Academic Integrity Inter-Institutional Meeting Abstract | May 2021

Nursing Student Knowledge of Plagiarism and its Relationship to Writing Apprehension and Writing Self-Efficacy

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Abstract

This session will provide the results of a cross-sectional study exploring how knowledge of plagiarism is related to writing apprehension, writing self-efficacy, and various demographic and writing history characteristics of nursing students. Our study gathered data by survey, including two established questionnaires for writing apprehension (Daly & Miller, 2013) and writing self-efficacy (Mitchell et al., 2017). Data were also gathered as part of the natural instructional and evaluation processes of the course Scholarly Writing (NRSG-1501), including a plagiarism questionnaire and feedback provided to students on course quizzes and a scholarly paper. Attendees of this session will explore plagiarism from students' perspectives of their own writing apprehension and self-efficacy in comparison to their demonstration of academic integrity in a first-year writing course for nursing students.

Keywords: academic integrity, Canada, higher education