Maintaining Academic Integrity: An Interprofessional Inter-Institutional Innovation Initiative

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ABSTRACT

• Academic integrity is essential to maintaining an environment that fosters excellence in teaching and in educational and scholarly activities. During the COVID-19 pandemic and this time of uncertainty, there has been a shift to online teaching, which could pose a threat to maintaining ethical standards. In this session, the facilitators will present a case study of an online Global Health course designed deliberately to maintain academic integrity. The course grew out of an interprofessional collaboration approach to teaching and assessing students’ academic performance. Faculty recognized that multiple choice exams might jeopardize academic integrity even with browser lockdown features. In lieu of exams, they used reflections and presentations as an assessment strategy. Specifically, they utilized oral presentations for students to demonstrate their knowledge of global health. Each student was expected to conduct, prepare, and present research via a virtual platform with faculty evaluation. Together, facilitators and participants will identify the barriers, strengths, and lessons learned from this case to aid participants in implementing similar projects.
OBJECTIVES

• Describe a strategy for interprofessional and inter-institutional faculty collaboration to teaching and assessing students' academic performance, while maintaining academic integrity.

• Identify the barriers, strengths, and lessons learned to implement similar projects.
OVERVIEW

• Think-share Strategies
• Background
• Discussion
• Implications
• Reflections
• Q & A
Think-share Strategies

• What does promoting a culture of academic integrity look like in this current landscape?

• In these challenging times, how does academic integrity connect to the larger world and to students’ future endeavors?
INTERPROFESSIONAL COLLABORATION APPROACH

• When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes (AACN, 2021)

• Based on the concept when educators/providers consider each other's perspective (Kerins, 2018)

• The goal is to prepare health professional students with the knowledge, skills and attitudes necessary for collaborative interprofessional practice
• Introduction to Global health course
  • Hybrid delivery
  • Interdisciplinary focus
    • Faculty: Nursing, pharmacy, public health/science writer
    • Students
  • Introduces students to the concept of global health in the larger context of globalization and its role in changing patterns of disease spread and control.
  • Reviews basic principles and concepts of global health with attention to the interchange between social, economic and cultural determinants of health.
• Quizzes

• **Discussion Boards**

• **Group Country Project**
  • ARMENIA
  • CHILE
  • INDIA
  • INDONESIA
  • MALAWI
  • PHILIPPINES
SAMPLE ASSIGNMENTS AND GRADING RUBRIC

• Assignments
  • Part 1
  • Part 2
  • Part 3

• Grading Rubric
  • Assessment
Section 1.

Create, using the most recent States on the following indicators:

1. Infant mortality rate
2. Under 5 mortality rate
3. Maternal mortality rate
4. Life expectancy
5. Fertility rate
6. Top six (6) causes of death
7. Mortality rates for malaria,

Section 2.

Identify (bullet list acceptable)

Identify and discuss social determinants that may...
Bloom's Taxonomy

- **Remember**
  - Recall facts and basic concepts
    - define, duplicate, list, memorize, repeat, state

- **Understand**
  - Explain ideas or concepts
    - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

- **Apply**
  - Use information in new situations
    - execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

- **Analyze**
  - Draw connections among ideas
    - differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

- **Evaluate**
  - Justify a stand or decision
    - appraise, argue, defend, judge, select, support, value, critique, weigh

- **Create**
  - Produce new or original work
    - design, assemble, construct, conjecture, develop, formulate, author, investigate

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BARRIERS

- COVID-19
- Infrastructure & Collaboration
  - Administration
  - Technology
- Discussion & Dialogue
STRENGTHS

• Share information, resources, ideas, and expertise, learning becomes effective for students – better outcomes

• New perspectives

• Innovative ideas

• Learn from each other

• Professional relationships
LESSONS LEARNED

• Shared vision and goals
• Roles and responsibilities
• Communication
• Teamwork
• Level of ownership
• Working through conflict
REFLECTIONS

• How might the current moment shift the way we think about academic integrity?

• What could we learn from institutions that are well versed in promoting academic integrity in online modalities?
REFERENCES


THANK YOU!

Any Questions

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