An Interprofessional Approach to Plagiarism Prevention

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An Interprofessional Approach to Plagiarism Prevention

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Introduction to Presentation & Panel

- Allen College Academic Integrity Standard Operating Procedure
  - Lisa D. Brodersen, EdD, RN, Professor
- Role of the Retention Coordinator
  - Dana Wedeking, MSN, RN, Retention Coordinator
- Using Turnitin® to Detect and Prevent Plagiarism
  - Seth Vickers, MA, Instructional Designer
- Formal Curricular Efforts at Plagiarism Prevention: NU596 Graduate Seminar I
  - Lisa D. Brodersen, EdD, RN, Professor
- What Happens When Prevention Doesn’t Work?
  - Jacqueline R. Meyer, PhD, RN, Professor
Allen College
Academic Integrity

STANDARD OPERATING PROCEDURE

Lisa D. Brodersen, EdD, RN
Professor
An Interprofessional Approach to Plagiarism Prevention

Policy on Academic Integrity

- Defines *academic integrity*, types of offenses, consequences.
- Includes student acknowledgment of policy:
  - Signed during orientation and annually thereafter.
  - Placed in student’s academic file.

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**ALLEN COLLEGE STANDARD OPERATING PROCEDURE**

*Supersedes: 7/01, 05/02, 04/04, 01/09, 02/11*

*No: 2-P-900-01*

*Date: May 2012*

*Written By: APG-Committee*

*Approved By:*

*Jerry D. Durham, PhD, RN, FAAN Chancellor*

**SUBJECT:** Policy on Academic Integrity

**PURPOSE:** To provide students with a definition of academic integrity and the consequences associated with related offenses.

**EFFECTIVE FOR:** Allen College Students, Faculty and Staff

**POLICY:**

All students will be required to sign the academic integrity policy (attached) each academic year; the signed acknowledgement will be placed in each student’s individual academic file.
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Types of offenses

- Plagiarism
- Facilitation of academic dishonesty
- Cheating
- Fabrication

Facilitation of academic dishonesty: Academic dishonesty is defined as knowingly assisting or attempting to assist other students in any act of academic dishonesty or violation of the academic integrity policy. It also includes knowingly or negligently allowing ones work to be used by other students without reporting this behavior to the instructor.

Cheating: Cheating is defined as the use or attempted use of inappropriate or unacknowledged materials, information or study aids in any academic assignment or exercise which provides the student with an unfair advantage. The use of books, notes, calculators, cell phones or conversations with others about the material is forbidden except when authorized by the instructor. The use of these materials, without prior authorization from the instructor, constitutes cheating. Students may not take examinations or evaluations in the place of other students and must not allow others to take examinations in their place.

Fabrication: Fabrication is defined as the invention or falsification of any information related to assignments of any type both inside and outside of the classroom. Students may not invent citations for academic exercises or forge signatures, documents or timelines for assignments completed outside the classroom. It is also inappropriate to obstruct the academic opportunities of other students by impeding their access to educational materials through their removal from common places or the destruction of such resources.
Plagiarism

• Intentional or unintentional
• Incorrect or insufficient quoting, paraphrasing, summarizing
• Insufficient credit by citation
• Submitting a paper written partially or completely by someone else
• Submitting work also submitted in another course (self-recycling)
Procedure for dealing with plagiarism

1. Instructor screens student's academic file for prior offenses.
2. Instructor informs Dean.
3. Instructor, student, and impartial faculty or staff member meet privately to discuss evidence of offense and potential consequences.
4. Each case considered based on individual merit; consequences determined accordingly.
5. Instructor communicates evidence of offense and consequences to student verbally and in writing (i.e., “Documentation of Concern Related to Issues of Academic Integrity”).
6. Dean, Vice Chancellor, and/or Chancellor also review case.
7. Consequences determined.
Documentation of offense

- “Documentation of Concern” (DOC) signed by instructor and student (or not).
- Instructor provides copies of DOC to the student, student’s advisor, Dean, Vice Chancellor, and/or Chancellor.
- Instructor notifies Registrar in writing about violation.
- Offense documented in student file by Student Services:
  - Copy of DOC
  - Summary of meeting between student and faculty
  - Supporting documentation, including written work demonstrating offense
Consequences

• First offense:
  • Instructor discretion
  • Mild (warning) to severe (dismissal), depending on nature of offense

• Second offense: course failure

• Third offense: dismissal
Serious Plagiarism Offenses

• Substantial plagiarism on major written assignment.
• Submitting a paper written by someone else (e.g., purchased from paper mill, borrowed from another student with or without that student’s knowledge).
• Instructor may recommend dismissal on first or second offense, but requires following chain of command and review by Admissions, Progression, and Graduation Committee.
Role of the Retention Coordinator

DEVELOPING & STRENGTHENING ACADEMIC SKILLS

Dana Wedeking, MSN, RN
Retention Coordinator
Orientation of Grad Students

- APA editorial style and writing
- Focus on available resources
  - General writing resources
  - Plagiarism prevention resources
- Access and use
General Writing Resources

• Academic resources webpage
• Tutor.com
  • English
  • Nursing
  • Health Sciences
• Grammarly
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Plagiarism Prevention Resources

- Writing process
  - Paraphrasing
  - Taking notes
- StudentLingo: Understanding and Avoiding Plagiarism
  - Definition
  - What should be cited
  - Common knowledge
  - Paraphrasing
- Turnitin®
Using Turnitin® to Detect and Prevent Plagiarism

Seth Vickers, MA
Instructional Designer
Student Services Course

• Panopto on Turnitin®
• Written instructions
• 6 initial drop boxes
  • Not added to repository
  • First submission is final
• Additional drop boxes on request.
• All submitted works are considered to be student records.
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Turnitin

Please Read!
The Student Services Turnitin drop boxes are intended for students to use for self-checking their work for unintentional plagiarism that results from not paraphrasing adequately or not following APA citation formatting guidelines such as properly using quotation marks and properly crediting sources. By using any of the Student Services Turnitin drop boxes, you are acknowledging that you understand and agree to the following:

- The Turnitin dropboxes are only intended for Allen College coursework and should not be used for any materials external to Allen College.
- A submission to Turnitin is considered a student record. As such, an Allen College instructor may request and be granted access to a student’s submission if that instructor has reason to believe that the work has been intentionally plagiarized.
- A student may only submit her or his own work to a Turnitin drop box.

There are three boxes students can use to submit work. If you have used all of your boxes and are in need of an additional box please contact Dana Wedeking (Dana.Wedeking@allencollege.edu or 226-2067) or Seth Vickers (Seth.Vickers@allencollege.edu or 226-2085).

Instructions for using Turnitin in the Student Services Course.pdf

Turnitin Student Submissions and Originality Report

This is a Panopto Video covering how to turn in an assignment using turnitin and how to decipher your originality report. After clicking on the link, you may be taken to a login screen. Choose UNI elearning from the dropdown menu and enter your elearning credentials.

About Originality Reports

Originality Reports provide a summary of matching or highly similar text found in a submitted paper. When an Originality Report is available for viewing, an icon will appear in the report column of the assignment inbox. Originality Reports that have not yet finished generating are represented by a grayed out icon in the reports column. Reports that are not available may not have generated yet, or assignment settings may be delaying the generation of the report.

Note: Overwritten or resubmitted papers may not generate a new Originality Report for a full twenty four hours. This delay is automatic and allows resubmissions to correctly generate without matching to the previous draft.

The color of the report icon indicates the Similarity Index of the paper, based on the amount of matching or similar text that was uncovered. The percentage range is 0% to 100%. The possible similarity indices are:

- **blue** - no matching text
- **green** - one word to 24% matching text
- **yellow** - 25-49% matching text
- **orange** - 50-74% matching text
- **red** - 75-100% matching text

Warning: These indices do not reflect Turnitin’s assessment of whether a paper has or has not been plagiarized. Originality Reports are simply a tool to help an instructor find sources that contain text similar to submitted papers. The decision to deem any work plagiarized must be made carefully, and only after in depth examination of both the submitted paper and suspect sources in accordance with the standards of the class and institution where the paper was submitted.
Advice for Using Turnitin®

• Use filters with caution
• Check each match
  • Citation
  • Quotation marks
  • Paraphrasing
• Determine plagiarism
Graduate Courses

- Turnitin® required for all academic papers.
- Menu with information in the Allen College Online Template.
- Does add to repository.
- Share the results to the students with first submission being set as final.
Turnitin® Deficiencies

- Does not disclose exactly how the algorithm works.
- Is just a tool.
- Does not catch everything.
- Can potentially be used as a tool to help students plagiarize.
Formal Curricular Efforts to Prevent Plagiarism

NU596 GRADUATE SEMINAR I

Lisa D. Brodersen, EdD, RN
An Interprofessional Approach to Plagiarism Prevention
Course Purpose

• Prepare students for expectations of the graduate program.
• Content includes
  • Review of evidence-based practice
  • Literature research
  • Academic writing
  • Scholarly presentation
• Initial learning module focused on plagiarism education and prevention.
• Writing assignments checked closely for plagiarism.
Module 2: A Primer on Plagiarism

• Brief definition of plagiarism.
• Link to Policy on Academic Integrity and reminder that they (students) signed it.
• Brief reading assignment in the *Publication Manual of the American Psychological Association* (APA, 2010; Section 1.10; Sections 6.03-6.21).
• WriteCheck™ Plagiarism Quiz
• Plagiarism Tutorial
• Turnitin® Tutorial
• Discussion on learning activities
WriteCheck™ Plagiarism Quiz

Plagiarism Tutorial

• StudentLingo® workshop, *Understanding and Avoiding Plagiarism*
  • ≈ 45 minutes (not counted toward course grade).
  • Includes quiz and required evaluation.
• May do multiple times.
• Participation
  • Verified by instructor
  • Documented in grade book
  • Considered in participation points for the week
Turnitin® Tutorial

• Brief introduction and description of Turnitin®
• Directed to Turnitin Student Training, Submitting a Paper
• Directed to Turnitin® information link, course menu (standard link in all Allen College courses)
  • “Turnitin® Student Submissions and Originality Report” [Panopto recording]
  • “About Originality Reports”—information related to interpretation of originality report
  • “Important”—about Turnitin® submission receipt
• Turnitin® Practice Assignment
Module 2 Discussion Activity

- Report performance on WriteCheck Plagiarism Quiz (master, newbie, etc.).
- Discuss understanding of plagiarism and how it has or has not changed as a result of Plagiarism Tutorial.
- Describe Turnitin® originality report and what it means.
Writing Assignment

• Annotated bibliography
• Required to submit hard copies of sources.
• Must mark sources to indicate which information was cited in the paper and where (e.g., page number, paragraph).
  • Increase student conscientiousness about paraphrasing, quoting, source representation
  • Facilitate instructor’s ability to check paper against source text.
• Evaluation
  • Turnitin® Originality report
  • Check paper against source text
  • Instances of plagiarism highlighted
Examples of Feedback about Plagiarism (1)

“... matches the source text word for word except for the omission of the in. Not paraphrasing sufficiently or formatting this information as a quotation is plagiarism.”
Examples of Feedback about Plagiarism (2)

“...matches word-for-word to a sentence in a student paper submitted to the University of Oklahoma. I do not think you have taken the sentence from that student’s paper, but I do think that you and the UO student have taken the sentence from a publication and have not formatted it as a quotation or given credit to the source, which is plagiarism.”
Consequences of Plagiarism

• Required phone of face-to-face conference if work demonstrates evidence of insufficient paraphrasing or quoting offenses.
  – Reminded about student writing resources.
  – Cautioned that future offenses, even if unintentional, will be subject to the Policy on Academic Integrity.
• Policy on Academic Integrity followed for serious offenses.
Assignment Feedback Verification

- Required end-of-course assessment.
- Students verify that they
  - have studied the instructor's feedback on graded work
  - have gotten answers to any questions about the feedback
  - are aware of academic resources at Allen College
- Final grade not submitted until assessment completed.
What Happens When Prevention Doesn’t Work?

DOCUMENTATION OF ACADEMIC INTEGRITY VIOLATIONS & SECONDARY PREVENTION

Jacqueline R. Meyer, PhD, RN
Professor
Processes After Identification of Violation

• Notify student; establish meeting time.
• Purposes of meeting:
  • Document offense
  • Assess individual situation to determine how offense occurred
  • Education to prevent recurrence
Meeting Time
General Principles Guiding Student Meeting

• Nonjudgmental approach
• Comfortable setting
• Presence of neutral third party
• Accountability, without punitive action
Conclusion

• Academic integrity issues are pervasive in all post-secondary settings.
• Allen College has addressed these issues in interprofessional manner.
• To date, results have not been formally tracked.
• Informal results indicate largely successful in prevention of 2nd offenses.
Questions?

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References
