Attitudes Toward Plagiarism in Online RN to BSN Students

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Attitudes Toward Plagiarism in Online RN to BSN Students

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- The learner will:
  - Identify attitudes that influence student's perspectives of plagiarism
  - Distinguish student groups noting attitudes toward plagiarism that require interventions to improve the understanding and consequences of academic integrity violations such as plagiarism

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Plagiarism

- Based on SON Academic Integrity Policy

Academic Integrity

Academic Integrity Policy
SUNY Delhi School of Nursing

Statistics

- McCabe, **2005**, 18,000 students, 61 colleges
  - 70% noted cheating behaviors
- McCabe, **2009**, 18 SON
  - 50% cheating behaviors
    - 77% accelerated undergrad
    - 57%MSN

Consequences

- Obstructs learning
- Creates unethical practices
- Impairs student/faculty relationships
- Creates barriers between fellow students
- Damages institution's reputation

(Billings & Halstead, 2012, McCabe, 2005, 2009; Randolf, 2007)

Purpose of the Study

➡Gather sample demographics and descriptives

➡Evaluate attitudes toward plagiarism

➡Correlate attitudes with demographics/descriptives of sample

Theoretical Model

Theory of Planned Behavior

➡ Focuses on attitudes that lead to behaviors (Nonis & Swift, 2001)

➡ Foundation for the Attitudes Toward Plagiarism Questionnaire (Mavrinac, Brumini, Bilic-Aulle, & Petrovecki, 2010)

Study Methods

- Descriptive correlational

- IRB: Case Western Reserve University and State University of New York, Delhi

- Sample: RN to BSN students (n= 173)

- Setting: online RN to BSN program, state university

Study Questions

What are the demographic and descriptive characteristics of the SUNY Delhi RN to BSN accelerated online program students?

What are the subscale levels of positive attitudes (tolerance), negative attitudes (disapproval/condemnation), and subjective norms (societal acceptance) toward plagiarism in the entire group as measured by the ATP questionnaire?

What are the bivariate relationships between select demographic and descriptive variables and the three subscale scores for positive attitudes (tolerance), negative attitudes (disapproval/condemnation), and subjective norms (societal acceptance) toward plagiarism?

Survey

- Demographics
  - Age
  - Gender
  - Race/ethnicity
- Descriptives
  - Years practicing nursing
  - Position in nursing
  - Courses completed in the program
  - Additional years of college education
  - English as primary or secondary language
  - Tuition assistance
  - Open ended question
- Attitudes Toward Plagiarism Questionnaire
  - Positive attitudes
  - Negative attitudes
  - Subjective norms

Research Question One

What are the demographic and descriptive characteristics of the SUNY Delhi RN to BSN accelerated online program students?

Finding: Non traditional and traditional student

Demographic: Gender

Demographic Variables ($n = 173$)		
	n	(%)
Male	20	11.6
Female	151	87.3

Demographic: Age

Demographic Variables (*n* = 173)						
	n	(%)	mean	mode	median	SD
Age			36.8	29	36	9.9
20-27	35	20.2				
28-35	50	28.9				
36-43	40	23.1				
44-51	30	17.3				
52-60	18	10.4				

Demographic: Race/Ethnicity

Demographic Variable (*n*= 173)		
	n	(%)
Asian	6	3.5
Black/African American	18	10.4
Hispanic/Latino	8	4.6
White/Caucasian	135	78
Other	5	2.9

Descriptive: Years of Nursing Practice

Demographic Variables (*n*= 173)		
	n	(%)
0-1 year	22	12.7
1-2 years	30	17.3
3-5 years	50	28.9
6-10 years	35	20.2
11-15 years	11	6.4
> 15 years	25	14.5

Descriptive: Nursing Position

Descriptive Variable (*n*= 173)		
	n	(%)
None	16	9.2
Point of Care	107	61.8
Charge Nurse	37	21.4
Nurse Manager	13	7.5

Descriptive: Course Completion

Descriptive Variable (*n*= 173)				
	mean	mode	median	SD
Numbers of courses completed	6.6	13	7	4.4

Descriptive: College Education

Descriptive Variable (*n*= 173)		
	n	(%)
None	32	18.5
1 year	36	20.8
2 years	45	26
3 or more years	60	34.7

Descriptive: Language and Tuition

Descriptive Variables (N= 173)		
	n	(%)
English as primary language		
Yes	157	90.8
No	16	9.2
Tuition assistance		
Yes	71	41
No	102	59

Research Question Two

What are the subscale levels for the entire sample of tolerance of plagiarism (positive attitudes), disapproval/condemnation of plagiarism (negative attitudes) and societal acceptance of plagiarism (subjective norms)?

Finding: Favorable scores for tolerance and societal acceptance, moderate scores for disapproval/condemnation

Question 2- Attitudes Toward Plagiarism Survey

Attitudinal factor	Mean $\pm$ SD	Sample score	Reference range
Positive attitude (tolerance/self)	24 $\pm$ 6.09	**Low*** Moderate High	12-28 29-45 46-60
Negative attitude (disapproval/ condemnation)	21$\pm$ 3.2	Low **Moderate** High*	7-16 17-26 27-35
Subjective norms (societal acceptance)	20 $\pm$ 4.2	**Low*** Moderate High	10-23 24-37 38-50

*Favorable attitude from the academic integrity point of view.

Research Question Three

➡What are the bivariate relationships between select demographic and descriptive variables and the three subscale scores for tolerance (positive attitudes), disapproval/condemnation of plagiarism (negative attitudes), and societal acceptance (subjective norms)?
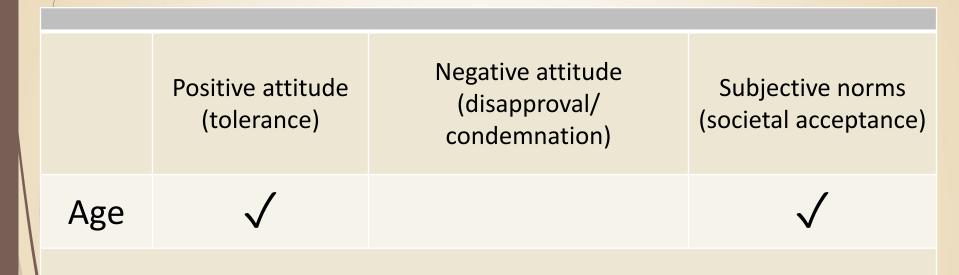
Question 3- Non Significant Correlations

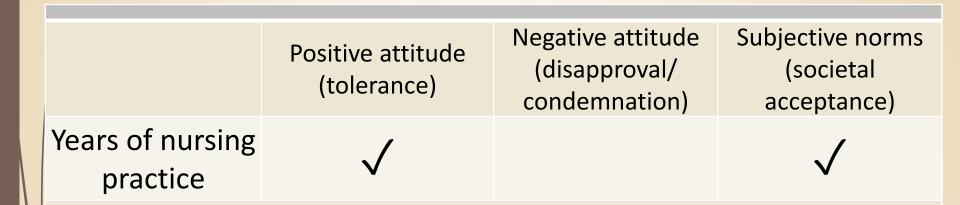| |
|---|
| Gender |
| Additional years of college education |
| Tuition assistance |

Question 3- Significant Correlations

	Positive attitude (tolerance)	Negative attitude (disapproval/ condemnation)	Subjective norms (societal acceptance)
Age	✓		✓
Years of nursing practice	✓		✓
Nursing position Ø position vs nurse manager Ø position vs charge nurse	✓		✓ ✓
Race/ethnicity	✓		✓
Number of courses completed			✓
English language	✓		✓

Question 3- Correlations

	Positive attitude (tolerance)	Negative attitude (disapproval/ condemnation)	Subjective norms (societal acceptance)
Age	✓		✓

Positive attitude mean score:
- Less tolerance with age

Subjective norms mean score
- Recognized less societal acceptance with increasing age

Question 3- Correlations

	Positive attitude (tolerance)	Negative attitude (disapproval/ condemnation)	Subjective norms (societal acceptance)
Years of nursing practice	✓		✓

Positive attitude mean score
- Less tolerance with additional years of practice

Subjective norms mean score
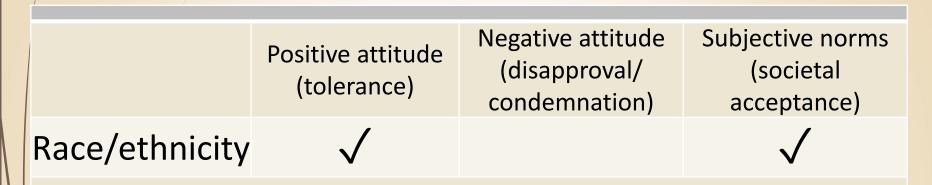- recognized less societal acceptance with additional years of practice

Question 3- Correlations

	Positive attitude (tolerance)	Negative attitude (disapproval/ condemnation)	Subjective norms (societal acceptance)
Nursing position			✓
No pos. vs nm No pos. vs cn	✓		✓

Positive attitude mean score
- Less tolerance with advancing position from no position to nurse manager

Subjective norms mean score
- recognized less societal acceptance with no position to charge nurse position

Question 3- Correlations

	Positive attitude (tolerance)	Negative attitude (disapproval/ condemnation)	Subjective norms (societal acceptance)
Race/ethnicity	✓		✓

Positive attitude mean score
- Less tolerance between white/caucasian and non white groups

Subjective norms mean score
- recognized less societal acceptance between white/caucasian and non white groups

Question 3- Correlations

	Positive attitude (tolerance)	Negative attitude (disapproval/ condemnation)	Subjective norms (societal acceptance)
Number of courses completed			✓

Subjective norms mean score
- recognized less societal acceptance with completion of additional courses

Question 3- Correlations

	Positive attitude (tolerance)	Negative attitude (disapproval/ condemnation)	Subjective norms (societal acceptance)
English language	✓		✓

Positive attitude mean score
    •Better score between English as primary than English as secondary
Subjective norms mean score
    • better score between English as primary than English as secondary

Limitations

- Instrumentation
  - From Croatian to English
  - Vernacular
- Sampling
  - Convenience sample
- Evaluation apprehension
  - Acceptable response

(Burns & Grove, 2009)

Discussion

- ➡ Reflects much of previous research regarding reasons

- ➡ Interventions focus on moderate disapproval/condemnation

  - ➡ Peer acceptance

  - ➡ Culture

Implications for Nursing Education

Cheating in the academic setting

Cheating in the clinical setting

Unethical behavior in professional practice

(Krueger, 2014, Nonis & Swift, 2001)

Implications for Future Research

Variables influencing plagiarism

➡ Social/cultural beliefs/attitudes

➡ Faculty reticence to report plagiarism

➡ Educational needs of students

(Nonis & Swift, 2001; Patterson, Taylor, & Usick, 2003; Power, 2009)

Conclusion: Responsibility…Three E's

Promoting Academic Integrity- Avoiding Plagiarism

University — *E*stablish

Faculty — *E*nforce

Student — *E*mbody

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Questions