

# Research Integrity Training for Students (RITS) a pilot among undergraduate students in Nursing

Berentsen, Susan MJ – HAN University of Applied Sciences, Nijmegen, The Netherlands  
Blom, Fenneke – AmsterdamUMC, Amsterdam, The Netherlands

## Objective

Developing and piloting a training course in research integrity (RI) *with* and *for* undergraduate students

## Method

### Before the pilot

- Based on **literature**, **existing teaching materials** and a **focus group** with nursing students about their perception of RI a Research Integrity Training for Students (RITS) has been developed
- The **lecturers completed RI training**
- A **student gave feedback** on the draft version of RITS

### RITS (pilot)

The course is piloted in 3 classes of 16 nursing students during their module about conducting an applied research project at a Dutch university of applied sciences, including:

- **Interactive presentation**: Basic knowledge
- **Lesson 1**: Scope of RI and 'good' researcher
- **Lesson 2**: Case and Role Carrousel (CRC)<sup>1</sup>
- **Lesson 3**: Role play

### After the pilot

**Interviews** with *students* who participated in the pilot to know:

- what they have learned from the training
- what feedback they have for the training course

**Evaluations** with *lecturers* about their experiences after each lesson

## Results

### Focus group (n=10)

- Students are not familiar with the word 'integrity'
- If students understand RI, they provide concrete examples
- If students understand RI, they see its relevance
- Students are not always aware of dilemmas in RI
- Students feel a dependent role in relation to their supervisors
- Safe environment and feeling heard supports students to deal with dilemmas in RI
- RI should be integrated earlier in the curriculum

**Advice for training**: presentation about RI, show the benefits, create awareness, give examples of dilemmas and how to deal with them, interactive, not online, share experiences of other students, consider mandating it and integrate the code of conduct.

### Interviews (n=4)

- Students became more aware of RI and learned basic knowledge
- Students learned to look at dilemmas from multiple perspectives
- Students see its relevance
- Address it at the right time and earlier on in the curriculum
- Lecturer role is essential (expertise, enthusiasm, trust)
- Students feel *able* to discuss dilemmas about RI with their supervisors, but they do not speak up due to their vulnerable and dependent role

Feedback from students and lecturers are incorporated into a revision.

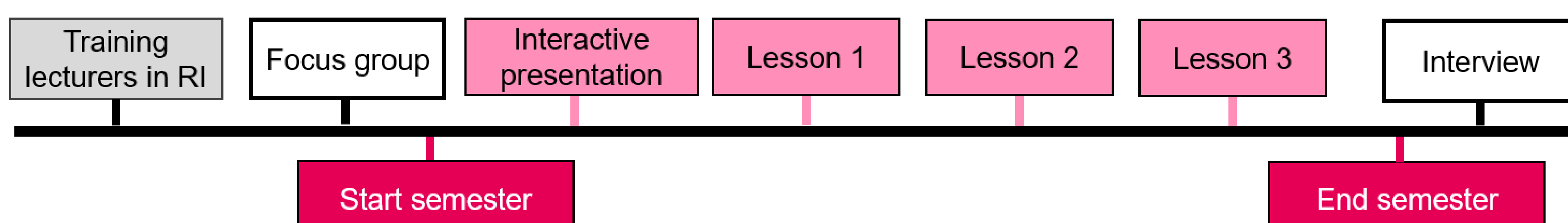


Figure 1. Method overview

## Take home messages

- An interactive RI training course for and with undergraduate students is developed and tested.
- Course manuals are open access available.
- RITS can be applicable to students beyond nursing, provided the examples are aligned with the relevant research area.
- Involve the target group in developing training materials.
- Further research is needed to encourage students to speak up about dilemmas they encounter, despite their vulnerable and dependent position.

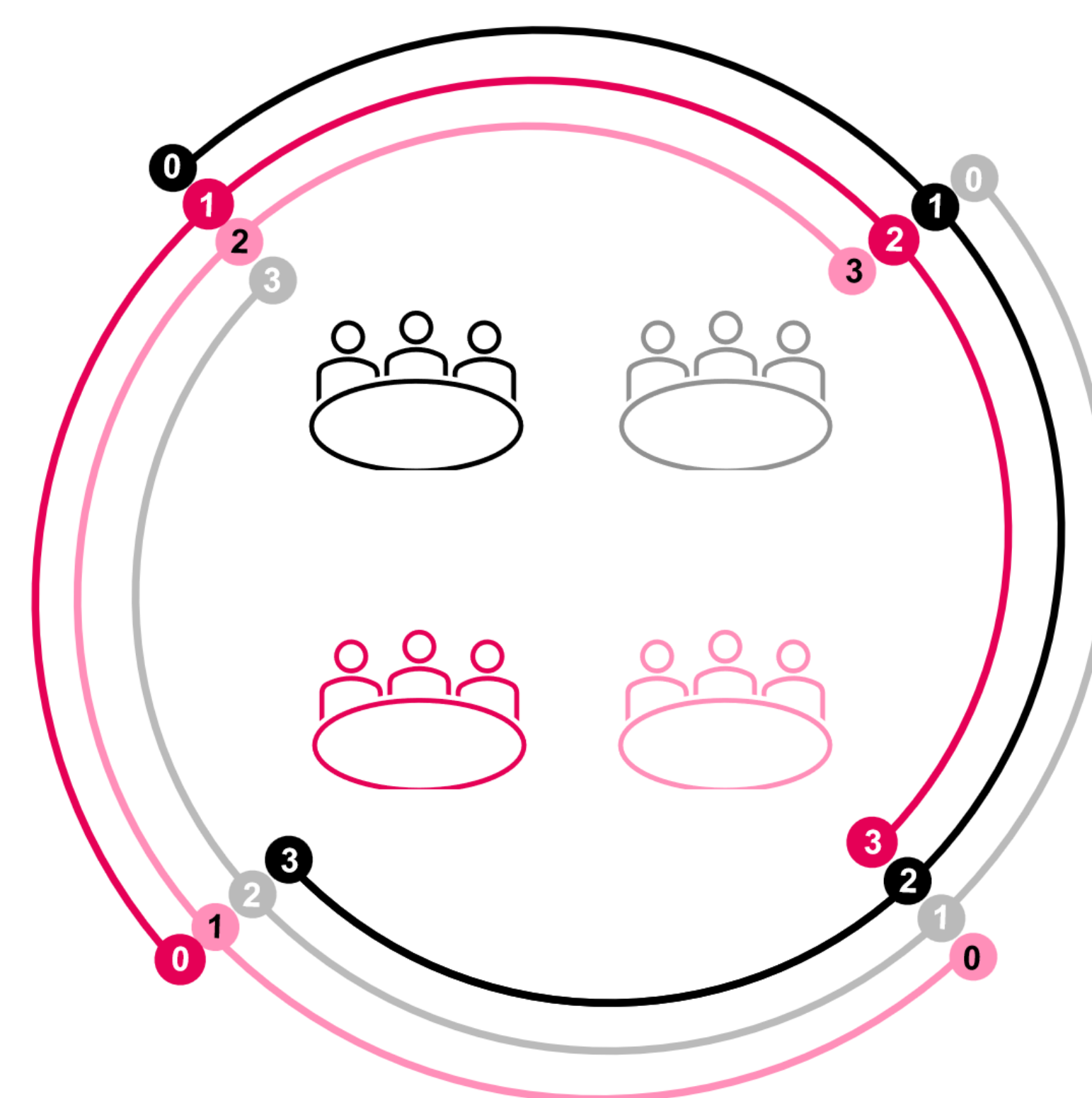


Figure 2. CRC



"If you are aware of what quality you should have as a good researcher, then you can also work on that in a focused way." (Lesson 1)



"It is very easy to look at something from your own point of view, but by putting yourself in the point of view of, say, a stakeholder or a person you have interviewed you look at the dilemma from several perspectives, and then you can make better decisions." (Lesson 2)



"Should those dilemmas arise, I do think that you need to be able to stand your ground, to address those things and then deal with them." (Lesson 3)



HAN UNIVERSITY OF APPLIED SCIENCES

Contact Details  
Susan M.J. Berentsen  
susan.berentsen@han.nl



<sup>1</sup> Students are divided into four groups. Each group writes a dilemma related to RI. The dilemmas rotate among the four groups in rounds. In each round, the dilemmas are analyzed from a different perspective (role/stakeholder).