STRATEGIES TO SUPPORT HIGH ACADEMIC INTEGRITY IN AN ONLINE GRADUATE PROGRAM

Dr. Amy Campbell, DNP, RN
Objectives

- Participants will gain a deeper understanding of the reasoning behind “why” students often plagiarize or how to find out student’s view on completing course work.

- Participants will explore six strategies utilized to reduce plagiarism in an online course.

- Participants will practice strategies utilized to gain a practical understanding on how to implement these strategies in an online setting.
Using a Thesaurus
Set Clear Expectations

• Policies
• Rubrics
• Provide Examples
• Assignment

Example of citing your work.


<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT INFORMATION WOULD YOU WANT</td>
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<tr>
<td>List a minimum of 6 pieces of information you would want from a patient or a community relating to STD. (List in bullet point format)</td>
<td>1.5 pts Met or Exceeds Criteria: The information fully addresses the required elements and demonstrates understanding of the material. Content is supported with at least one (1) current reference.</td>
<td>1.5 pts</td>
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<tr>
<td></td>
<td>1.27 pts Met the Minimum Criteria: The information mostly addresses the required elements and demonstrates understanding of the material. Content is supported with at least one (1) current reference. OR Content may not be well supported with current references.</td>
<td>1.27 pts</td>
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<tr>
<td>KNOWLEDGE IS POWER</td>
<td></td>
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<tr>
<td>What would this (the bullet points listed above) information allow you to do in order to improve individual and community health?</td>
<td>2.5 pts Met or Exceeds Criteria: The information fully addresses the required elements and demonstrates understanding of the material. Content is supported with at least one (1) current reference.</td>
<td>2.5 pts</td>
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<tr>
<td></td>
<td>2.14 pts Met Most of the Criteria: The information mostly addresses the required elements and demonstrates understanding of the material OR Content may not be well supported with current references.</td>
<td>2.14 pts</td>
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<tr>
<td>CROSS POST</td>
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<td>Substantial crossposts to a minimum of one (1) other students. The crossposts provide new or supplemental information to the original posting or raise additional areas for discussion by addressing one strength of the project and one area of weakness. New or additional peer-reviewed references should be cited in each crosspost to support comments. Crossposts should consist of a min. of 4 sentences.</td>
<td>4 pts Met or Exceeds Criteria: The information fully addresses the required elements and demonstrates understanding of the material. Content of a minimum of one (1) crosspost is supported with at least one (1) current, peer-reviewed reference.</td>
<td>4 pts</td>
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<td></td>
<td>3.2 pts Met Most of the Criteria: The information was basic and addressed the majority of the required content in some manner OR Content may not be well supported with current peer-reviewed literature.</td>
<td>3.2 pts</td>
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<td>SCHOLARSHIP</td>
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<td>Scholarship: 1. Writing should be clear and concise. 2. Organize per the “Additional Instructions”. 3. Writing should be free of grammatical and spelling errors. 4. Initial discussion does not exceed 300 word limit. 5. Follow all assignments instructions. Additional deductions may apply for late submissions, plagiarism or lack of scholarship and professionalism in the assignment.</td>
<td>2 pts Met or Exceeds Criteria: Demonstrates scholarship with no more than one (1) type of error (the error type may have been repeated multiple times). Faculty discretion will apply.</td>
<td>2 pts</td>
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<td></td>
<td>1.6 pts Met the Minimum Criteria: Demonstrates minimal level scholarship with two (2) to three (3) types of errors (the error type may have been repeated multiple times). Faculty discretion will apply.</td>
<td>1.6 pts</td>
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<td></td>
<td>0.6 pts Did not Meet Criteria: Does not demonstrate scholarship with four (4) to five (5) types of error (the error type may have been repeated multiple times). Faculty discretion will apply.</td>
<td>0.6 pts</td>
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<tr>
<td></td>
<td>0 pts Missing: Scholarship missing with six (6) or more types of errors (the error type may have been repeated multiple times). Faculty discretion will apply.</td>
<td>0 pts</td>
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<td>Total Points: 10</td>
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Understand Your Students

- Unique differences in generational expectations and skill sets.
- Unique differences in cultural expectations and language skills.
- Review ethical principles:
  - Assignment
  - Discussion

Ethical Discussions

Blended Class

John is a great student. He is attentive, interacts in class and reads all of the required readings, but he’s been under the weather lately and there is a test coming up. Due to being ill John hasn’t gotten to study very much and he’s worried about how he will perform on the exam. A fellow student tells John there is a “brain dump” website where students from other semesters have jotted down as many previous exam questions as they could remember. Is it wrong for John to visit the website as a means of study?

Online Class

Utilize your textbook and do some independent research to answer the following questions (remember to cite your sources), and then respond with a crosspost to further the discussion of a peer’s discussion providing additional insight, experiences, or research.

1. What is health literacy and how can it impact patients?
2. What are some strategies a healthcare system or clinic can employ to improve health literacy?
3. Do you believe creating documents for patients to interpret (i.e. consents) without taking into consideration health literacy is an ethical issue (please explain your answer)?
Focus the Application of Knowledge Through Writing

Exam questions should focus on “Application” and higher levels of Bloom’s Taxonomy.

Use in assignments and exams to not only assess comprehension, but to train the students in higher levels of problem solving.

Chapter 9: Health Informatics and Decision Support

Purpose: Having a wealth of data allows us to better determine the cause and effect of different factors on the whole. The purpose of this assignment is to explore the way collecting the right kind of information can help shape what or how we decide to proceed. Review the scenario below and discuss what information you would like to gather and how you feel this would impact your decision making on caring for the individual and the community as a whole.

Assignment: Clinical Decision Support (CDS) systems need information about patients in order to work. Some information is easier to get than others. For example, patients will generally share symptoms such as a sore throat or congestion with their provider. However, patients may be more guarded about other symptoms such as those caused by an STD. If you were a medical provider and could have access to any information you wanted (e.g. a complete list of a patient's sexual partners, a list of every person in an entire area with a certain disease, or a list of all people the patient has had sexual encounters over a given time period) what information would you want? (identify a minimum of 6 pieces of information). What would this information allow you to do to improve individual and community health?

Additional Instructions

• List information you would want in bullet points but discuss what this information would allow you to do for the individual or community health in paragraph form.

• Use full sentences to clearly express your thoughts. Minimum length of discussion is 8 sentences. Minimum length of response is 4 sentences. **Minimum number of references is 2.**

• Make sure that all work is in your own words. (This is an important step to avoid plagiarism.)

• Cite where you are gathering your information from at the end of your assignment. (This should be done for all assignments. This is another important step in avoiding plagiarism. It allows us to give credit to those who have identified these problems in research and shows others why your arguments are valid. See examples below.)

Your initial post is due by 11:59pm on Wednesday of this week and your response post is due by 11:59pm on the following Friday.
Encourage Multiple Viewpoints

See problems through other stakeholder perspectives.

If possible- don’t take a “right” or “wrong” stance.

Image Used with permission by Sdixon27 - Own work, CC BY-SA 4.0, https://commons.wikimedia.org/w/index.php?curid=126207717
Provide Direction and Guidance through Relationship

Video feedback: pros, clarification of problem etc.
Encourage discussion/ play devil’s advocate
Use the rubric (avoid deductions not on rubric, use rubric deductions as they stand – Be Consistent!)
Remove the Fear of Failure

Mastery of concept > Exam grade
How Does Yours Compare?
Apply What We’ve Learned

Step 1: Expectations
This activity will be completed individually.

Step 2-3: Task description
Without using any resources (or going outside) draw a functioning bicycle

Image should include 2 wheels, 2 pedals, handlebars, seat, and chain

You have 5 min to complete this task

Step 3 Build Relationship
Task description

Step 4: Remove the Fear of Failure
Task description

Step 1: Expectations
Task description