

Search Strategies for the Scoping Review – “Academic dishonesty in university nursing students”

CINAHL

S1	TI (academic N1 (integrity OR misconduct OR dishonesty)) OR AB (academic N1 (integrity OR misconduct OR dishonesty))
S2	(MH “Plagiarism”) OR (MH “Student Misconduct”)
S3	S1 OR S2
S4	TI (nurs* OR nursing) OR AB (nurs* OR nursing)
S5	(MH “Students, Nursing”)
S6	S4 OR S5
S7	S3 AND S6

Key – TI (title), N1 (near one), AB (abstract), MH (medical subject headings)

Medline

S1	TI (academic N1 (integrity OR misconduct OR dishonesty)) OR AB (academic N1 (integrity OR misconduct OR dishonesty))
S2	(MH “Plagiarism”)
S3	S1 OR S2
S4	TI (nurs* OR nursing) OR AB (nurs* OR nursing)
S5	(MH “Students, Nursing”)
S6	S4 OR S5
S7	S3 AND S6

Key – TI (title), N1 (near one), AB (abstract), MH (medical subject headings)

Education Source, APA PsycINFO and ERIC

S1	TI (academic N1 (integrity OR misconduct OR dishonesty)) OR AB (academic N1 (integrity OR misconduct OR dishonesty))
S2	DE “Plagiarism”
S3	S1 OR S2
S4	TI (nurs* OR nursing) OR AB (nurs* OR nursing)
S5	DE “Nursing Students”
S6	S4 OR S5
S7	S3 AND S6

Key – TI (title), N1 (near one), AB (abstract), DE (phrase indexed keyword)

Searches via other methods

Resource	Details	Number found
Trove	Searched conference papers and reports using keywords - <i>academic misconduct</i> and <i>nursing</i> (2010-2021)	0
Australian Policy Online	Searched using keywords <i>academic misconduct</i> and <i>nursing</i>	2 policies
ProQuest Dissertations	Searched using keywords <i>academic misconduct OR plagiarism AND nursing</i>	2 dissertations
Google Scholar	Searched using keywords <i>academic misconduct OR plagiarism AND nursing</i>	8 articles 1 dissertation

Supplementary file 2 – Summary of Studies

Authors (year)	Country/region	Aim/Purpose	Methodology and Method	Study Sample	Summary of Key findings (related to the review question)
STUDIES USING QUALITATIVE APPROACHES (n=9, including 6 theses)					
1. Brothers (2020) PhD Thesis	The United States of America	To explore baccalaureate nursing students' experiences of academic integrity	Methodology: Qualitative Method: Face-to-face semi-structured interviews	<ul style="list-style-type: none"> • A purposeful sample • n=15 baccalaureate nursing students • Participants' ages were not reported 	<ul style="list-style-type: none"> • Personal characteristics: common reasons to cheat included convenience, ease, speed, low detection risk, improved grade, impetus of stress, young age and attempt at self-promotion. • Use of external resources: Quizlet was perceived as academic misconduct. Turnitin was regarded positively for preventing academic misconduct. • Educational attainment: Lack of education related to academic misconduct • Prevalence: Most participants admitted cheating, such as purchasing previous question papers and cheating in quizzes and exams. • Clinical setting: only two reported academic misconduct in a clinical setting.
2. Burlington (2020) PhD Thesis	Canada	To explore students' perceptions of academic integrity at an online nursing College with a high rate of plagiarism	Methodology: Qualitative exploratory case study approach Method: Individual interviews	<ul style="list-style-type: none"> • No sampling method was reported • n=10 second-year nursing students • 90% females • 50% in 20-30 years old group 	<ul style="list-style-type: none"> • deficit APA referencing knowledge • unclear assignment instructions and academic writing in the curriculum • frustrations unique to learning online • teacher tactics to reduce plagiarism • the need for additional composition-skill-development resources
3. Devine et al. (2021)	The United States of America	To explore how nursing students define and describe academic and clinical integrity and identify social and psychological influences on student decisions to act with integrity	Methodology: Qualitative, descriptive Method: Face-to-face interviews	<ul style="list-style-type: none"> • A purposive sample • n=19 junior- and senior-level nursing students • n=18 females • Mean age: 21 years 	<p>Four themes were identified:</p> <ul style="list-style-type: none"> • Academic/Clinical Integrity was defined by the participants as "<i>being honest, ethical, and professional, with accountable behaviour in the context of caring for patients and communicating with faculty and staff nurses.</i>" • Characteristics of Academic/Clinical Integrity: professional, respectful, and authentic behaviours, with the qualities of caring, compassion, empathy, and competence

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					<ul style="list-style-type: none"> ● Facilitators to academic integrity: responsible for classroom syllabi and university academic integrity policies Barriers to academic integrity: staff not being accessible for students and being careless about student learning and overall academic success; peer academic misbehaviour Facilitators to clinical integrity: feeling comfortable with the instructor and nursing staff, being aware of their scope of practice, and having clinical integrity policies to guide their actions Barriers to clinical integrity: nurse and instructor behaviours, e.g., ineffective communication, unprofessional conduct and cultures lacking integrity ● Outcomes of acting with integrity: Most participants valued honesty as a personal outcome, and recognised the relationship between honest learning and preparedness for practice
<p>4. Eberle (2018) PhD Thesis</p>	<p>The United States of America</p>	<p>To explore a gap in knowledge related to perceptions of the academic and clinical integrity of nursing students</p>	<p>Methodology: Qualitative Method: Semi-structured interviews</p>	<ul style="list-style-type: none"> ● A purposive sample ● n=17 students in a Bachelor of Science in Nursing program ● n=13 females ● Ages:18-60 years 	<p>Five themes were identified</p> <ul style="list-style-type: none"> ● Perceptions of academic dishonesty: Academic dishonesty being underreported ● Perceptions of clinical integrity: <ul style="list-style-type: none"> ○ the clinical portion considered more personal and serious because of patient care involved ○ academic dishonesty led to poor clinical outcomes ● Perceptions of ethical decision making: <ul style="list-style-type: none"> ○ All participants admitted involvement in academic dishonesty as students ○ Certain academic dishonesty was not considered ethical decision making, such as sharing homework, taking online quizzes together ● Perceived influences of academic dishonesty:

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					<ul style="list-style-type: none"> ○ Stress, grades, pressure to complete the course, cost, and time ○ technology ○ personality ○ religion ○ peer attitudes and behaviour ● Perceptions of moral beliefs: <ul style="list-style-type: none"> ○ Mixed views expressed about the impact of the honour code on students committing academic dishonesty. ○ Faculty could use strategies to prevent academic and clinical dishonesty
5. George (2014) PhD Thesis	The United States of America	To explore Nigerian nursing students' perceptions of plagiarism in the United States of America	<p>Methodology: Qualitative, Naturalistic inquiry</p> <p>Method: Data was collected via an online chat-room where all communication, although synchronous, was typed.</p>	<ul style="list-style-type: none"> ● A non-random purposive and snowball sample ● n=17 Nigerian nursing students ● n=12 females ● Ages: 20-52 years with a median age of 35 	<ul style="list-style-type: none"> ● Nigerian students used distinct values and culturally determined principles or standards to guide their conduct and worldview. They reported either that plagiarism was not addressed by their Nigerian instructors or that the concept of plagiarism had no significance. ● Nigerian students recognised the different ways plagiarism is viewed within the U.S. compared to their homeland. Nigerian students found U.S. expectations regarding plagiarism to be strict and challenging to comprehend. ● Their experience of U.S. plagiarism expectations was challenging, shocking, and unpleasant. ● Nigerian students wanted U.S. educators to understand that their transition to U.S. plagiarism standards was difficult, and they wished U.S. educators to treat them in a culturally sensitive manner and offer them leniency while they assimilated the U.S. rules of plagiarism.
6. Hoffpauir (2015) PhD Thesis	The United States of America	To discover perceptions of academic integrity of online Registered Nurse to	<p>Methodology A qualitative instrumental case study</p> <p>Method:</p>	<ul style="list-style-type: none"> ● A convenience sample ● n=7 R.N. to BSN students ● Ages: 35-49 years ● 100% females 	<ul style="list-style-type: none"> ● The participants perceived academic integrity to be honest, independent academic work and adherence to personal moral values.

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		Baccalaureate-in-Nursing students	Face to face semi-structured interviews via Skype		<ul style="list-style-type: none"> The relevant personal values and beliefs were: faith-based attributes, belief in honesty, and professional nursing ethics. All the participants noted that life experiences such as parental training and academic accountability were significant in shaping their perceptions of academic integrity. The participants defined academic dishonesty and academic cheating, similarly, including plagiarism and sharing academic work/copying. The participants defined their personal integrity as adherence to values such as professional nursing standards and their own conscience.
7. Rani et al. (2019)	India	To explore the perceptions, practices and factors facilitating and inhibiting academic integrity among undergraduate nursing students	Methodology: Qualitative Method: An open-ended questionnaire survey to allow narrative writing from students with content analysis	<ul style="list-style-type: none"> No sampling method was reported n=50 undergraduate nursing students from a private college No information on the ages of the participants reported 	Factors contributing to academic dishonesty: <ul style="list-style-type: none"> Lack of time Excessive workload Laziness in preparation for tests Fear of failure Fear of punishments Lack of interest and Inadequate supervision/vigilance during a test. Facilitating and Inhibiting Factors of Academic Integrity: <ul style="list-style-type: none"> Personal – the conscience and self-integrity Family – parental attitudes and upbringing Social – influence of friends, peers and teachers Spiritual – fear of God, obedience to God, pleasing God Institutional – appropriate vigilance during tests, adequate time for preparation of tests and assignments
8. Szydlo, C. L. (2022) EdD Thesis	The United States of America	To understand nursing students' perspectives of dishonest behaviour and misconduct in nursing school and reasons nursing students may participate in these	Methodology: Qualitative case study Method: Focus groups and individual interviews,	<ul style="list-style-type: none"> A purposive sample n=11 female nursing students from both associate and bachelor's degree programs Ages: 20-35 years 	<ul style="list-style-type: none"> Students may not be able to recognise a subtle or less obvious form of dishonesty. As a result, they may participate in dishonest behaviour unintentionally Point views of reporting peers' dishonest behaviours depended on many factors, such as

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		behaviours, and to determine whether nursing students understand that participation can affect patient care	thematic analysis		<p>morals, the situation and who was involved, integrity and personal experience.</p> <ul style="list-style-type: none"> • 100% of participants realised that dishonest behaviour in clinical settings could lead to patient harm. • 91% perceived that dishonesty in the classroom has the potential to cause patient harm in the clinical environment. • The demands of nursing school and other obligations in life were sources of stress. • Stress, pressure, intimidation and fear were the perceived reasons for clinical misconduct • Lack of knowledge (referencing) and lack of preparation were the perceived reasons for classroom misconduct
9. Wideman (2011)	Canada	To describe the meaning of academic dishonesty perceived by nursing students at an Ontario university	<p>Methodology: Qualitative - hermeneutic phenomenology</p> <p>Method: semi-structured interviews</p>	<ul style="list-style-type: none"> • No sampling method was reported • n=11 undergraduate nursing students • n=10 females • Ages: 18-50 years, with an average age of 25 	<ul style="list-style-type: none"> • There was a lack of an in-depth understanding of academic dishonesty and its implication • Students' heavy workload drove many into collaboration for academic survival • High-stress levels resulted in desperation • Students would use their superior technology to cheat • Culture: students were influenced by a "caring curriculum" of nursing to the extent that they thought that caring and sharing with each other was not considered cheating.

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STUDIES USING QUANTITATIVE APPROACHES (n=25, including 3 theses)					
10. Aplin-Snider et al. (2021)	The United States of America	To examine the perceptions of graduate nurse practitioner students regarding academic dishonesty (or their willingness to report cheating, exam cheating deterrents and importance of academic integrity)	Methodology: Quantitative Method: A survey	<ul style="list-style-type: none"> • A convenience sample • n=58 graduate students (Master's and Doctor of nursing in an online nurse practitioner program) • no information about the ages of the participant provided • A response rate of 92.1% 	<ul style="list-style-type: none"> • Most of the students would report cheating. • Most of the students felt the measures (e.g., being told not to share the exam, webcam proctoring, honour code, and test integrity) were sufficient to deter cheating. • Students valued academic integrity and took their study seriously.
11. Balik et al. (2010)	Israel	To examine the attitudes of nursing students to academic cheating and what this may predict for their professional practice after graduation	Methodology: Quantitative Method: Questionnaires	<ul style="list-style-type: none"> • A convenience sample • n=228 nursing students, including five groups of undergraduate and postgraduate students: <ul style="list-style-type: none"> - 4-year combined B.A and R.N. program - R.N upgrading to B.A program -registered nurses in a 2-year M.A. in Nursing -graduates undertaking bridge course - practical nurses in the upgrading to R.N. courses • 85% females • Mean age: 30 years • A response rate of 65.2%. 	<ul style="list-style-type: none"> • Perceived academic dishonesty as being normal and acceptable • 90% reported willingness to copy under threat of expulsion • 96% considered falsifying patient data unethical • Socio-demographic variables predicting attitudes to academic dishonesty: being a patient and being non-religious • No information was provided about the difference in academic cheating among different programs. • Students perceiving academic dishonesty as unethical thought the same as dishonest professional practice
12. Basler (2012) PhD Thesis	The United States of America	To compare the perceptions of academic and clinical integrity to the level of moral development of baccalaureate nursing students who are at entry and completion of the nursing program.	Methodology: Non-experimental Quantitative, casual-comparative Method: An ex post facto study using survey	<ul style="list-style-type: none"> • A convenience sample • n=135 baccalaureate students in their first or the final semester of the program from 24 schools • 94% females • Mean age: 23.84 (SD, 5.94) years • A response rate of 9.2%. 	<ul style="list-style-type: none"> • no significant difference found in the level of moral development between first and final semester baccalaureate nursing students • no significant difference found in the perceptions of academic integrity between the two student groups • no significant difference in the perceptions of clinical integrity between the two student groups

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					<ul style="list-style-type: none"> no significant relationship was found between age, gender, ethnicity, having earned a previous degree, mother's educational level, and father's educational level and academic and clinical integrity scores a positive correlation between perceptions of clinical integrity and perceptions of academic integrity found in graduating nursing students
13. Birks et al. (2018)	Australia	To describe the nature and extent of academic dishonesty among Australian nursing students	Methodology: Quantitative Method: An online survey	<ul style="list-style-type: none"> No sampling method was reported n=361 undergraduate nursing students across 41 Australian universities 89.4% females The response rate was not reported 	Factors affecting cheating behaviour <ul style="list-style-type: none"> Approximately 90% of participants indicated that the threat of severe punishment would deter them from cheating. Three-quarters of participants indicated that a requirement to sign a non-cheating verification statement would prevent them from cheating. Frequency of academic and professional misconduct <ul style="list-style-type: none"> 26.6% indicated that plagiarism was the most frequently reported form of academic misconduct. 22.2% admitted that they had worked with another student on the material being submitted. 45.5% admitted engaging in one form of academic or professional misconduct while at university. Older age groups (>35 years) were less likely to engage in academic misconduct. Students more advanced in their study programs were more likely to commit professional misconduct.
14. Bloomfield et al. (2021)	A Southeast Asian country	To determine the type and prevalence of academic dishonesty among post-registration nursing students and their understanding of the relationship between	Methodology: Quantitative, exploratory, cross-sectional Method: online survey	<ul style="list-style-type: none"> A convenience sample n=179 undergraduate nursing students enrolled in an Australian post-registration nursing degree program delivered in a Southeast Asian country 	<ul style="list-style-type: none"> 55.9% reported not behaving dishonestly; 44.1% indicated involvement in at least one form of academic dishonesty. 99.4% understood plagiarism, and their institution's academic integrity policies. Most respondents showed a strong agreement or strong disagreement about deliberate dishonest behaviour being justified. 79.5%

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		academic honesty and professional conduct		<ul style="list-style-type: none"> Participants' ages were not specifically reported A response rate of 56.6% 	<ul style="list-style-type: none"> reported that they would not ignore dishonest behaviour. 96% agreed that academic dishonesty breaches the professional codes of conduct and 97.5% viewed it as professional misconduct.
15. Greenwood et al. (2014)	Australia	To obtain information on the referencing knowledge, attitudes, skills and confidence of postgraduate nursing students	<p>Methodology: Quantitative, cross-sectional</p> <p>Methods: An online survey distributed via LimeSurvey, with two open-ended questions included using thematic analysis</p>	<ul style="list-style-type: none"> A convenience sample n=244 postgraduate nursing students such as graduate certificate, graduate diploma, and clinical master's level. 90.2% females Ages: 30-49 (55.3%) years A response rate of 26% 	<ul style="list-style-type: none"> 97% believe referencing is important. Poor referencing is largely caused by a skills deficit. Students are not fully confident about referencing. Only 2% had not used a computer before. Students were confused about the application of referencing conventions to their written work, the different referencing styles between universities or faculties; and faced problems because of the different expectations of lecturers about referencing standards.
16. Hart and Morgan (2010)	The United States of America	To compare differences in academic integrity between a synchronous online class-room and a traditional classroom in the Baccalaureate in Nursing program	<p>Methodology: Quantitative, comparative, descriptive</p> <p>Method: A survey via the Survey Monkey</p>	<ul style="list-style-type: none"> n=44 classroom students and n=330 online students Online cohort: 93.3% females, ages: 41 and older 41 (69.4%). Traditional cohort: 84.1% females, ages: 41 and older (52.3%) The response rate was not reported 	<ul style="list-style-type: none"> Registered nurse to baccalaureate-in-nursing students in both the traditional and the online classroom reported very low levels of cheating. The traditional classroom registered nurse to baccalaureate-in-nursing students reported higher levels of cheating compared with the online students. Self-reported cheating behaviours were higher among younger students in the traditional classroom. Student collaboration was the most common form of cheating.
17. Kay et al. (2022)	Israel	To assess the possible impact of age as distinct from academic year and the effect those two factors on academic integrity	<p>Methodology: Quantitative</p> <p>Cross-sectional study</p> <p>Method: using the self-report questionnaire</p>	<ul style="list-style-type: none"> No sampling method was reported n=143 undergraduate nursing students n=135 females Age groups: <ul style="list-style-type: none"> - 8-21 35.4%; - 22-25 46.2%; 	<ul style="list-style-type: none"> No general trends regarding dishonesty and academic year or age emerged though advanced students reported being less honest on work-based presentations. Cheating on exams was the least frequent of all the forms of cheating, while enabling others to cheat was the most frequent type.

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			developed by Krueger (2014)	<ul style="list-style-type: none"> - 26-35 9.8%; • - >35 7.7% 	
18. Kececi et al. (2011)	Turkey	To examine academic dishonesty among university nursing students	Methodology: Quantitative, cross-sectional, descriptive Method: Questionnaire	<ul style="list-style-type: none"> • No sampling method was reported • n=196 nursing students • 87.2% females • Mean age: 20.09 ± 1.89 (S.D.) years • A response rate of 85% 	<ul style="list-style-type: none"> • The biggest tendency is towards dishonesty in references. • The tendency towards dishonesty was greater among males. • Third-year students showed a greater tendency towards academic dishonesty in the process of conducting research and reporting, while first-year students had a greater tendency towards academic dishonesty in references. • The attitudes of educators who adopted a liberal approach increased the students' tendency towards academic dishonesty.
19. Khalaila (2015)	Israel	To investigate the relationship between attitudes, perceptions and behaviours associated with nursing students' academic dishonesty	Methodology: Quantitative, cross-sectional, descriptive Method: Questionnaires	<ul style="list-style-type: none"> • A convenience sample • n=158 nursing students • 58.9% females • Mean age=22 ± 2.9 (S.D.) years • A Response rate of 66% 	<ul style="list-style-type: none"> • 87.3% were aware of the institution's honour code on academic dishonesty • 92.4% believed that severe penalties could prevent students from engaging in academic dishonesty • 44.3% reported having been engaged in one or more dishonest activities. • 29% perceived as unethical any collaboration on assignments that were supposed to be completed alone. • The more strongly students could justify academic dishonesty, the more likely they were to be academically dishonest. • The rate of academic dishonesty was significantly higher among students most likely to fail.
20. Kiekkas et al. (2020)	Greece	To develop and validate a questionnaire for investigating nursing students' perceptions about the reasons for academic dishonesty during examinations	Methodology: Quantitative, descriptive, cross-sectional Method: Questionnaires	<ul style="list-style-type: none"> • A convenience sample • n=660 undergraduate nursing students • 85.6% females • Mean age: 21.8 ± 5.8 years • A response rate of 50.0% 	<ul style="list-style-type: none"> • Academic dishonesty during examinations mostly involved verbal requests for information from other students and the unauthorised use of textbooks or notes. • Reasons for academic dishonesty were: <ul style="list-style-type: none"> - unrealistic demands of and unfair student treatment by academic personnel,

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					<ul style="list-style-type: none"> - the lack of severe consequences for cheating - slack examination procedures - the need to achieve high grades - female, junior and high-achieving students showed an increased tendency towards certain dishonest behaviours.
21. Klainberg et al. (2014)	The United States of America	To determine the relationship between perceptions of registered nurses' current workplace behaviours and the registered nurses' retrospective perceptions of their academic misconduct as students	Methodology: Quantitative, descriptive correlational Method: Questionnaires	<ul style="list-style-type: none"> • A convenience sample • n= 166 postgraduate nursing students - registered professional nurses at master's degree level in two private schools of nursing and two state-supported schools of nursing • 84.9% females • Ages: 20–40 and over years • The response rate was not reported 	<ul style="list-style-type: none"> • Clear correlations were evident between justification of misconduct beliefs and acts of misconduct. • Significant correlations existed between reported unethical behaviours as students and current unethical practices as registered nurses.
22. Krueger (2014)	The United States of America	To identify sociodemographic and situational conditions that affect nursing students' engagement in academic dishonesty, to explore nursing students' attitudes regarding various forms of academic dishonesty, and to assess the prevalence of academic dishonesty witnessed and engaged in by nursing students.	Methodology: Quantitative Method: A survey was developed using the information of McCabe and Tre-vino (1993), McCabe et al. (2001b, 2002), McCrink (2008), and Schlenker (2008).	<ul style="list-style-type: none"> • No sampling method was reported • n=336 nursing students from the two colleges • A response rate of 71.3% 	<ul style="list-style-type: none"> • More than half of the nursing students admitted cheating in the classroom and in clinical settings. • A positive relationship was found between the frequency of cheating in the classroom and clinical settings. • There were differences in the frequency of engagement in and attitudes toward academic dishonesty by gender, the semester in the program, and ethnicity. • Relationships were also found among peer behaviour, personal beliefs and values, and frequency of engaging in academic dishonesty.
23. Lee et al. (2017)	The Republic of Korea	To examine the status of and relationship between nursing students' awareness and their	Methodology: Quantitative, descriptive Method:	<ul style="list-style-type: none"> • A convenience sample • n=217 Nursing students • 88% females 	<ul style="list-style-type: none"> • Mean score of awareness of academic misconduct: students' awareness was lowest for the academic misconduct of 'irresponsibility

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		academic misconduct in Korea	Questionnaire	<ul style="list-style-type: none"> A response rate of 97% 	<p>in the class' and highest for 'cheating on examinations'.</p> <ul style="list-style-type: none"> Mean score of behaviour of academic misconduct: students most frequently engaged in 'dishonesty in clinical practice', and most infrequently in 'cheating on examinations'. Senior students' awareness of academic misconduct was lower than junior students, and the seniors more frequently engaged in academic misconduct than the juniors. The more satisfactory their economic status, the more frequent their academic misconduct was likely to be. The correlation between awareness and behaviour was significant. The higher the awareness of academic misconduct, the less their engagement in academic misconduct.
24. Lovrić and Žvanut (2022)	Croatia	To investigate Croatian nursing students' dishonest behaviour in the classroom and clinical settings and to examine the relationship between both settings.	<p>Methodology: Quantitative, a cross-sectional study</p> <p>Method: using the Croatian online version of the Nursing Student Perceptions of Dishonesty Scale (CRO-NSPDS) that was originally developed by McClung and Schneider (2018)</p>	<ul style="list-style-type: none"> No sampling method was reported n=446 nursing students (Bachelor of Science degree n=296, Master of Science degree n=150) n=384 (86.1%) females Mean age: 27.4 years (SD = 8.1) A response rate of 81.68% 	<ul style="list-style-type: none"> 91.3% of participants conducted dishonest behaviour on two or more occasions in the classroom, and 32.5% did so in the clinical setting. The dishonest behaviour increased in each year of the bachelor's degree from year 1 to Year 4. No significant difference was found in the overall mean score of classroom and clinical cheating between BSc and MSc students. However, further analysis on subscales of classroom cheating revealed that MSc students had higher scores on 'Assistance' to cheat ($p=0.007$) and BSc students had more scores in 'Test File' exam cheating ($p=0.006$). For clinical dishonesty subscales, MSc students had higher mean scores on Non-compliance than the BSc students ($p=0.06$). All subscales of classroom dishonest behaviour (e.g., Assistance, Cheating, Cutting corners, Sabotage, Test file) were significantly and positively transferred to dishonest behaviour in

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					the clinical setting, except for the 'Not my problem and Non-compliance' subscales.
25. Macale et al. (2017)	Italy	To investigate the phenomenon of academic dishonesty in the classroom longitudinally among Italian nursing students	Methodology: Quantitative, non-experimental and longitudinal Method: Questionnaires	<ul style="list-style-type: none"> No sampling method was reported Time 1 (T1): n=503 students, 71.3% females, median age 22.6 years (SD 4.5) Time 2 (T2): n=354 students, 73.8% females, median age 23.1 years (SD 4) 	<ul style="list-style-type: none"> No significant changes in cheating behaviours were found across the study's two-time points. Students become accustomed to academically deceitful actions and consider their behaviours acceptable and normal. Being more adult correlates with a lower tendency to act dishonestly.
26. Maoz et al. (2022)	Israel	To examine the extent of dishonesty in nursing education (including academic and clinical), the perception of self-concept vis-à-vis dishonesty, and the relationship between academic and clinical dishonesty among nursing students	Methodology: Quantitative, a cross-sectional study Method: Questionnaires: Student Academic Dishonesty Questionnaire (SADQ) tool (Winrow et al., 2015) via a Google Docs	<ul style="list-style-type: none"> A convenient sample n=343 nursing students (37% professional postgraduate n=127, 32% baccalaureate program n=110, 31% professional retraining program n=106) The age range: 19–58 80% females A response rate of 57%. 	<ul style="list-style-type: none"> No differences were found between programs and the number of years to the degree. Academic dishonesty was reported by 41% of the students, with 11% reporting clinical dishonesty. Academic dishonesty was significantly correlated to clinical dishonesty ($\chi^2 = 34.752$; $P < 0.0001$). The three most common forms of academic dishonesty were: plagiarism, signing for another student, and copying during an exam. The most common forms of clinical dishonest behaviours were the breach of patient confidentiality, not reporting sterility violations, and reports of assessment findings and interventions that were not performed.
27. McClung and Schneider (2018)	The United States of America	To describe students' perceptions of dishonest behaviors in the classroom and clinical settings; to examine the relationship between nursing students' perceptions of dishonest behaviors in the classroom and clinical	Methodology: Quantitative, cross-sectional, descriptive, correlational Method: Survey	<ul style="list-style-type: none"> No sampling method was reported n=973 nursing students 91% females Ages: 18-23 (77%) The response rate was not reported 	<ul style="list-style-type: none"> Nursing students do not perceive all academically dishonest behaviour as dishonest. There is a positive relationship between perceptions of behaviours in the classroom and in the clinical setting. Students act dishonestly if they do not perceive their act to be dishonest. Those who behave dishonestly have higher rates of rationalisation.

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Authors (year)	Country/region	Aim/Purpose	Methodology and Method	Study Sample	Summary of Key findings (related to the review question)
		settings; to examine the relationship between engagement in dishonest classroom and clinical behaviors and neutralising tendencies.			
28. Miron (2016) PhD Thesis	Canada	To identify predictors of intent to behave with Academic Integrity in student clinical settings with senior nursing students	Methodology: Quantitative Method: A self-report survey developed and used (Miron Academic Integrity Nursing Survey, MAINS)	<ul style="list-style-type: none"> No sampling method was reported n=339 third-year and fourth-year nursing students across three different sites (for Phase 3 study) 89% females Ages: 20-25 years (66%) The response rate was not reported 	<ul style="list-style-type: none"> Student attitude was the strongest predictor of intention to behave with academic integrity in clinical practice, followed by Subjective Norm (acceptance of academic integrity) and Perceived Behavioural Control (the ease with which a student could behave with integrity).
29. Morgan and Hart (2013)	The United States of America	To evaluate the effect of the academic integrity intervention in an online Registered Nurse to Baccalaureate in Nursing program	Methodology: Quantitative, a comparison group quasi-experimental design Method: Survey	<ul style="list-style-type: none"> A convenience sample n=109 students newly admitted to a Registered Nurse to Baccalaureate-in-Nursing program was randomly assigned to a control group (n = 47) or a treatment group (n = 62) 92.7% female Age: 97% over 24 years The response rate was not reported 	<ul style="list-style-type: none"> No significant difference in self-reported cheating was found between the control and treatment groups. Self-reported cheating was very low in both groups. Both groups reported that most forms of cheating are serious, and that others would strongly disapprove of their cheating. The treatment group reported significantly higher perceptions of faculty and student support for academic integrity policies, a better understanding of the policies by faculty, and greater effectiveness of these policies, compared to the control group.
30. Park et al. (2013)	The Republic of Korea	To investigate the magnitude and predictors of academic cheating and to understand relevant perspectives among South Korean nursing students	Methodology: Quantitative, cross-sectional Method: Questionnaire	<ul style="list-style-type: none"> No sampling method was reported n=655 undergraduate nursing 89.3% females Ages: 19-23 years (86.6%) A response rate of 91% 	<ul style="list-style-type: none"> 50% and 78% of the students committed exam-cheating and assignment-cheating, respectively Significant predictors for exam-cheating and assignment cheating: perceived seriousness of cheating and perceived prevalence of peers' cheating

Supplementary file 2 – Summary of Studies

Authors (year)	Country/region	Aim/Purpose	Methodology and Method	Study Sample	Summary of Key findings (related to the review question)
					<ul style="list-style-type: none"> Major reasons for cheating: the pursuit of a higher grade and a better job, and a lack of time and motivation
31. Rafati et al. (2020).	Iran	To investigate the relationship between clinical dishonesty and perceived clinical stress in nursing students	Methodology: Quantitative, cross-sectional correlational Method: Questionnaires	<ul style="list-style-type: none"> A census method was used for sampling. n=395 nursing students 91% females Ages: 18-23 The response rate was not reported. 	<ul style="list-style-type: none"> The frequency of clinical dishonesty among nursing students was high. Clinical dishonesty correlated significantly with observing dishonesty among peers, sanctions against unethical behaviour, and students' perceived stress in the clinical setting. Significant differences in the frequency of clinical dishonesty were found based on gender, on the level of interest in the field of study, and on the academic year.
32. Tayaben (2014)	Philippines	To investigate nursing students' attitudes enrolled in e-Learning towards academic dishonesty	Methodology: Quantitative, descriptive, exploratory Method: Questionnaire	<ul style="list-style-type: none"> "Random sampling was utilised" (p. 33) n=36 Junior and senior nursing students (58.33% level four and 41.67% level three) 58.33% females Mean age was not reported The response rate was not reported. 	<ul style="list-style-type: none"> The most prevalent form of cheating is paraphrasing a sentence from an internet source without referencing female and senior students are most likely to cheat Reasons not to cheat: penalties, education, reputation (ranking), perception of wrongdoing

Supplementary file 2 – Summary of Studies

Authors (year)	Country/region	Aim/Purpose	Methodology and Method	Study Sample	Summary of Key findings (related to the review question)
33. Theart and Smit (2012)	South Africa	To explore academic integrity amongst nursing students at a nursing education institution in the Western Cape	Methodology: Quantitative, descriptive Method: Survey: 61 Likert-type questions and three open-ended questions developed by the authors.	<ul style="list-style-type: none"> • A non-random convenience sample • n=550 pre-registration nursing students • 84% females • Mean age: 25 years • The response rate was not reported 	<ul style="list-style-type: none"> • Cheating related to plagiarism and assignments was the main problem. • Dishonesty in completing practical records was another major concern. • 88% committed at least one of the surveyed cheating activities. • Factors for cheating: <ul style="list-style-type: none"> - Individual factors- males cheated more than females; - Contextual factors: the pressure of succeeding academically, status amongst peers, peer pressure, and the impact of successful cheating • Most respondents would not report another student if they witnessed them cheating in exams (66%) or assignments (72%) • Strategies to prevent cheating were identified.
34. Willey (2022) EdD Thesis	The United States of America	To examine the extent of pre-licensure baccalaureate undergraduate nursing students' knowledge of academic integrity, perceived severity of violations, and if there is a perceived relationship between integrity in the classroom and clinical setting	Methodology: Quantitative, A cross-sectional, correlational study Method: Questionnaires: McCabe's Academic Integrity Survey-Modified for Nursing Students (MAIS-MNS, 139 items) and a 12-question knowledge Assessment	<ul style="list-style-type: none"> • No sampling method was reported • n=450 students in a pre-licensure baccalaureate program • Gender information was not reported 	<ul style="list-style-type: none"> • The perceived severity of cheating in the classroom can predict the perceived severity in the clinical setting. • Students who neutralise their actions, do not perceive those actions as severe. • The perception of severity does predict a student's willingness to report peer violations of academic integrity • The more students felt that faculty supported their universities' academic integrity policies and discussed them in their courses, the more willing students were to report peer violations they witnessed. • Implementing an honor code and providing students with more education regarding academic integrity on matriculation may help increase perceptions of faculty support as well as a willingness to report peer violations.
STUDIES USING A MIXED-METHODS DESIGN (n=2)					
35. Park et al. (2014)	The Republic of Korea	To examine the extent and predictors of unethical clinical	Methodology: Mixed method Methods:	<ul style="list-style-type: none"> • No sampling method was reported • n=345 undergraduate nursing students from five 	<ul style="list-style-type: none"> • Self-reported unethical clinical behaviours: <ul style="list-style-type: none"> - engaging in one or more unethical clinical behaviours out of the 10 listed behaviours over a one-semester period (65.8%)

Supplementary file 2 – Summary of Studies

Authors (year)	Country/region	Aim/Purpose	Methodology and Method	Study Sample	Summary of Key findings (related to the review question)
		behaviors among nursing students in South Korea	Cross-sectional survey and focus group interviews	<p>nursing schools participated in the survey</p> <ul style="list-style-type: none"> • Two focus groups with seven students each • 89.3% of females in the survey • Ages: 19-23 years (86.6%) • A response rate of 91.8% 	<ul style="list-style-type: none"> - discussing patients in public places or with nonmedical personnel (40.9%) - recording or reporting inaccurate vital signs (39.2%), falsifying patient data or using inaccurate data for a case study (26.1%) - taking hospital supplies or medicines for personal use (22.3%) - recording patient responses to treatments or medications that were not assessed (5.8%) and recording medications as administered when they were not (1.7%). • Factors and predictors of unethical clinical behaviours: frequency of cheating in assignments, cheating by peers, cheating in exams, and awareness of academic integrity. • Reasons for unethical clinical behaviours: preceptor's heavy workload, undesirable practice culture and poor role models, the patient's avoidance of students, unclear understanding of (un)ethical behaviours, fear of rejection and a fear of a negative evaluation from the preceptor, and exaggerated expectations from a faculty member for presentations or high grades.
36. Woith et al. (2012)	The United States of America	To explore students' perceptions of academic integrity	<p>Methodology: Mixed-method descriptive design</p> <p>Methods: Social capital survey and interviews</p>	<ul style="list-style-type: none"> • No sampling method was reported • N=55 (n=10 leadership group; n=45 non-leadership group) • Predominantly Caucasian females in their early 20s 	<ul style="list-style-type: none"> • Survey: 27% judged their peers' academic integrity to be unsatisfactory. • Interviews: Students defined academic integrity as working independently, not plagiarising and not cheating in exams or quizzes. • Students realised that academic integrity is crucial to professionalism in nursing practice.