Potential barriers include students not utilizing the virtual writing labs though they are a free resource attend the college. Another barrier to the virtual lab would be that new resources could continue to be added to the virtual block labs. As well, the faculty may not refer the students to the virtual writing labs.

Potential solutions to the barriers would be that an individual at ABC College is in charge of the virtual block lab to continue to update and add information to both the faculty and student labs. The management team at ABC College could monitor who has utilized the virtual labs. So that the faculty member hired to update information could continue to encourage the students and other staff members to utilize the virtual writing labs.

Implementation

Upon approval of the Enhancing Student Skills for Academic Integrity implementation will begin. The virtual writing labs will be available immediately though, the virtual writing labs will be better suited for students at the beginning of their studies at the ABC College. The students in the higher semesters could still benefit from using the virtual writing labs and learning more about upholding academic integrity. The implementation of adding academic integrity within course curriculum should be operational within 1 year.

Roles and Responsibilities

The virtual labs were created to provide the faculty and students with essential resources. The resources will be uploaded in the virtual labs which will include

information to help the students and faculty. The resources that will be uploaded will include a revised student and faculty policy for the handbook. Other resources uploaded will include APA and academic integrity modules and grammar exercise. There will also be free open source digital resources and resources for individual faculty. All of these resources will enhance the students and faculties ability to decrease plagiarism and increase academic integrity through scaffolding writing expectations for online nursing students by semester at ABC college. These resources will be helpful tools for instructors and students to utilize at the ABC college. I will create many of these resources myself in a word document as well as find other resources which will be beneficial to my virtual labs in articles and YouTube videos. As the researcher, my responsibility has been to remain unbiased and present the findings of my research to the key stakeholder. The key stakeholder included the manager of ABC college. The ABC college will be responsible to encourage the faculty and students to utilize the virtual labs to decrease plagiarism.

Project Evaluation Plan

Evaluation of a project is crucial and an essential component of the project to help ensure effectiveness. A formative assessment is the best approach as it provides the faculty the opportunity to monitor students and identify their strengths and weaknesses (Alsahhanhanie, Das, & Abdus-Samad, 2017). A formative assessment can be done throughout the term as the students are with the instructors. Students can also self-monitor their own learning progress and the areas they struggle with in upholding academic integrity. The goal of the evaluation is to continue to improve the project that best serves the needs of the faculty and students' needs.

Key stakeholders that are needed for successful implementation of this project include college administration, nursing faculty and staff, students and other faculty at the institution. Faculty and students who utilized the virtual labs will have the opportunity to evaluate the labs by completing the survey at the end of each term. This survey will be created in Survey Monkey, a free online survey tool. A link to the survey will be emailed to all faculty and students in the online nursing program at ABC College (See Appendix B). The survey will provide detailed information of how often the virtual labs were used and how helpful these virtual labs have been in helping the faculty and students to uphold academic integrity (Weirick, Davis & Lawson, 2017).

Project Implications

Enhancing Student Skills for Academic Integrity is online resources available in virtual writing labs for both faculty and students for ABC College, derived from the study findings described in Section 2 and recommendations in current literature. The study findings and the professional literature together provide clear evidence of the widespread need for online resources for colleges, which offer online education. Students in this study need resources to help them to uphold academic integrity and instructor need resources. The virtual writing lab will provide online support to the students throughout their school and instructors throughout their employment at the college. Students and faculty will have numerous resources provided to uphold academic integrity in the online setting. The virtual writing lab will be available to all student and faculty within six months of ABC College approval.

Social change implications included using this project study to inspire positive social change by bringing attention to the issue of plagiarism and encouraging students to uphold academic integrity in the online nursing program. Another possible social change would be to encourage other colleges and universities to encourage students to uphold academic integrity in other online programs not only nursing programs. ABC College could benefit from utilizing this project to decrease plagiarism and encourage students to uphold academic integrity. The project also provides resources to assist the faculty to encourage students to uphold academic integrity. The project could also be used by numerous colleges or universities who have issues with plagiarism in the online environment.

The key stakeholder is the ABC College in Western Canada, which has an online nursing program where numerous students have not been upholding academic integrity and were provided limited resources and support. In addition to this project study's potential to improve students' academic integrity, Enhancing Student Skills for Academic Integrity can have important implications regarding ABC College reputation within the broader academic community.

This study and Increasing Academic Integrity has far-reaching implications as students in online programs could utilize virtual writing labs. The study included an exploration of students' perceptions of academic integrity in an online nurse education program. Numerous studies exist about plagiarism and resources to help students uphold academic integrity, but no one has created a Virtual Writing Lab to help students who take online programs and the faculty who teach them. The project could be extended to

include numerous colleges and universities throughout Canada who do not have resources to offer students to uphold academic integrity.

Section 4: Reflections and Conclusions

The qualitative case study explored student perceptions of academic integrity in an online education program and the subsequent virtual writing lab project to provide resources for both students and instructors were both rewarding and challenging. My enthusiasm flourished when the anonymous survey results were seen as well as the one-to-one interviews were completed with the students. My inspiration diminished when insurmountable difficulties with the study or the project or life events required my attention. This section includes my reflections on the study, the project, and my growth as a scholar.

Project Strengths and Limitations

The proposed Enhancing Student and Faculty Skills for Academic Integrity is an online virtual writing lab aimed at meeting the needs of both the students and instructors in an online environment. Strengths of the online lab include the following:

- Available to the student while attending the college, and as an alumni.
- Available 24 hours a day (Bemer, 2015).
- Students can continually utilize the resources and find what they need to help them (Weirick et al., 2017).
- The resources will help them from the first semester and into their professional lives.
- Instructors have access while teaching for the college, and they can use the material in their announcements and course instructions.
- Instructors will learn skills to help students.

The limitations of the virtual writing lab include that ABC College administration may address in the future:

- Because of the pace of the Internet, new resources are made available online and could be added to the virtual writing lab making this outdated.
- Faculty who have been with the college for years may not choose to utilize the virtual writing lab content or share the link with students.
- Students may not utilize the virtual writing lab due to lack of motivation or time (Bemer, 2015).

Recommendations for Alternative Approaches

In the problem description in Section 1 of this study, I focused on the increase of plagiarism in the online environment at ABC College. In Section 2, I discussed identifying how nursing students describe their understanding of academic integrity and the strategies that the college can take to prevent plagiarism and ensure academic integrity at ABC College.

To implement the virtual writing lab, ABC College would need to provide awareness to the students and faculty and develop strategies to ensure students and faculty would use the virtual writing lab. Further, a course could be for APA and other academic integrity information could be included in the courses. The orientation days could be extended to have a workshop for APA. ABC College could also create an online library, which could include numerous resources and tools for APA.

The investigation could have included significant document analysis and curricular evaluations. A document analysis could be used to decipher how much

plagiarism is discovered in the assignments, posts, and projects. It would provide the college areas where students are struggling with APA so they could provide resources and information to help them be successful. By complete curricular evaluations, the ABC College would be making sure that all instructions for assignments are clear and when assignments are due and dates could be adjusted if too many assignments were due at the same time. They could also add in resources for students in each course to help students uphold academic integrity throughout their schooling and career. The study could have been done with a college or university who has a writing center to evaluate how support centers enhance APA compliance and enforce policies around academic integrity.

Scholarship, Project Development, and Leadership and Change

While designing and conducting the research for this project study, I expanded my understanding of academic research. I had not conducted any research before enrolling in Walden University's Doctor of Education so both qualitative and quantitative research were new to me. After choosing to complete my research using qualitative research, I understood many of the benefits of qualitative research. For this study, qualitative research provided an in-depth understanding of student's perceptions of academic integrity in an online nurse education program at ABC College and provided insight on how ABC College could address resources to uphold academic integrity.

After completing the research portion of the project study, I began to consider how I might develop a project to help to uphold academic integrity at ABC College. At first, I focused on the suggestions for resources suggested by the students. Eventually, I had to refine the project into a manageable strategic plan that could provide a significant

amount of help for ABC College students. In the project addressed numerous of the suggestions that the students shared in the research to about resources for the college.

Reflecting on the project and subsequent evaluation procedures reminded me of an early struggle I experienced while I starting my study I had to decide which conceptual frameworks worked with my study. Eventually, I choose social cognitive theory and theory of student cheating and plagiarism because these worked best for my study. I also remember completing the quality→`ative course through Walden and evaluation in one of the courses. The best way to evaluate the virtual writing labs was to provide an anonymous survey as this way the students can fill it out online and it the feedback will all be anonymous. As well, since the schooling is online except for clinical and block labs this was the best choice. The project does not address every need, but it can make a difference, both effectively and efficiently, in helping to encourage academic integrity for both the students and faculty.

Reflection on the Importance of the Work

Throughout this study, I learned a great deal about online psychiatric nursing student perceptions of academic integrity at ABC College. The study provided detailed information about the lack of academic writing skill the students reported having when they entered the program as well as the lack of resources at ABC College in advance of their early assessments. The students shared a lot of information about their thoughts of things at the college that could be improved. They also had ideas that would benefit future students. The students at ABC College would benefit from having just-in-time online resources in place to help them understand APA and uphold academic integrity

which is of utmost importance in the nursing field. This study will help ABC College to decrease plagiarism and encourage academic integrity. This study can be transferred to other colleges and universities who do not have resources to help with upholding academic integrity.

Looking back on this project-study journey, I am amazed at how much I have learned about academic integrity. I have never conducted any research before enrolling in Walden University's Doctoral of Higher Education program so qualitative research was new to me. I remember researching different types of research designs and choosing a case study approach as this is often used in nursing research. Additionally, my writing skills continued to develop throughout my years at Walden University (Sinaga & Feranine, 2017). I enjoyed the process of writing this paper and developing the two Virtual Writing Labs to house all the resources to assist the students to uphold academic integrity. My favorite part of completing this doctoral study was creating virtual writing labs and finding resources and uploading them into the two labs. I look forward to continuing lifelong learning and helping my students uphold academic integrity. In my future teaching career, I will help students to uphold academic integrity.

Implications, Applications, and Direction for Future Research

Findings from this study contributed to understanding a widespread problem among institutions of higher education in the online environment by students who do not uphold academic integrity. The study findings and proposed project could significantly improve the online experiences of students and instructors in the study institution and provide insight to other researchers exploring academic integrity in other institutions. It

will help multicultural students as well to understand upholding academic integrity. Improving student's knowledge of upholding academic integrity is of substantial importance to all involved in the affected institutions as each semester the students should gain more and more knowledge to follow throughout their career. Improving academic integrity among nursing students could have far greater influence beyond the scope of educational institutions.

When students, such as those attending ABC College, uphold academic integrity, they increase their potential impact on their professional and home communities. A student who upholds academic integrity in the nursing program paired with an institutional mission to effect positive social change could have far-reaching effects when graduates begin to influence the nursing field in local communities and beyond.

The virtual writing labs could be used in other institutions. I recommend templates that the other instructions use for their courses be incorporated into the virtual writing labs. Any further tools which the instructions could utilize for faculty for their schools could also be added to the virtual labs. Although this project was time-consuming, the potential benefits of the virtual writing labs could warrant similar studies in other institutions. The qualitative exploration of student's perceptions of academic integrity in an online nurse educational program yielded rich data highlighting specific needs within the study setting. The literature contained many strategies for helping students uphold academic integrity, but ABC College had some needs that I discovered only through the qualitative data. I recommend similar qualitative studies and project development for other institutions who have writing centers to compare with an

institution who does not have a writing center and resources. Additionally, a study could be completed with numerous nursing students in various years or semesters of their program and trying to encourage more males to complete the study.

Conclusion

Findings in this project study of students in an online nurse educational program lack of academic integrity provided evidence consistent with assumptions regarding nursing students and supported findings from other studies exploring plagiarism among higher education students. The students wanted tools to help them uphold academic integrity. Study participants recognized that adult learners bring substantially diverse learning needs to higher education programs. These students needed a variety of academic integrity and writing tools to develop their learning needs.

The virtual writing labs includes opportunities for students and instructors are beneficial resources which include citation management software, top plagiarism issues, and solutions, templates, updated policy, academic integrity in curriculum, time management and organizational tools, writing expectations rubric, value rubric academic writing expectations and links to help students/instructors to reduce plagiarism. These virtual writing labs may also improve students and faculty abilities to uphold academic integrity. When students and faculty have resources to uphold academic integrity they will be able to focus on completing assignments without plagiarism and continually learn to uphold academic integrity and gain new learning. Students will be able to flourish as agents of positive social change by upholding academic integrity throughout their schooling and careers in nursing.

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Appendix A: The Project

The project consists of two virtual labs one for faculty and one for the students at ABC College. This project was chosen as the program the students are attending is an online program and the access to the resources in the virtual labs will be 24 hours per day. The resources in the virtual labs will help both the instructors and students to uphold academic integrity at ABC College. As well, the resources can be utilized over and over again so that the faculty and students can decrease plagiarism and increase academic integrity. Many online schools have writing centers which have numerous resources to help students throughout their time in the college but ABC College does not have a writing center and the nursing program is an online program except for their clinical so the virtual writing labs are the best resources to help the students be successful in their schooling.

Academic integrity was not fully understood by students so the expectations from ABC College were unreasonable that they would uphold academic integrity. A brief discussion about academic integrity was introduced during the 2 days of orientation but never again mentioned throughout the students schooling at the ABC College. The students and literature encouraged ongoing information about academic integrity which could be incorporated into each semester throughout their program. The virtual lab includes ideas for the instructors to engage students in learning about academic integrity each semester. Numerous readings about academic integrity are included for the students so they learn to understand more about academic integrity for their program and the nursing profession they are going into. As well, students can read the code of ethics and

standard of standards of practice which they will be required to uphold after graduating from the nursing program. If these tools were followed up on before graduation the students would not only understand academic integrity within their course work but also be upholding academic integrity in the nursing profession. The literature shared that students who are becoming nurses should know how to uphold academic integrity as if they lack this knowledge it will transfer into their clinical and practice as a graduate nurse. Providing the students and faculty academic integrity tools is essential to provide the knowledge which is lacking in the program at ABC College.

Many schools have writing centers which have numerous resources to help students but the ABC College does not have a writing center thus templates for APA assignments were included in the students virtual writing lab. The students mentioned that it would be great to have templates to help them be successful in writing papers as if APA is not followed they lose marks. Literature also shared that templates help students learn how to complete papers and assignments properly so that students do not have to work about the formatting of their paper rather just writing the content.

Time management and organizational skills are essential tools when attending an online program. Some of the students shared their ideas of how to effectively time manage and organize their week so that they get all of their assignments, posts, and projects completed and are successful in the online program. The literature also shared the same ideas of time management and organizational skills as the students had shared. As well, students shared that the instructors could role model their time management and organizational skills by getting the grading of their papers done in a timely fashion as

sometimes they receive no grades for assignments in courses and were not sure they were even going to pass the course. Literature also encouraged faculty to model time management and organizational skills to pass these skills off to their students. The virtual labs have the tips included for both faculty and students to help with time management and organizational skills which are important in the online fast-paced program.

APA is a challenge to learn and thus numerous students and the literature shared that it takes time to learn APA properly. Providing links, videos and games in the virtual lab allow the students to go through these and learn more in the area they need more help in. When students receive feedback about incorrect APA in their assignment the instructors can provide the resources to help from their virtual lab or encourage them to go to the student virtual lab for assistance to improve their APA skills. The instructors need to give feedback on all assignments as many students were provided no feedback or little and it did not tell them how they could improve. The literature also shared that students need feedback to continue to grow and learn throughout the semesters.

Instructors at the ABC College provided twelve plagiarism issues they see in assignments, posts or assignments. Since both, the students and literature confirm that APA is challenging to learn these key components are included in the students virtual writing lab with how to overcome these twelve plagiarism issues. The literature also shared the students struggle with numerous areas in APA so this could be a valuable tool to help correct things other instructors have seen in the past assignments, posts, and projects.

The academic integrity and plagiarism policy for the ABC College was punitive and many students feared to make mistakes and getting kicked out of the program. The literature shared that the policy should be nonpunitive and help the students learn APA in the first year so they can uphold academic integrity throughout their schooling. The new policy for the ABC College consists of a tiered policy to help the student learn APA and uphold academic integrity without punishment until the 7th & 8th semester which are the last two semesters of the program. The students shared they thought that many instructors were out to get them for plagiarizing when they were learning APA. In the academic integrity and plagiarism policy, the instructors are encouraged to provide detailed feedback on all assignments, posts, and projects to help the students learn where they are doing APA incorrectly so they can correct what they are doing wrong going forward.

Students also mentioned they lack clear instructions on assignments from instructors or the instructor who changed the requirements. The literature shared that clear instructions for assignments, posts, and projects should be provided at the beginning of the semester including due dates. At times the students shared that instructors would say that they could work together on an assignment then claim they plagiarized the assignment or they would change the assignment due date or how many peer posts were required each week. The instructor virtual lab has key points to help the instructors follow so that the information provided to the students is clear at the beginning of the semester. Students also shared that the instructors would not answer emails regarding questions about assignments, posts, and projects. The tips include that all students can

post a question in the question forum which can be accessed by all students so that the faculty can answer the question clearly as other students may have the same question.

Grading papers has been an issue at ABC College. Students shared that when the instructor and teachers aid grade their papers throughout the course the grades vary hugely. The literature confirmed that one person should continually grade the student's papers to be consistent. Tips for grading student's papers have been included in the faculty lab so that they continually grade the same papers. Each year, the faculty should conduct portfolio and assignment rubric norming. By practicing alignment in rubric use more reliable assessment practice may be developed. Scaffolding a grading policy students can build upon their foundational knowledge in APA and not be punished for making errors before they have been taught how to use the guide. The students shared they have been given warnings and feared being kicked out of the ABC College due to plagiarism which was while they were learning how to properly do APA. The literature shared that punitive measures are not helpful and that students should be encouraged to learn. The rubrics in the writing labs are more encouraging to support students learning.

Students have proctors to write exams who are their friends and shared they think that many are cheating by looking at books and asking their proctors questions. The literature shared that proctors should be instructors or one of the proctors which students can get such as proctor U or instructors from the ABC College. The ABC College does not seem concerned about this and continues to allow anyone to be a proctor to students this may be contributing plagiarism and lack of knowledge in the college. Included in the

student and faculty virtual writing lab are guidelines for picking a proctor and this will be enforced as a policy at the ABC College

Academic Misconduct- Cheating and Plagiarism for Instructors

The Academic Misconduct Policy is positive and encouraging rather than punitive. It is a tiered policy to help students learn APA and no disciplinary action until the last two semesters.

- Instructors are to provide detail feedback for every student in their posts, assignments, and projects for any plagiarism issues
- Provide the student resources to help them learn APA
- As well, provide them a peer names list so they can work with a student in a higher semester
- Instructors, please keep a list of names of students who are plagiarizing the resources you referred them to as well as all feedback on post, assignment, project
- Post list of students you have provided feedback to so all other students aware
- Is the student improving with their learning of APA per semester
- Are the students taking the feedback and applying this to their course work
- What semester did they plagiarize in
- How many times have they plagiarized in your course
- Continue to monitor students throughout your course and other students do the same
- Also, post if the student has not been taking the feedback into further school work
- Set a time to speak with the student online so the session can be taped **except for** students in the last two semesters **of the program.**

Plagiarism Defined

Plagiarism is when a student uses another person's words, ideas, or media without identifying the source, thus implying that the material is your own. References are to be used to support your work, not to be the main source of content.

Please review section 1.10 of the *Publication Manual of the American Psychological Association* (APA 6th ed., 2010): plagiarism is taking the ideas of someone else and passing them off as your own by not providing the necessary citation or reference for the source. **Unintentional omissions of citations or references are also plagiarism.** The key element of this principle is that authors must not present the work of another as if it is their work. They also must not present their work as new scholarship, known as self-plagiarism (APA 6th ed., 2010, p. 16).

Examples of plagiarism include, but are not limited to:

- Failing to provide proper references for your sources
- Making up a quotation or source
- Submitting an assignment in Semester 1 and 2, where greater than 25% of the content is directly quoted with proper citations and references
- Submitting an assignment in Semester 3 and onward, where greater than 15% of the content is directly quoted with proper citations and references
- Collaborating with others on individual projects and passing the work off as your own
- Submitting another person's work as your work
- Getting another person to complete your assignment(s)
- Omitting a single citation/reference in a list of citations/references
- Citing or referencing the wrong source
- Paraphrasing or quoting inaccurately
- Failing to put quotation marks around part or all of the quote

Tiered Plagiarism Policy for Students

This tiered policy is encouraging, instructors providing detail feedback and resources, using a peer person to help ingrain APA and utilizing the Virtual writing lab to improve and learn more about APA while you attend the college

Throughout the semester's students improve their APA knowledge and by last semester should competently be completing APA properly.

Semester 1 & 2

- Instructors point out plagiarism and provided detailed feedback
- Share resources and help for APA learning
- No warning and no deduction for grades
- Recommend peer support and provide student list
- Contact student to discuss your feedback
- Students provided feedback re plagiarism will be monitored throughout all semester

Semester 3 & 4

- Instructors point out plagiarism and provided detailed feedback
- Share resources and help for APA learning
- No warning and no deduction for grades
- Recommend peer support and provide student list
- Contact student to have a discussion regarding your feedback
- Students provided feedback re plagiarism will be monitored throughout all semester

Semester 5 & 6

- The instructor provides less feedback regarding plagiarism
- Student self-motivated to utilize Virtual writing labs
- Reach out for peer support list
- Contact the instructor and ask for support and feedback and what you need to help you

Semester 7 & 8

- Students knowledgeable in APA and should have minimal errors in posts, assignments, and projects
- Assignment, posts, projects have ½ the paper plagiarized
- Receive no grade for the paper (0%)
- Assignment, posts, projects have 6-10 places with plagiarism in the paper
- Struggled with referencing, paraphrasing
- 10% grade decrease
- Assignment, posts, projects have 2-5 places with plagiarism in the paper
- Struggled with referencing, paraphrasing
- 5% grade decrease

Tips for avoiding plagiarism:

- Record notes as you work on a paper or project (APA, 2010).
- Ensure citations and references are accurate
- Write down all the papers you are using for references
- Review your work and for each idea ask yourself “was this my idea or the work of someone else?”

Cheating is defined as any form of academic dishonesty during any type of assessment (quiz, midterm, final, assignment, case study, and post) and may include, but is not limited to:

- Communicating with others in any form during an exam
- Using electronic devices (such as text messaging, cellphones, iWatch, tablet) during an exam
- Reviewing notes during an exam
- Having an unauthorized exam or answer key
- Looking at another student’s assessment
- Altering graded work after it has been returned
- Taking an exam for another person
- Completing an assignment for another person
- Pre-programming a calculator

- Getting old papers of others
- Taking pictures during an exam or acquiring old pictures of exams

ABC College has acquired an approach to Academic Misconduct to help the student learn APA and other cheating and plagiarism issues during their 8 semesters.

This is related to all assignment, posts, and case studies completed in ABC College

Semester 1 & 2

- Show some knowledge of APA
- Instructors provide feedback for all assignments and posts
- Instructors provide you resources from virtual writing lab
- Students are encouraged to utilize resources from students virtual writing lab
- Students continue to work on academic writing and practice basic APA

Semester 3 & 4

- Students continue to gain knowledge about APA
- The instructor continues to provide feedback for assignments and posts
- Instructors provide you resources from virtual writing lab
- Students are encouraged to utilize resources from students virtual writing lab
- The student continues to increase sentence structure and professional writing skills

Semester 5 & 6

- Students continue to gain knowledge and make minimal errors in APA
- Instructor provides minimal feedback regarding APA and plagiarism
- Students are encouraged to utilize resources from students virtual writing lab
- Students should seek feedback peers regarding their assignments/posts to continue to help them improve APA
- Students have increased knowledge of professional writing and writing skills

Semester 7 & 8

- Students are extremely knowledgeable and make no errors in APA
- Instructors provide little feedback on APA and plagiarism
- Students continue to utilize the virtual writing lab
- Students also get feedback from peers regarding their assignments/posts to continue to check APA is proper
- Students have minimal errors in sentence structure and writing skills

Plagiarism & VeriCite

Instructors will have access to the software the college uses to check their assignments, posts, and projects for plagiarism percentage.

Software scans papers submitted for:

- Material copied from public websites
- Papers purchased from paper mills
- Essays/assignment previously or concurrently submitted to the software
- Published works example. Journal

Academic Misconduct- Cheating and Plagiarism for Students

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Plagiarism is when you use another person's words, ideas, or media without identifying the source, thus implying that the material is your own. References are to be used to support your work, not to be the main source of content.

Please review section 1.10 of the *Publication Manual of the American Psychological Association* (APA 6th ed., 2010): plagiarism is taking the ideas of someone else and passing them off as your own by not providing the necessary citation or reference for the source. **Unintentional omissions of citations or references are also plagiarism.** The key element of this principle is that authors must not present the work of another as if it is their own work. They also must not present their own work as new scholarship, known as self-plagiarism (APA 6th ed., 2010, p. 16).

Examples of plagiarism include, but are not limited to:

- Failing to provide proper references for your sources
- Making up a quotation or source
- Submitting an assignment in Semester 1 and 2, where greater than 25% of the content is directly quoted with proper citations and references
- Submitting an assignment in Semester 3 and onward, where greater than 15% of the content is directly quoted with proper citations and references
- Collaborating with others on individual projects and passing the work off as your own
- Submitting another person's work as your own work
- Getting another person to complete your assignment(s)
- Omitting a single citation/reference in a list of citations/references
- Citing or referencing the wrong source
- Paraphrasing or quoting inaccurately
- Failing to put quotation marks around part or all of the quote

Semester 1 & 2	Semester 3 & 4	Semester 5 & 6	Semester 7 & 8
Assignments & Posts	Assignment & Posts	Assignments & Posts	Assignments & Posts
*Show some knowledge of APA	*Students continue to gain knowledge about APA	*Students continue to gain even more knowledge of APA	*Students are extremely knowledgeable of APA
*Instructor provide thorough feedback for all assignments and posts	*Instructor continues to provide feedback for assignments and posts	*Instructor provides minimal feedback regarding APA and plagiarism	*Instructor provides little feedback on APA and plagiarism
*Instructors provide resources from virtual writing lab	*Encourage students to utilize Virtual Writing Lab Resources	*Encourage students to utilize Virtual Writing Lab Resources	*Students continue to utilize the Virtual Writing Lab
* Encourage students to utilize Virtual Writing Lab Resources	*Students should continue to work on academic writing skills – sentences and APA	*Students should seek feedback from peers regarding their assignments/posts to continue to help them improve APA	*Students also get feedback from peers regarding their assignments/posts to continue to help them improve APA
*Students should be working on academic writing sentences and practicing basic APA	*student should continue to increase sentence structure and writing skills	*students have increased knowledge of sentence structure and writing skills	*students have minimal errors in sentence structure and writing skills

Table 2

Scaffolding Academic Integrity

Rubric for Assignments Semester 1-4

iRubric

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Structure and Scholarly Presentation	<p>Poor</p> <p>Paper is not logically and coherently developed. Lacks rational progression of ideas, no intelligent usage of sentences and paragraph sequencing. Is not proper length and is not 10% over.</p>	<p>Fair</p> <p>Paper is slightly logically and has some coherent development. Has some rational progression of ideas, and some intelligent usage of sentences and paragraph sequencing. Is almost the proper length but not 10% over.</p>	<p>Good</p> <p>Paper has good logically and some coherent development. Has rational progression of ideas, and intelligent usage of most sentences and paragraphs sequencing. Is the total total word count or slightly over as requested.</p>	<p>Excellent</p> <p>Paper is written well logically and coherent development. Has rational progression of ideas, and intelligent usage of sentences and paragraph sequencing. Is the total word count or slightly over as requested.</p>
Grammar, Spelling, Punctuation	<p>Poor</p> <p>The paper has numerous spelling mistakes, issues with grammar, punctuation and the wording in the essay is inappropriate and language choice is inappropriate.</p>	<p>Fair</p> <p>The paper has some spelling mistakes, some issues with grammar and punctuation. The working in the essay has some in appropriate language choice.</p>	<p>Good</p> <p>The paper has most of the spelling correct, most of the grammar and punctuation is correct. The essay includes mostly correct language choice.</p>	<p>Excellent</p> <p>The paper has no spelling mistakes, grammar is correct and punctuation and working in the essay is appropriate and language choice is appropriate.</p>
Content	<p>Poor</p> <p>The paper lacks a thesis statement at the end of introductory paragraph to what the author will prove. No critical analysis. No final paragraph/conclusion that summarizes main points.</p>	<p>Fair</p> <p>The paper lacks some key components such as a thesis statement at the end of the introductory paragraph. Lacks some critical analysis. Has a weak final paragraph/conclusion that summarizes some of the main points.</p>	<p>Good</p> <p>The paper a thesis statement at the end of introductory paragraph. Has some critical analysis and some weak points in the final paragraph/conclusion with summaries that links to most of the main points.</p>	<p>Excellent</p> <p>The paper has a strong thesis and statement at the end of introductory paragraph to what the author will prove. Strong critical analysis. Their is a strong paragraph/conclusion that summarizes main points.</p>
APA	<p>Poor</p> <p>In semester 1-4 Student continues to learn APA. Instructor provides detailed feedback on assignments, posts, projects. Provide resources. No punishment for errors.</p>	<p>Fair</p> <p>In semester 1-4 Student continues to learn APA. Instructor provides detailed feedback on assignments, posts, projects. Provide resources. No punishment for errors.</p>	<p>Good</p> <p>In semester 1-4 Student continues to learn APA. Instructor provides detailed feedback on assignments, posts, projects. Provide resources. No punishment for errors.</p>	<p>Excellent</p> <p>In semester 1-4 Student continues to learn APA. Instructor provides detailed feedback on assignments, posts, projects. Provide resources. No punishment for errors.</p>

Rubric for Assignments Semester 5-6

iRubric

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Structure and Scholarly Presentation	<p>Poor</p> <p>Paper is not logically and coherently developed. Lacks rational progression of ideas, no intelligent usage of sentences and paragraph sequencing. Is not proper length and is not 10% over.</p>	<p>Fair</p> <p>Paper is slightly logically and has some coherent development. Has some rational progression of ideas, and some intelligent usage of sentences and paragraph sequencing. Is almost the proper length but not 10% over.</p>	<p>Good</p> <p>Paper has good logically and some coherent development. Has rational progression of ideas, and intelligent usage of most sentences and paragraphs sequencing. Is the total total word count or slightly over as requested.</p>	<p>Excellent</p> <p>Paper is written well logically and coherent development. Has rational progression of ideas, and intelligent usage of sentences and paragraph sequencing. Is the total word count or slightly over as requested.</p>
Grammar, Spelling, Punctuation	<p>Poor</p> <p>The paper has numerous spelling mistakes, issues with grammar, punctuation and the wording in the essay is inappropriate and language choice is inappropriate.</p>	<p>Fair</p> <p>The paper has some spelling mistakes, some issues with grammar and punctuation. The working in the essay has some in appropriate language choice.</p>	<p>Good</p> <p>The paper has most of the spelling correct, most of the grammar and punctuation is correct. The essay includes mostly correct language choice.</p>	<p>Excellent</p> <p>The paper has no spelling mistakes, grammar is correct and punctuation and working in the essay is appropriate and language choice is appropriate.</p>
Content	<p>Poor</p> <p>The paper lacks a thesis statement at the end of introductory paragraph to what the author will prove. No critical analysis. No final paragraph/conclusion that summarizes main points.</p>	<p>Fair</p> <p>The paper lacks some key components such as a thesis statement at the end of the introductory paragraph. Lacks some critical analysis. Has a weak final paragraph/conclusion that summarizes some of the main points.</p>	<p>Good</p> <p>The paper a thesis statement at the end of introductory paragraph. Has some critical analysis and some weak points in the final paragraph/conclusion with summaries that links to most of the main points.</p>	<p>Excellent</p> <p>The paper has a strong thesis and statement at the end of introductory paragraph to what the author will prove. Strong critical analysis. Their is a strong paragraph/conclusion that summarizes main points.</p>
APA	<p>Poor</p> <p>In semester 5-6 Student continues to have numerous knowledge deficits in APA. Many errors. Students utilize Virtual Writing Lab. Instructor provides minimal feedback.</p>	<p>Fair</p> <p>In semester 5-6 Students have some knowledgeable APA but has some errors. Students utilize Virtual Writing Lab. Instructor provides minimal feedback.</p>	<p>Good</p> <p>In semester 5-6 Student has good knowledgeable APA but has a couple errors. Students utilize Virtual Writing Lab. Instructor provides minimal feedback.</p>	<p>Excellent</p> <p>In semester 5-6 Student extremely knowledgeable APA. Students utilize Virtual Writing Lab as needed. Instructor provides minimal feedback.</p>

Rubric for Assignment Semester 7-8

Rubric

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Structure and Scholarly Presentation	<p>Poor</p> <p>Paper is not logically and coherently developed. Lacks rational progression of ideas, no intelligent usage of sentences and paragraph sequencing. Is not proper length and is not 10% over.</p>	<p>Fair</p> <p>Paper is slightly logically and has some coherent development. Has some rational progression of ideas, and some intelligent usage of sentences and paragraph sequencing. Is almost the proper length but not 10% over.</p>	<p>Good</p> <p>Paper has good logically and some coherent development. Has rational progression of ideas, and intelligent usage of most sentences and paragraphs sequencing. Is the total total word count or slightly over as requested.</p>	<p>Excellent</p> <p>Paper is written well logically and coherent development. Has rational progression of ideas, and intelligent usage of sentences and paragraph sequencing. Is the total word count or slightly over as requested.</p>
Grammar, Spelling, Punctuation	<p>Poor</p> <p>The paper has numerous spelling mistakes, issues with grammar, punctuation and the wording in the essay is inappropriate and language choice is inappropriate.</p>	<p>Fair</p> <p>The paper has some spelling mistakes, some issues with grammar and punctuation. The wording in the essay has some in appropriate language choice.</p>	<p>Good</p> <p>The paper has most of the spelling correct, most of the grammar and punctuation is correct. The essay includes mostly correct language choice.</p>	<p>Excellent</p> <p>The paper has no spelling mistakes, grammar is correct and punctuation and wording in the essay is appropriate and language choice is appropriate.</p>
Content	<p>Poor</p> <p>The paper lacks a thesis statement at the end of introductory paragraph to what the author will prove. No critical analysis. No final paragraph/conclusion that summarizes main points.</p>	<p>Fair</p> <p>The paper lacks some key components such as a thesis statement at the end of the introductory paragraph. Lacks some critical analysis. Has a weak final paragraph/conclusion that summarizes some of the main points.</p>	<p>Good</p> <p>The paper a thesis statement at the end of introductory paragraph. Has some critical analysis and some weak points in the final paragraph/conclusion with summaries that links to most of the main points.</p>	<p>Excellent</p> <p>The paper has a strong thesis and statement at the end of introductory paragraph to what the author will prove. Strong critical analysis. Their is a strong paragraph/conclusion that summarizes main points.</p>
APA	<p>Poor</p> <p>In semester 7-8 Student continues to have knowledge deficits in APA. Many errors. Students utilize Virtual Writing Lab.</p>	<p>Fair</p> <p>In semester 7-8 Students knowledgeable APA but has numerous errors. Students utilize Virtual Writing Lab.</p>	<p>Good</p> <p>In semester 7-8 Student very knowledgeable APA but has a couple errors. Students utilize Virtual Writing Lab.</p>	<p>Excellent</p> <p>In semester 7-8 Student extremely knowledgeable APA. Students utilize Virtual Writing Lab.</p>

Academic Integrity Across Curriculum for Faculty

Create forum posts to engage students in conversation and understanding
Instructor to provide feedback any clarify, and information or questions students have

What is academic integrity?

How can you uphold academic integrity?

What is academic dishonesty?

Share some examples of academic dishonesty

What academic integrity in nursing?

What are the types of things that nursing students and nurses need to uphold?

What are integrity and nursing?

Examples

What is honesty in nursing?

Examples

What is ethical behavior?

Examples

What is professionalism?

Examples

Share some nursing-specific dishonest behaviors

What is the code of ethics?

What are the professional standards?

Name the four and provide some examples under each section

What are the practice standards?

Examples

What scope of practice standards?

Examples

Academic Integrity Information for Student and Future Nurses

Academic Integrity

What is academic integrity?

Academic integrity is defined as a moral code that discourages any activity perceived as unethical in an academic setting. This moral code should both value and encourage the high academic standards, while suppressing such unethical behaviors as plagiarism, cheating on exams, assignments, and posts. The ubiquity and growth in online learning pose new issues for academics concerning integrity in the virtual classroom (Institute for Global Business Research, 2018).

What is academic dishonesty?

Academic integrity is defined as a moral code that discourages or prohibits any activity perceived as unethical in an academic setting. This moral code should both value and encourage high academic standards, while suppressing such unethical behaviors as plagiarism, cheating on an exam, copying another person's assignments, working together on an assignment when it is individual, handing in an assignment that was used in another class. Common methods for students to cheat in online distance education courses can range from methods available only through the online environment. Three of the most common academic dishonesty activities present in the online distance education courses are an improper use of resources while testing, plagiarism and the recent emergence of contract cheating (Institute for Global Business Research, 2018).

Academic Integrity in Nursing

Academic Integrity

Nurses value honesty, integrity, and professionalism, and therefore, nursing students preparing for this profession should equally value these qualities (Devin & Chin, 2018).

Honesty and ethical standards of nurses are consistently ranked among the highest of professions in nationwide public gallop polls.

Nurses value honesty, integrity, and professionalism, and therefore, nursing students preparing for this profession should equally value these qualities.

The public perceives nurses as honest and ethical, these qualities may be lacking in nursing students. Cheating on exams, plagiarizing writing assignments, lying, inadequately preparing for clinical assignments and falsifying documentation in a

patient's chart are described in the nursing literature, and depict behaviors that demonstrate a lack of integrity in nursing students (Devine & Chin, 2018).

The professional nurse of today is required to demonstrate the knowledge, attitudes, and skills associated with moral, ethical, and legal behaviors as they provide care for patient populations.

Preparation for role transition during the senior year of education can heighten the nursing student's awareness of the value of integrity in practice and the many situational challenges.

Academic and professional integrity are both valued and necessary qualities of nursing students. When integrity is discussed in the nursing literature, it is associated with honest, ethical and moral behaviors.

Nursing has consistently been identified as one of the most honest and trusted professions. Nurses must function with the utmost integrity as they care for individuals during some of the most vulnerable times in their lives. A key responsibility of nursing faculty includes both communicating and teaching attributes related to moral, ethical, honest and trustworthy behavior as these are important qualities and characteristics for nurses in the profession to possess.

Integrity

The dictionary defines integrity as "firm adherence to a code of especially moralistic or artistic values". Synonyms for integrity include honesty, morality, ethics, honor, and trustworthiness. Integrity "implies trustworthiness and incorruptibility to a degree that one is incapable of being false to a trust, responsibility, or pledge".

Academic Integrity

Academic integrity is defined as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility".

Integrity and Nursing

Integrity as it relates to academic integrity, moral integrity, honor codes, personal responsibility, and individual accountability. The American Association of Colleges of Nursing describes nursing as a caring profession in which nurses demonstrate empathy, as they embody the five core values of professional nursing: human dignity, integrity, autonomy, altruism, and social justice.

Honesty

Integrity in nursing students encompasses all aspects of the academic program: honest classroom, clinical and interpersonal behaviors. In the classroom, students engage in honest behaviors through class preparation, individualized testing, and writing assignments. In the clinical setting, students demonstrate honest patient communication by sharing their abilities admitting the limitations of their knowledge and skills, by providing timely and accurate assessments and documentation.

Ethical Behavior

Ethical behavior is a necessary component of nursing practice and maybe influenced by the opinions and actions of peers. Nursing faculty need to identify and role model established nursing standards, while respecting patient rights and preferences to guide safe student practice. Overtime students are socialized into the profession of nursing, and through thoughtful personal and group reflection can identify the values and attitudes, which influence their moral integrity and ethical beliefs.

Professionalism

To understand how professionalism and integrity are related, nursing students are encouraged to reflect on personal maturity, morality, and self-knowledge. Therefore, actions that are morally sound, and relate to the code of ethics, represent the values and guidelines of the profession of nursing and are deemed professional. Professionalism is an ever-changing term that may include the ability to perform technical tasks, deliver patient care, and the awareness to act honestly and responsibly. Therefore, professionalism in nursing practice requires individual reflections on “social awareness and values, interpersonal and intrapersonal capacities” and the necessary skills that promote insight which positively influences practice outcomes.

Nursing Specific Dishonest Behaviors

- Documented made up vitals signs because couldn't remember what they were
- Document false vital signs
- Continued with a procedure after breaking or potentially breaking sterile technique
- Documented assessment components even though they were not assessed
- Dropped a piece of linen or medication on the floor and did not replace it
- Given too much or too little medication and not reported because the patient was not harmed
- Documented administration of a medication to a patient, but did not administer the medication to the patient or did not administer the medication when it was due
- Diverted medications for personal use

- Performed nursing interventions without faculty supervision when faculty supervision was indicated
- Made up a false excuse to miss clinical
- Looked at copies of illegally obtained previous examinations
- Copied exact statements from a source without citing the source
- Asked another student (from a previous semester) “What was on the test?”
- Told another student what was on an examination before he/she took it
- Been offered copies of a stolen examination
- Looked at copies of a stolen examination
- Purchased a paper and turned it in as own work
- Used a form of cheat sheet (paper cheat sheet, electronic device, etc.) on an examination

Code of Ethics

The code of ethics is a set of guidelines that articulates an acceptable set of behaviors for Nurses. The Code of Ethics articulates the ethical principles and values that guide all members of the nursing profession. It sets out the framework for professional responsibility and accountability while promoting high ethical standards in practice and providing a benchmark for self-evaluation. The four code of ethics is safe, competent, and ethical practice to ensure the protection of the public, respect for the inherent worth, right of choice, and dignity of persons, health, mental health, and well-being, and quality practice.

Professional Standards

The standards provide an overall framework for the practice of registered nursing in British Columbia. They set out minimum levels of performance that nurses are required to achieve. The professional standards, which are one set of standards under the umbrella of BCCNP Standards of practice, are a statement about levels of performance that nurses are required to achieve in their practice. Professional Standards:

- Reflect the values of the nursing profession
- Clarify what the profession expects of nurses
- Represent the criteria against which nurses’ practice in British Columbia is measured by clients, employers, colleagues, themselves and others

Standard #1: Professional Responsibility and Accountability

Standard #2: Knowledge-Based Practice

Standard #3: Client-Focused Provision of Service

Standard #4: Ethical Practice

For more information please see www.bccnp.ca

Practice Standards

Requirements are related to specific aspects of registered nurses' practice. These standards complement the Professional Standards and provide additional information on specific topics.

Scope of Practice Standards

Standards, limits, and conditions related to the scope of practice for registered nurses and nurse practitioners.

Appendix B: Virtual Lab Survey for Students

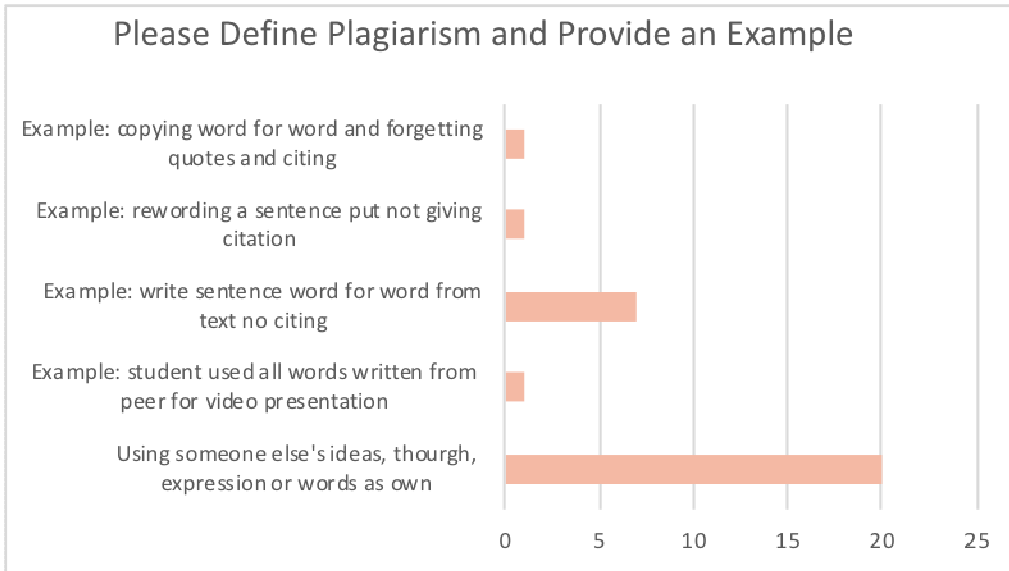
1. How often have you utilized the virtual writing labs since beginning this semester?
2. What resources in the virtual writing labs did you find helpful?
3. What resources were not helpful?
4. Are there other resources you would like to see in the virtual writing labs?
5. What ways can the virtual labs be improved?
6. Has the instructors feedback and communication improved since the virtual writing labs were created?
7. Do you understand more about academic integrity versus plagiarism?
8. Do you think that the academic integrity information is clearer each semester?
9. Do you think the plagiarism policy is better now as it is tiered?
10. Do you like the grading rubrics as it is now based on semesters?
11. Are you receiving more feedback about plagiarism and upholding academic integrity from you instructors?
12. Please provide any further feedback you would like to share.

Virtual Lab Survey for Faculty

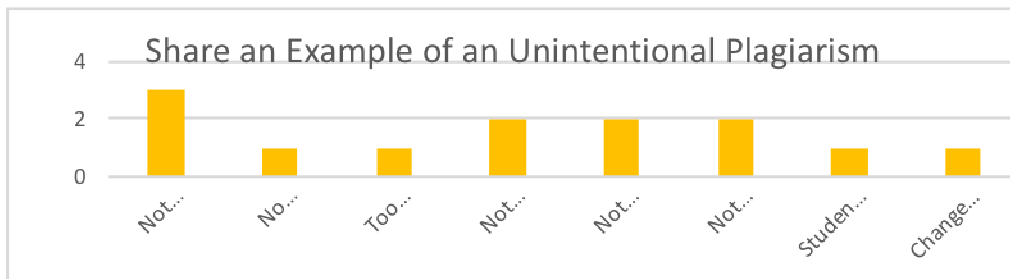
1. Have you found the virtual writing lab helpful?
2. How many times have you accessed the virtual writing lab this semester?
3. How many students have you referred to the virtual students writing labs in the semester?
4. Are there any other resources you would add to the virtual writing faculty lab?
5. Please provide any further feedback you would like to share.

Appendix C: Survey Graphs and Grid Results

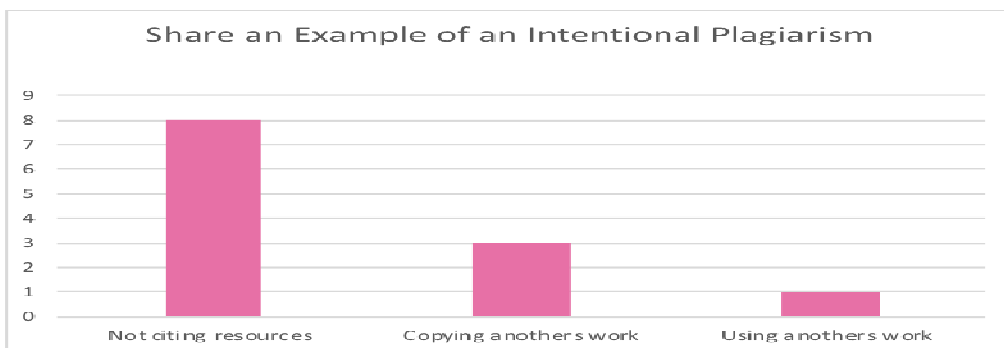
Graph #1



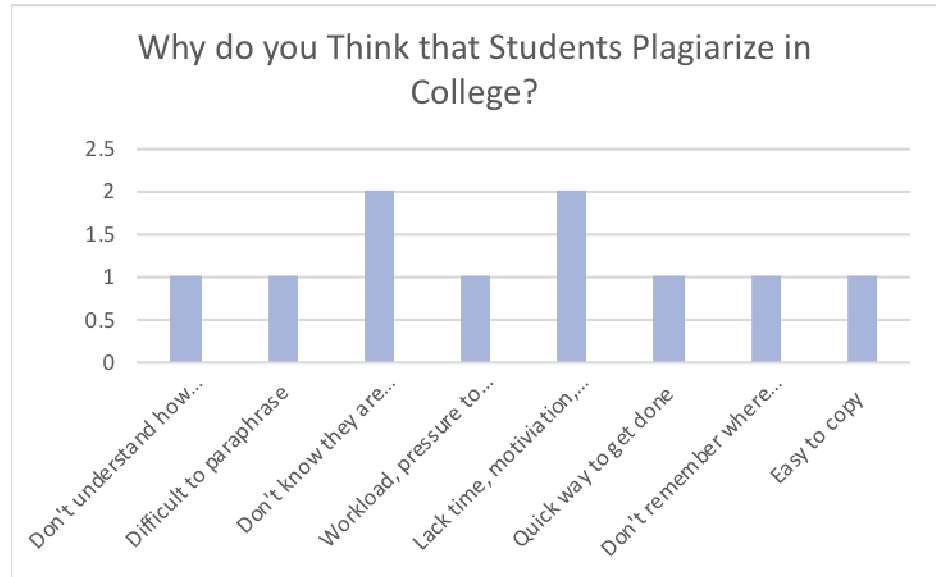
Graph #2



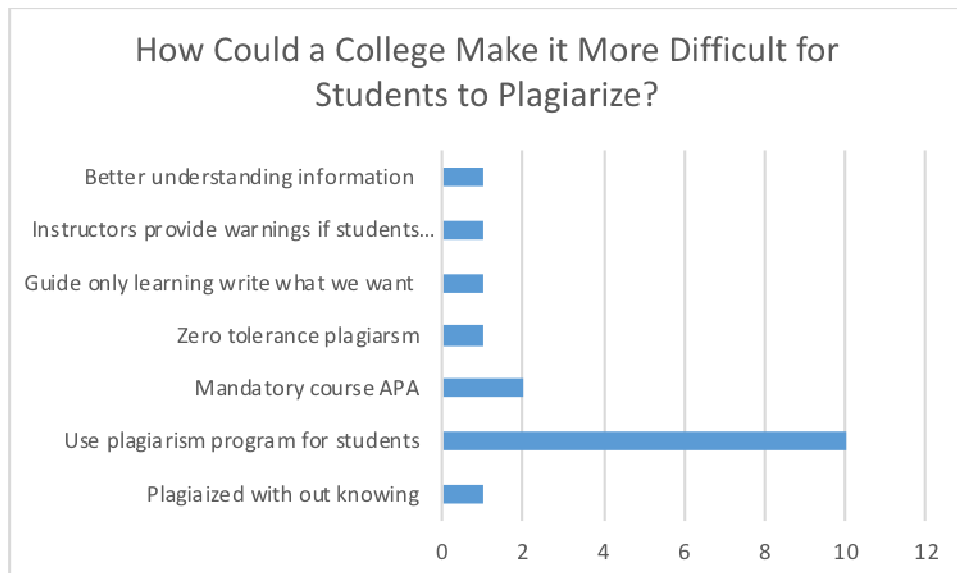
Graph #3



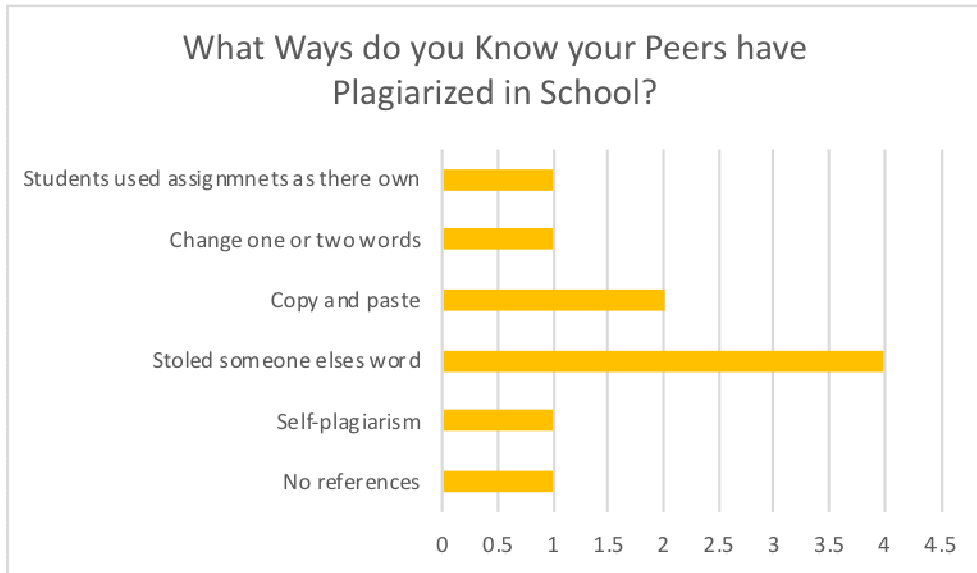
Graph #4



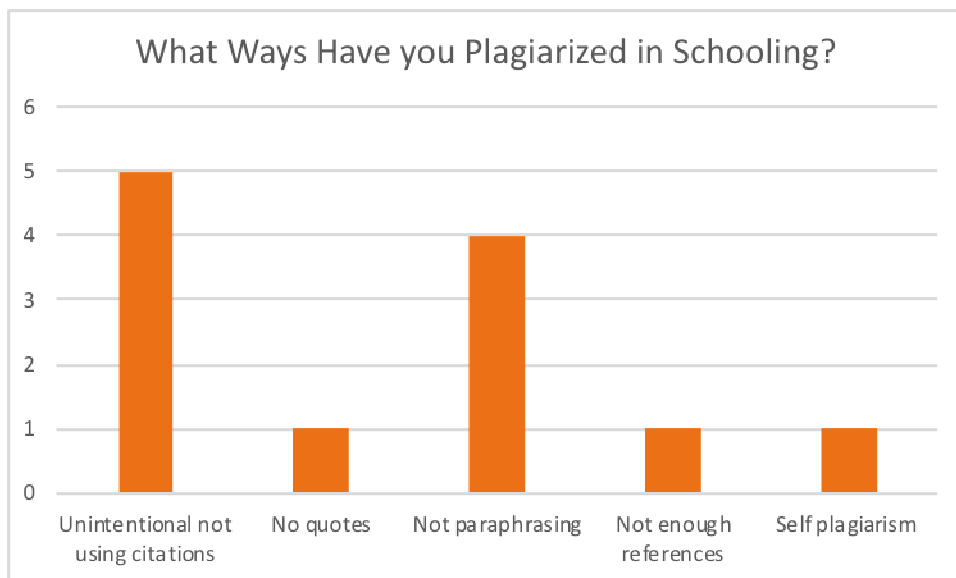
Graph #5



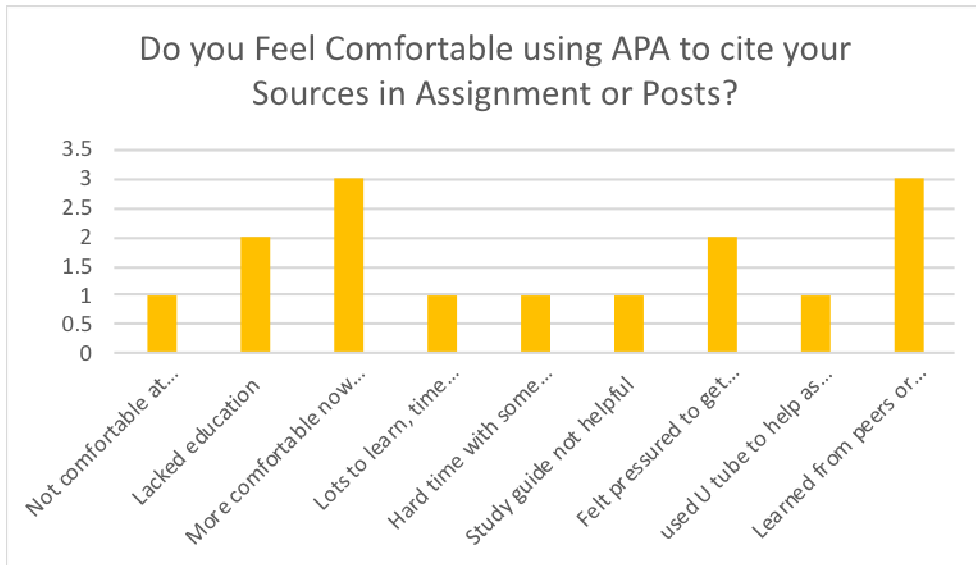
Graph #6



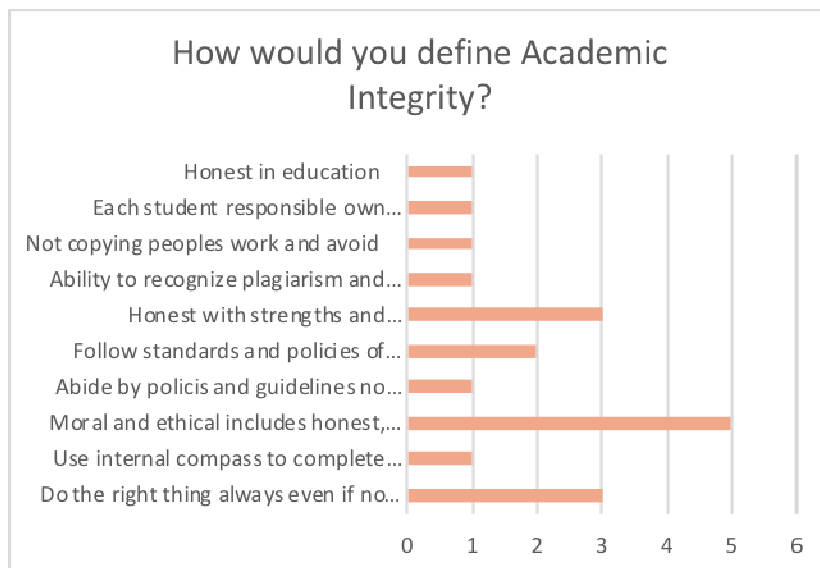
Graph #7



Graph #8



Graph #9



Pick the item(s) that would be classified as plagiarism			
Texting a peer or calling during exam or test	68.75%		11
Having a copy of previous exam or assignment	75.00%		12
Working with peer when assignment individual	62.50%		10
Pick the item(s) that would be classified as plagiarism			
Writing a test using your book	58.82%		10
Writing a test for a peer	94.12%		16
Helping your peer with their test	70.59%		12
Pick the item(s) that would be classified as plagiarism			
Using your work in two classes	70.59%		12
Submitting another's work as your own	100.00%		17
Changing some of assignment from previous class and handing into another class	82.35%		14
Pick the item(s) that are the correct way to reference an author			
1 st reference		12.50%	2
2 nd reference		37.50%	6
3 rd reference	75.00%		12
Pick the item(s) that are the correct way to reference an author			
1 st reference		47.06%	8
2 nd reference	76.47%		13
3 rd reference		17.65%	3
Pick the paragraph that was plagiarized			
Paragraph #1 (first paragraph original passage)	Not Plagiarized	26.67%	4
Paragraph #2	Plagiarized	60.00%	9
Pick the paragraph that was plagiarized			
Paragraph #1 (first paragraph original passage)	Not plagiarized	53.33%	8
Paragraph #2	Plagiarized	46.67%	7
Pick the paragraph that was incorrectly			

paraphrased			
Paragraph #1 (first paragraph original passage)	42.86%	57.14%	8
Paragraph #2			6
Are you male or female			
Male	6.67%		1
Female	93.33%		14
What is your age			
19-25	25.00%		4
25-35	31.29%		5
35-45	37.50%		6
45 and over	6.25%		1
What cohort are you in?			
LML	17.65%		3
Kamloops	29.41%		5
Duncan	35.29%		6
Okanagan	17.65%		3
What semester are you in at the college			
4	100.00%		15
Are you an access student			
No	81.25%		13
Yes	18.75%		3

Appendix D: ABC Academic Integrity and Plagiarism Policies

Academic Misconduct – Cheating and Plagiarism

Cheating Defined

Cheating is any form of academic dishonesty during any type of assessment (quiz, midterm, final, assignment, case study) and may include, but is not limited to:

- Communicating with others in any form during an exam
- Using electronic devices (such as text messaging, cellphones, iWatch, tablet) during an exam
- Reviewing notes during an exam
- Being in possession of an unauthorized exam or answer key
- Looking at another student's assessment
- Altering graded work after it has been returned
- Taking an exam for another person
- Pre-programming a calculator
- Aiding and abetting dishonesty (i.e. providing materials to another person knowing it will be used to cheat)
- Creating a diversion during an assessment
- Tampering with computers

Cheating Consequences

If you are found to be cheating by the staff of ABC College, you will immediately be dismissed from your program of study.

Plagiarism Defined

Plagiarism is when you use another person's words, ideas, or media without identifying the source, thus implying that the material is your own. References are to be used to support your work, not to be the main source of content.

Please review section 1.10 of the Publication Manual of the American Psychological Association (APA 6th ed., 2010): plagiarism is taking the ideas of someone else and passing them off as your own by not providing the necessary citation or reference for the source. Unintentional omissions of citations or references are also plagiarism. The key element of this principle is that authors must not present the work of another as if it is their own work. They also must not present their own work as new scholarship, known as self-plagiarism (APA 6th ed., 2010, p. 16).

Examples of plagiarism in the Nursing program include, but are not limited to:

- Failing to provide proper references for your sources
- Making up a quotation or source
- Submitting an assignment in Semester 1 and 2, where greater than 25% of the content is directly quoted with proper citations and references.
- Submitting an assignment in Semester 3 and onward, where greater than 15% of the content is directly quoted with proper citations and references.

- Collaborating with others on individual projects and passing the work off as your own
 - Submitting another person's work as your own work
- Nursing Policy for Academic Writing and Avoiding Plagiarism

The Nursing program follows strict APA ethical and legal guidelines regarding citing and paraphrasing work in both the forums and with assignments.

Furthermore, misrepresentation of data as original when published previously is “specifically prohibited by APA Ethics Code “Standard 8.13 (Duplicate Publication of data)” (APA, 2010, p. 13).

Tips for avoiding plagiarism in the Nursing program:

- Record notes as you work on a paper or project (APA, 2010).
- Ensure citations and references are accurate.
- Review your work and for each idea ask yourself “was this my idea or the work of someone else?”
- Ensure paraphrased information is summarized in your own words, to reflect an original contribution to knowledge, accurately cite.

Plagiarism Consequences

At a minimum, all instances of plagiarism will result in a grade of “0” on the assessment, assignment or course project, are subject to the “Citation Error First Time Infraction” as described in “Citation Errors and Consequences” below, which applies only to first semester students. ABC College expects all students to be proficient in the proper citation before entering the second semester.

Expect for a Citation Error First Time Infraction on an assessment, assignment or course project, you will be placed on Academic Probation and a record of the incident will be put in your student file. The second instance of plagiarism on an assessment, assignment or course project, will result in an automatic failing grade for the course and immediate dismissal from your program of study.

“Special Case 1: “submitting the assignment or course project of another student as one’s work, whether in full or in part, will result in immediate and automatic dismissal from the program based on of deliberate Academic Misconduct.

“Special Case 2: “submitting an IDP or forum discussion post of another student as one’s own work, whether in full or in part, or copied and pasted from an internet source, or knowing citing a false or incorrect reference will initiate the 4 “step Warning process and result in a mark of “0” for participation/forum discussion in the grading rubric for that week.

Citation Errors and Consequences

Occasionally, unintentional plagiarism occurs because of citation error. This is still plagiarism and unacceptable. Carefully following APA guidelines will minimize this risk. Please refer to the APA 2010 Publication Manual, Chapter 6, for assistance with

APA quoting and paraphrasing – you must be thoroughly familiar with proper citing and referencing. Some unintentional citation errors that occur include:

- Omitting a single citation/reference in a list of citations/reference
- Citing or referencing the wrong source
- Paraphrasing or quoting inaccurately
- Failing to put quotation marks around part or all of the quote

Special Case 1: Citation Error First Time Infraction

For students in their first semester of study only: course instructors will inform students of citation errors. Students are responsible to learn proper form. The unintentional first-time occurrence of improper citations and references will result in an automatic 10% deduction of the overall assignment grade. The instructor will help the student to correct the error and offer any assistance to avoid future errors and refer them to the appropriate citing and referencing support by completing the Student Services Action form. Students are also strongly encouraged to seek out additional academic support to help them with citations and references.

If the error continues to occur the following instruction and demonstrated understanding, the result will be Plagiarism Consequences (“0” grade on the assessment and a written warning. At this point, the student will be referred to student support for further review of citation practice to avoid the continuation of the pattern. All referrals will be recorded by student services. A pattern of referrals or the student’s failure to access the available student supports may result in Plagiarism Consequences, as determined by the College.

If a student is unclear about what constitutes cheating or plagiarism, they must contact their Student Success Coordinator and support will be provided. A claim of lack of knowledge will not taken into consideration as grounds for leniency.

If a student is suspected of Academic Misconduct, the instructor will document the incident and inform the Student Success Coordinator. If future Academic Misconduct or suspicion of Academic Misconduct related to plagiarism occurs, the student will be placed on Academic Probation, with the final step resulting in a dismissal from the program. The Special Case 2: Citation Error First Time Infraction will follow the 4 Step Warning Process if incidents continue to occur beyond the first time.

Plagiarism & VeriCite

Students enrolled in the Nursing program must adhere to the academic Policies and Procedures at ABC College. Plagiarism is a form of academic misconduct and to prevent plagiarism ABC College requires that all nursing papers and written assignments be submitted through VeriCite.

Vericite is a website that checks for the originality of material, and all essays or written assignments in the Nursing program will be liable for screening. Student papers are protected by PIPA (BC) as they are educational records that may contain personally identifiable information.

Vericite scans papers submitted by faculty for:

- Material copied from public websites
- Papers purchased from paper mills

- Essays/assignment previously or concurrently submitted to VeriCite
- Published works eg. Journals

VeriCite works as follows:

- All faculty will submit student papers electronically through VeriCite taking out all student identifiers

If a faculty member receives information from VeriCite that leads a faculty member to judge that a student has plagiarized, the faculty member must follow “ABC College’s, policy for academic integrity policies and procedures.

Appendix E: Survey Questions

Knowledge Quiz

1. Please define plagiarism and provide one example?
2. Why do you think that students plagiarize in college?
3. How could a college make it more difficult for students to plagiarize (please provide one suggestion)
4. Do you feel comfortable using APA to cite your sources in the paper? (please provide an example)
5. What ways could the college support you to be more comfortable using APA?
6. How would you define academic integrity?
7. Why is academic integrity important in an online nursing program?
8. What recommendations would you give to a new student about upholding academic integrity?
9. What ways could the college support online nursing students in upholding academic integrity?

(complete this with the application section)

Demographic Information

1. Are you male or female?
2. What is your age?
3. What cohort are you in?
4. What semester are you in at the college?
5. What area do you live in and where do you attend the block labs?
6. Are you an access student?
7. Are you multilingual?

Application Questionnaire

1. Which reference for an online article is correct?
 - a) Jones, A. (2018). Flying is fast. *Educational Journal* 12(43), 121-139. Doi:10.1018.eduj.20005
 - b) Jones, Art (2018). Flying is fast. *Educational Journal* 12(43), 121-139. Doi:10.1018.eduj.20005
 - c) Jones, A. (2018). Flying is fast. *Educational Journal* 12(43), 121-139. doi:10.1018.eduj.20005

2. Which reference for a book is correct?
 - a) Torn, B., & Smith, J. (2018). *The book of flying the world*. Boston, MA: Sage Books.

- b) Torn, Bob & Smith John (2018). The book of flying the world. Sage Books:CA
 - c) Torn, B. and Smith, J. (2018) The book of flying the world. Sage Books: CA
3. Pick the item(s) that would be classified as plagiarism
 - a) Switch words in a sentence
 - b) Paraphrase the sentence and provide the reference for the sentence
 - c) Paraphrase the sentence and provide no reference for the sentence
 4. Pick the item(s) that would not be classified as plagiarism
 - a) Making up references
 - b) Adding a reference page into your assignment or post
 - c) Not creating a reference page
 5. Pick the item(s) that would be classified as plagiarism
 - a) Copying sentences word for word
 - b) Adding quotes into direct words
 - c) Not using block segment when using 40+ words
 6. Pick the item(s) that would be classified as plagiarism
 - a) Texting a peer or calling a peer during an exam or test
 - b) Having a copy of a previous exam or assignment
 - c) Working with a peer when the assignment is individual
 7. Pick the item(s) that would be classified as plagiarism
 - a) Writing a test using your book
 - b) Writing a test for a peer
 - c) Helping your peer with their test
 8. Pick the item(s) that would be classified as plagiarism
 - a) Using your work in two classes
 - b) Submitting another's work as your own
 - c) Changing some of the assignment from a previous class but handing it in for another class
 9. Pick the item(s) that are the correct way to reference an author
 - a) Jerald, T., & Stompson, R., (2017) discussed flying is safer then driving.
 - b) In an article by Jerald & Stompson (2017) they stated flying is safer than driving.a
 - c) Jerald and Stompson (2017) discussed flying is safer then driving.
 10. Pick the item(s) that are the correct way to reference an author

- a) Planes sometimes break down and you are delayed (Gregson and Thompson, 2018).
 - b) Gregson and Thompson (2018) reported that planes sometimes break down and cause delays.
 - c) Gregson, D. & Thompson, S. (2018) discussed the fact that planes break down and cause delays.
12. Pick the paragraph that was plagiarized (Copied from an article by Mubeen, Saeed, Arif, 2013).

According to Reid (2006), attitudes express our evaluation of something or someone. They are based on our knowledge, feelings, and behavior and they may influence future behavior. A target is essential for attitude. Our attitude is always directed towards something or someone. Attitudes are highly composite and they can affect learning comprehensively. Attitudes influence performance and performance, in turn, influences attitudes included attitudes.

According to Reid (2006), attitudes express our evaluation of something or someone. They are based on our knowledge, feelings, and behavior and they may influence future behavior. A target is essential for attitude. Our attitude is always directed towards something or someone. Attitudes are highly composite and they can affect learning comprehensively. Attitudes influence performance in turn influences attitudes including attitudes.

- A) Not Plagiarized
- B) Plagiarized

13. Pick the paragraph that was incorrectly paraphrased properly.

Student nurses need to take the time to reflect on practice to be able to improve any areas of their practice they need to improve. Reflection is important for nurses to complete through their career. It is important to reflect on things that went well and things they need to improve.

Student nurses have to reflect on practice to improve areas of their practice. Reflection is needed throughout the nurses' careers. It is important to think about things that went well and the thing that needs to be worked on.

- A) Not Plagiarized
- B) Plagiarized

Appendix F: Interview Questions

1. Share an example of unintentional plagiarism and an intentional plagiarism
2. What ways have you plagiarized in schooling?
3. What ways do you know your peers have plagiarized in school?
4. How do you manage time in your schooling to get everything completed week to week?
5. What reasons do you or your peers plagiarize?
6. What ways do you or your peers plagiarize? Copying and pasting, not adding references, directly copied sentences from articles
7. How would you change the plagiarize policy in the college?
8. What challenges are you facing using APA?
9. What challenges does the school face in encouraging academic integrity rather than plagiarism?
10. What types of resources would incorporate at the college to help you understand referencing?
11. Do you have anything more to share on the topic of plagiarism and upholding academic integrity?