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September 2015

# An Interprofessional Approach to Plagiarism Prevention

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## Recommended Citation

Meyer, Jacqueline; Brodersen, Lisa; Vickers, Seth; and Wedeking, Dana, "An Interprofessional Approach to Plagiarism Prevention" (2015). *Conference on Ethics in Higher Education*. 12.  
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Allen College  
UnityPoint Health

# 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**

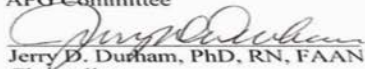
Lisa D. Brodersen, EdD, RN  
Professor

# 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.

**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 B. 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.**

# Types of offenses

- Plagiarism
- Facilitation of academic dishonesty
- Cheating
- Fabrication

*Policy on Academic Integrity  
SOP # 2-P-900-01  
Page 2*

**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)

**Plagiarism:** Plagiarism is using someone else's words or ideas, intentionally or unintentionally, without giving credit to that person. If a student desires to use someone else's words or ideas, the student must quote, paraphrase or summarize accurately and make sure that what has been borrowed is accurately punctuated and clearly marked. The student must give that person credit by citing the source regardless of the form of the borrowing. Direct quotes must have both quotation marks and the source cited. Paraphrasing is preferable to connecting a string of quotations throughout a paper. Again the source of the paraphrased information must be cited in the paper. Acknowledgement of something that is not original must appear both in the text of the paper and in the bibliography at the end of the paper. It is also plagiarism to use a paper that has been written by another student; moreover, it is unethical to use a paper that has been written for another class (unless both professors give permission) or received from commercial term paper service providers.



## 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.

## An Interprofessional Approach to Plagiarism Prevention

Documentation of Concern  
Related to Issues of Academic Integrity

Student Name \_\_\_\_\_ Date of Student Contact \_\_\_\_\_

Course Name & Number \_\_\_\_\_ Faculty or Administrator Completing \_\_\_\_\_

**REASON FOR ACADEMIC INTEGRITY CONCERN:**

**Plagiarism:**

- \_\_\_\_\_ representation of another's work as the student's own without proper citation
- \_\_\_\_\_ using another person's actual words without proper quotation
- \_\_\_\_\_ appropriating another person's ideas, theories, images or designs
- \_\_\_\_\_ borrowing facts, statistics or illustrative materials

**Fabrication:**

- \_\_\_\_\_ falsification or invention of data related to:
  - \_\_\_\_\_ practicum experience
  - \_\_\_\_\_ research or laboratory findings
  - \_\_\_\_\_ bibliographic reference

**Cheating:**

- \_\_\_\_\_ attempt to use unauthorized materials/information on an exam or assignment

**Facilitation of Academic Dishonesty:**

- \_\_\_\_\_ theft or monopolization of course materials/information/equipment

**Other**

Please explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DESCRIPTION OF ACTION TAKEN:**

- \_\_\_\_\_ warning
- \_\_\_\_\_ lower assignment grade
- \_\_\_\_\_ lower course grade
- \_\_\_\_\_ redo assignment
- \_\_\_\_\_ zero or failing grade for assignment
- \_\_\_\_\_ zero or failing grade for the course
- \_\_\_\_\_ referral for consultation with
  - \_\_\_\_\_ Dean of School
  - \_\_\_\_\_ Vice Chancellor

**COMMENTS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

FACULTY MEMBER'S SIGNATURE/DATE \_\_\_\_\_ STUDENT'S SIGNATURE/DATE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 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

*Policy on Academic Integrity  
SOP # 2-P-900-01  
Page 3*

- **First Offense:** *If the violation of academic integrity involves a graded assignment or clinical study the grade for the assignment/clinical study is at the discretion of the course instructor. For example, the faculty member may assign a grade of zero on the assignment or, depending upon the nature of the violation, may terminate the student from the course with a grade of "F." The faculty member choose to refer the student for counseling or remediation (e.g., to the retention coordinator) concerning the violation. Following this remediation, the instructor may elect to revise the grade but is not required to do so.*
- **Second Offense:** *Failure of the course.*
- **Third Offense:** *Dismissal from Allen College.*

## 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.

***\*Serious Violations:** If the faculty member believes a first or second violation of academic integrity warrants a more severe penalty (e.g., suspension or dismissal from the College), the faculty member will inform the dean who, in turn, will immediately inform the College's chief academic officer. The chief academic officer will convene a meeting of the appropriate Admission, Progression, and Graduation (APG) Committee which shall consider the violation and determine the penalty. In such cases, the student shall have the right to meet with the APG Committee and to be accompanied by a third-party representative chosen by the student.*

*\* Serious violations include, but are not limited to, one or more of the following, and may, but need not, involve suspension or dismissal from the College:*

# **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



# 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.

# An Interprofessional Approach to Plagiarism Prevention

## 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](mailto:Dana.Wedeking@allencollege.edu) or 226-2007) or Seth Vickers ([Seth.Vickers@allencollege.edu](mailto: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<sup>®</sup> 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

The screenshot shows a web browser window displaying the Blackboard LMS interface for the course 'NU596 Seminar I'. The browser's address bar shows the URL: [https://bb9.uni.edu/webapps/blackboard/execute/announcement?method=search&context=course&course\\_id=\\_71079\\_1&handle=cp\\_anno...](https://bb9.uni.edu/webapps/blackboard/execute/announcement?method=search&context=course&course_id=_71079_1&handle=cp_anno...)

The page header includes the 'UNI eLearning' logo and the course title 'NU596 Seminar I'. The main content area features the Allen College UnityPoint Health logo on the left and the QM Quality Matters Higher Education Program 2014 logo on the right. Below the logos, the section is titled 'Announcements' and contains the following text:

**Announcements**

*New Announcements appear directly below the repositionable bar. Reorder by dragging announcements to new positions. Move priority announcements above the repositionable bar to pin them to the top of the list and prevent new announcements from superseding them. The order shown here is the order presented to students. Students do not see the bar and cannot reorder announcements.*

A yellow bar with the text 'Create Announcement' is visible below the instructions. A dashed line indicates where new announcements will appear.

**How to begin this course**

Posted on: Monday, January 5, 2015 1:35:49 PM CST

Welcome to NU596 Graduate Seminar I. To get started in this course, click on the "START HERE!" link in the Course Menu (left side of screen) and read each section. The last section will direct you to the next step. Be sure to check the other announcements, too.

Posted by: Lisa Brodersen  
Posted to: NU596 Seminar I Fall 2015

At the bottom of the page, there is a section for 'Student Services Holds' and a timestamp: 'Posted by: Lisa Brodersen' and '8/27/2015 5:11 PM'.

# Course Purpose

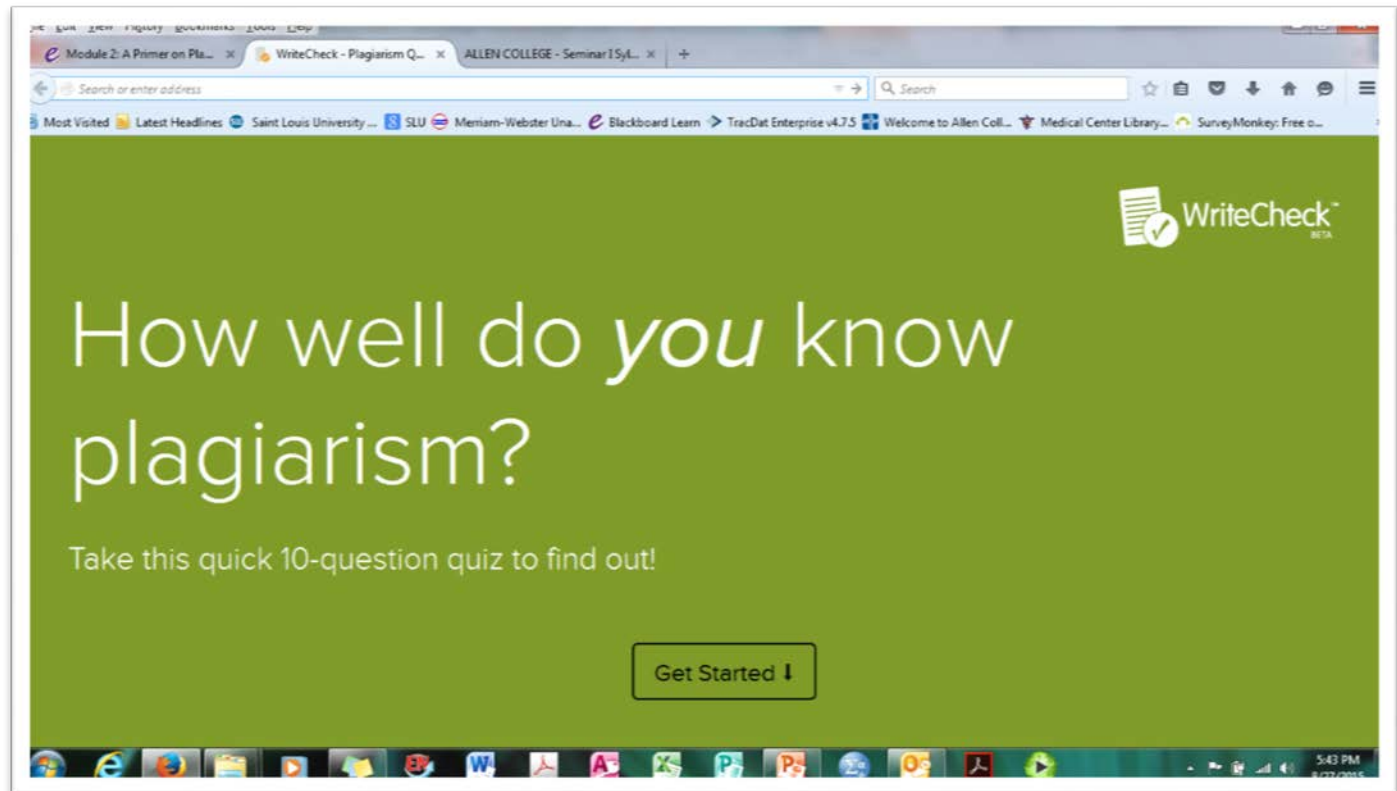
- Prepare students for expectations of the graduate program.
- Content includes
  - Review of evidence-based practice
  - Literature research
  - Academic writing
  - Scholarly presentation
- Initial learning module focused on plagiarism education and prevention.
- Writing assignments checked closely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

- From Turnitin® Blog, [Summer Learning: Lesson Ideas Part Three](#) (Turnitin, 2015).



# Plagiarism Tutorial

- StudentLingo<sup>®</sup> workshop, [Understanding and Avoiding Plagiarism](#)
  - $\cong$  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<sup>®</sup> 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)

supported the primary research finding that TCAB resulted in increases in direct care and value-

added care compared with controls (Dearmon et al., 2013). In this article their study, the authors

used the transforming care at the bedside (TCAB) method in two inpatient hospital units. The

collected data from these units included patient outcomes, staffing on units and nursing

**Comment [LDB3]:** Define abbreviations before using.

**Comment [LDB4]:** This information needs context. Readers will wonder what findings you are referring to. I was able to trace this information to the "Discussion" section. It 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.

**Comment [LDB5]:** This is the correct way to define an abbreviation. You just needed to do it in the previous sentence.

“... 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)

discussed. A literature review is a broad term that generally refers to a summary of published literature without systematic appraisal of evidence quality or strength. The sources discussed within this article ~~are~~ were not ~~itemized or discussed at length~~ critically appraised, or critically reviewed. Most of the sources ~~are~~ were simply used to bring the article together and support the

**Comment [LDB13]:** Omit quotation marks. You'd use quotation marks if you were coining this term, and if you were, double quotation marks would be used.

**Comment [LDB14]:** This sentence matches word-for-word to a sentence in a student paper submitted to the University of Oklahoma. I do not think that 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. If you use an idea from a source, whether you paraphrase it or not, the source should be credited. Definitions of literature reviews could be considered common knowledge. The problem is that you used the source's exact words but did not give the source credit. We can talk about this situation more during conference.

“... 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 or 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?

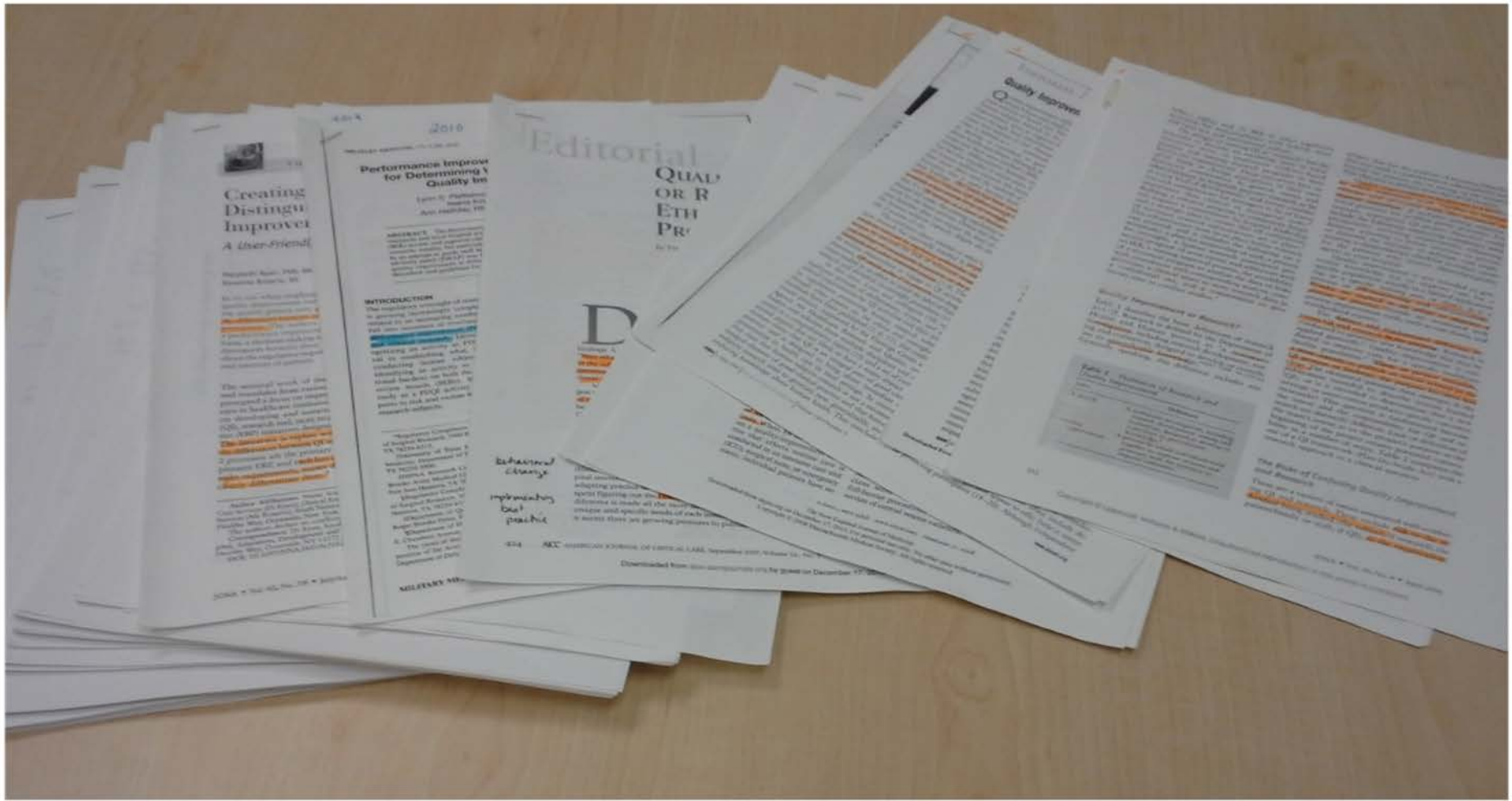
DOCUMENTATION OF ACADEMIC  
INTEGRITY VIOLATIONS & SECONDARY  
PREVENTION

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 2<sup>nd</sup> offenses.

## Questions?

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[Dana.Wedeking@AllenCollege.edu](mailto:Dana.Wedeking@AllenCollege.edu)



## References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: Author.
- Turnitin. (2015, August 5). Summer learning: Lesson ideas part three [Blog post]. Retrieved from [http://turnitin.com/en\\_us/resources/blog/421-general/2447-summer-learning-lesson-ideas-3](http://turnitin.com/en_us/resources/blog/421-general/2447-summer-learning-lesson-ideas-3)