

Author, Year	Aspects of Mental Well-Being/Distress							Aspects of Academic Integrity/Misconduct					
	Stress?	Anxiety?	Test/ exam anxiety?	Depression?	Emotions - Fear?	Emotions - Guilt?	Attitudes?	Affect?	Other - If YES, specify	Cheating - Assignments, Exams, Unspecified?	Plagiarism	Unspecified Academic Misconduct/ Dishonesty?	Other - If YES, specify
2018									succeed				
Seltzer 1983	NO	YES	YES	NO	YES	YES	YES	NO	NO	YES - Exams	NO	NO	NO
Shiple 2009	YES	NO	NO	NO	NO	NO	NO	NO	NO	YES - Unspecified	NO	NO	NO
Smith et al. 2013	YES	YES	NO	NO	YES	NO	YES	NO	NO	YES - Unspecified	YES	YES	NO
Steininger et al. 1964	NO	YES	NO	NO	NO	YES	NO	NO	NO	YES - Exams	NO	NO	NO
Sullivan 2016	YES	NO	YES	NO	NO	NO	NO	NO	NO	YES - Exams	NO	NO	YES - collusion
Szabo & Underwood 2004	NO	NO	NO	NO	YES	NO	YES	NO	NO	YES - Unspecified	YES	YES	NO
Tindall & Curtis 2020	YES	NO	NO	NO	NO	NO	YES	NO	YES - emotionality	NO	YES	NO	NO
Toyin et al. 2009	YES	YES	NO	NO	YES	NO	YES	NO	NO	YES - Unspecified	NO	NO	NO
Vandehey et al. 2007	NO	NO	NO	NO	NO	YES	NO	NO	NO	YES - Assignments, Exams	NO	NO	NO
Weber et al. 1983	NO	YES	NO	NO	NO	NO	NO	NO	NO	YES - Exams	NO	NO	NO

Author, Year	<i>Aspects of Mental Well-Being/Distress</i>							<i>Aspects of Academic Integrity/Misconduct</i>					
	Stress?	Anxiety?	Test/ exam anxiety?	Depression?	Emotions - Fear?	Emotions - Guilt?	Attitudes?	Affect?	Other - If YES, specify	Cheating - Assignments, Exams, Unspecified?	Plagiarism	Unspecified Academic Misconduct/ Dishonesty?	Other - If YES, specify
Wenzel & Reinhard 2020	YES	YES	YES	NO	YES	NO	YES	YES	NO	YES - Exams	NO	NO	NO
Wowra 2007	YES	YES	YES	NO	YES	YES	YES	YES	NO	Unspecified	NO	YES	NO
Yesilyurt 2014	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO
Zaza & McKenzie 2018	YES	NO	NO	NO	YES	NO	NO	NO	NO	NO	YES	NO	NO
Zimbardo et al. 2003	NO	NO	YES	NO	NO	NO	NO	NO	NO	YES - Exams	NO	NO	NO
TOTAL # YES	22	20	14	2	26	6	26	5	9	38	12	15	3

Discussion

Our findings point to five themes that merit deeper consideration. These include 1) negativity bias; 2) inconsistency of definitions and constructs; 3) paradigmatic tensions; 4) focus on external stressors; and 5) focus on mental wellness prior to a critical incident. We address each of these in our discussion.

Theme 1: Negativity Bias

Negativity bias is a predisposition to towards negative events as being “more salient, potent, dominant in combinations, and generally efficacious than positive events” (Rozin & Royzman, 2001, p. 297). We found an overall negativity bias in the literature with a focus on misconduct behaviours (see, for example, Bailey & Challen, 2015; Da’asin, 2016; Firmin et al., 2009, Hofmann et al., 2009; Minarcik & Bridges, 2015; Qualls et al., 2017; Yesilyurt, 2014) rather than on behaviours associated with academic integrity (Kurland & Siegal, 2013; Zimbardo et al., 2003), such as ethical decision-making.

In general, we found the literature addressed mental distress rather than positive constructs such as resilience. Only one study mentioned resilience, and it was positioned in contrast to frailty (Gravett & Kinchin, 2020), so the negative contamination (Rozin & Royzmann, 2001) was still present. There is a need to further study aspects of positive mental well-being such as resilience, positive self-image and related concepts, in relation to academic integrity.

Theme 2: Inconsistency of Definitions and Constructs

It is not uncommon for misconduct to be defined inconsistently in the literature or in academic policies. In this study, we found a diversity of constructs mentioned in the literature and some terms were poorly defined, if they were defined at all. Several articles used the term “cheating” as a blanket term for a wide range of self-reported academic misconduct behaviours (Amua-Sekyi, 2006; Antion & Michael, 1983; Bronzaft et al., 1973; Dickstein et al., 1977; Firmin et al., 2009; Hwang & Goto, 2008; Ip et al., 2016; Shipley, 2009; Smith et al., 2013; Steininger et al., 1964; Sullivan, 2016; Szabo & Underwood, 2004; Vandehey et al., 2007; Wenzel & Reinhard, 2020; Weber et al., 1983). Authors used terms such as “stress” (Brown et al., 2018; Cho & Hwang, 2019; Da’asin, 2016; Gotlib et al., 2015; Gravett & Kinchin, 2020; Minarcik & Bridges, 2015; Rafati et al., 2020; Toyin & Akporaro, 2009) or “anxiety” (Bronzaft et al., 1973; Brown et al., 2018; Dickstein et al., 1977; Edwards, 2007; Firmin et al., 2009; Giraud & Enders, 2000; Gravett & Kinchin, 2020; Greenberger et al., 2008; Malinowski & Smith, 1985; Ng et al., 2003; Seltzer, 1983; Wowra, 2007) with an apparent assumption that these terms are universally understood in consistent ways.

It is not that such terms cannot be defined, but rather that those who wrote about these concepts made little attempt to define or discuss these terms in their studies, or they relied on self-report data about students’ feelings relating to stress and anxiety, but without a deep discussion of what these terms or self-reported feelings might be. There were similar ambiguities in the usage of academic misconduct and academic integrity terminology. In other words, we found no common or consistent language or understandings of what terms such as

“stress” or “anxiety” when they are used in relation to academic integrity.

Theme 3: Paradigmatic Tensions

The existing literature originates from a variety of academic disciplines. We found that studies from psychology relied more on quantitative methods and measured particular criteria with specific tools or scales (see Antion & Michael, 1983; Dickstein et al., 1973; Hawi, 2010; Hofmann et al., 2009; Selemani et al., 2018; Seltzer, 1983; Steininger et al., 1964; Szabo & Underwood, 2004). In contrast, studies from other fields, such as education used more qualitative approaches (see Bailey & Challen, 2015; Cho & Hwang, 2019; Devlin & Gray, 2007; Firmin et al., 2009; Gravett & Kinchin, 2020; Minarcik & Bridges, 2015). This points to the possibility of paradigmatic tensions between positivist and interpretivist approaches in the ways in which mental wellness has been studied with regards to academic integrity.

Although we did not analyze the various sources that authors cited in their papers, an anecdotal observation is that authors who conducted statistical studies did not cite authors in their literature reviews who had conducted qualitative studies and *vice versa*. Such an analysis was beyond the scope of this study, though we note it would be worthy of further study. We found no evidence of a discussion about these paradigmatic tensions in the research, leading us to conclude that the existing research has been conducted within disciplinary silos.

Theme 4: Focus on External Stressors

The literature tended to discuss external stressors such as examinations (Bronzaft et al., 1973; Brown et al., 2018, Da’asin, 2016; Kumar et al., 2009; Zimbardo et al., 2003), competitive academic culture (Conrad, 1986; Dyrbye et al., 2010; Okoye et al., 2018) or the use of technologies used to detect cheating such as text-matching software (Bailey & Challen, 2015; Gravett & Kinchin, 2020; Green et al., 2005; Zaza & McKenzie, 2018). We have discussed elsewhere that the effect of technologies designed to prevent academic misconduct, such as electronic proctoring software (e-proctoring) on students’ mental well-being is poorly understood (Eaton & Turner, 2020). This rapid review confirmed the need to further study how technologies that purportedly prevent academic misconduct may also have a negative impact on students’ mental well-being, though further study is needed to understand this impact in greater detail.

Only one study (Ng et al., 2003) mentioned how mental health concerns co-exist with other factors such as poor time management skills or inadequate academic support. The lack of empirical studies that consider multiple and compounding factors that may positively or negatively affect students’ mental well-being in relation to academic integrity is a cause for concern, as it may point to advocacy efforts for students being based on the experiences of those working in student affairs, rather than (or in addition to) evidence-based studies.

Theme 5: Focus on Mental Well-Being Prior to a Critical Incident

Of particular note was that all of the studies focused on students’ mental well-being prior to a

critical incident. If we consider the Continuum of Academic Integrity (see Figure 1), we found no studies that examined the impact of a critical incident (i.e., alleged or actual misconduct) on students' well-being. Using the criteria we established for this rapid review, we found no studies that discussed, for example, mental distress among students caused by academic misconduct cases. We would argue that those who work in student affairs would be aware of such cases of mental distress and behaviours related with distress or trauma such as self-harm, but there is a lack of studies investigating what happens to a student's mental well-being subsequent to an alleged or actual misconduct incident. The lack of such studies is cause for deep concern. We recognize that studying such phenomenon could be ethically complex and may be further complicated by privacy laws that exist in many jurisdictions; however, at the very least we would urge more open discussions and inquiry about the possible impact that an academic misconduct allegation or case may have on a student's mental well-being.

Limitations

One limitation of rapid reviews in general is that although they may be comprehensive, they are unlikely to be exhaustive (Hartling, 2017). Our rapid review was limited to works written in English and those that matched our inclusion criteria precisely, using six specific education, psychology, and interdisciplinary databases. Another limitation common to rapid reviews is that the streamlined analysis approach may result in limited detail in the findings. We acknowledge this as a limitation of our study. A further limitation of our work is that although we subscribe to a multi-stakeholder approach to academic integrity and well-being, in this study we focused exclusively on students' mental well-being. A clear direction for future study includes a subsequent study to examine the impact on faculty and staff with regards to academic integrity, and breaches of it.

We intended this rapid review to be a snapshot of the academic literature pertaining to our research question at the time of the study, in August 2020. The articles included in this rapid review are limited to the period of the database search, which encompassed articles up until August 2020. Since then, further studies have explored the intersection between academic integrity and mental well-being (e.g., Eshet et al., 2021; Sanni-Anibire et al., 2021; Steinberger et al., 2021; Tindall et al., 2021). We intentionally chose to keep our search results limited to this time period to achieve our secondary aim of exhibiting the implications of this rapid review on our scholarship and practice in the field of academic integrity.

Implications and Calls to Action

Since this research began in mid-2020, during the beginnings of the COVID-19 pandemic, we have seen the topic continue to resonate with practitioners and scholars invested in academic integrity in higher education. We have explored this topic in a webinar hosted by our institution, the University of Calgary, with a campus mental health expert. The webinar was offered once in October 2020 and again in October 2021, and we explored how campus mental health approaches can intersect with academic integrity practices for more integrated policies (Taylor Institute for Teaching and Learning, 2021). We were particularly encouraged by the interest in the topic when we presented the results of our rapid review at a national conference, the 2021 Canadian Symposium on Academic Integrity (Pethrick et al., 2021). In

this session, we heard observations arising from colleagues' practice about the relationships between academic integrity and student mental well-being and we collectively identified possible action steps that could be implemented into practice. These implications for practice arose directly from the themes present in the literature and were shaped informally by the conversations with practitioners and scholars in the field of academic integrity.

Practice Implications

Our rapid review has shown that the current literature on academic integrity and mental well-being is lacking in overall terms, but specifically with regards to potential changes to an individual's mental well-being following a critical incident moment. Although there may be a lack of evidence in this area, it is clear that there is an extant relationship, and, until better evidence is available, there are some implications we can suggest for practice. Those who directly work with suspected breaches of academic integrity can develop awareness of the possible impacts of the academic misconduct process on students' mental well-being and develop small strategies to support students in distress and promote well-being. The emerging area of wellness in higher education teaching and learning, which contains a wealth of individual practices that can support student well-being, could here be applicable (DiPlacito-DeRango, 2016; Schroeder & West, 2019). For example, staff and faculty knowing how to make appropriate referrals to campus wellness supports or knowing the signs of mental distress could assist students struggling with their mental well-being during an academic misconduct process.

There are also implications for policies and procedures in higher education institutions that could enable faculty and professionals to enact these individual practices and make lasting, systemic change. This is a part of the approach of campus mental health, which advocates for integrating well-being in all aspects of the institution (Mitchell et al., 2012). To achieve an integrated approach, most importantly, staff and faculty working with academic integrity should work with campus mental health teams and wellness services. Such local collaborations would lead to supports that would be meaningful and impactful within the specific context of each particular institution. Some examples of practices that could be implemented might include the revision of academic misconduct procedures to include consideration of student mental well-being, such as providing wellness resources and well-being check-ins throughout the process. Faculty and staff could be trained on how to adequately support student mental well-being, including the limits of their support and when to refer to wellness services, which could have positive impacts for suspected and actual breaches of academic integrity. These practices should be tailored to fit the needs of each individual institution and the mental health resources available. Additionally, although beyond the scope of this review, the impacts of academic misconduct procedures or managing student distress on staff and faculty well-being cannot be understated. If faculty and staff are to be expected to consider student mental well-being in their practice, there must also be adequate systemic and individual supports available for faculty and staff.

Scholarship Implications

The experiential or anecdotal evidence that practitioners who address academic misconduct

cases may have about the impact of an alleged or actual case of academic misconduct on students' mental well-being have yet to be studied in a systematic manner such that they have resulted in scholarly or professional publications. We call on future scholarship and research to empirically study this relationship. The academic integrity continuum (Figure 1) can serve as a framework for future research to identify a temporal connection. We note that the concept of critical incidence is one that merits deeper inquiry. Furthermore, although it seems to be well-explored that student stress or anxiety may increase the likelihood of academic misconduct, future research should focus on the impact to student mental well-being after a critical incident. This line of research would be able to directly inform the practice of faculty and higher education professionals who create, manage, and execute the processes on their campuses to deal with possible breaches of academic integrity. We call for research with methodological and conceptual rigour, drawing upon understandings of mental well-being from the rich body of literature on campus mental health and nuanced understandings of academic integrity.

Although rapid review methodology (and related methodologies, such as systematic or scoping reviews) is not often used in the field of educational research, scholars have begun to explore its role in scholarship and practice (Bearman et al., 2012; Zawacki-Richter et al., 2020). In this research, rapid review methodology enabled our research team to quickly review the academic literature about mental well-being and academic integrity, draw conclusions, and create an evidence base to communicate with experts in the field. We recommend that future research utilize the rapid review method as a rigorous way to evaluate evidence about emerging topics in academic integrity and make expedited, evidence-based implications for practice. Research teams interested in utilizing this methodology should consult an expert in rapid review methodology, such as an academic librarian, to make informed decisions about whether a rapid review would be appropriate for their research purpose and how to conduct a rapid review with rigour.

Conclusions

Although mental health is a topic of concern on many campuses, academic integrity, as it relates to mental well-being, has yet to be fully considered as an important topic from an evidence-based perspective. Our rapid review method was a way to spark conversations among practitioners and scholars about an area yet to be explored systematically in the field of academic integrity. This rapid review provided evidence that informed implications for practice and scholarship. We conclude with a call to action. There is an urgent need to better understand the impact of an alleged or actual academic integrity violation on students' mental well-being. This is a clear direction, not only for future research, but also for student advocacy and as an essential aspect of discussions about the student experience.

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