

DOI <https://doi.org/10.30525/978-9934-26-525-9-21>

INTEGRITY AS A COMPONENT OF MODERN MEDICAL HIGHER EDUCATION

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Introduction. The regulatory component of medicine and health care as a social institution of modern society is a set of norms, principles, rules, and values that determine the professional duties of a doctor and other staff members in the field, their interaction with patients. In this regard, it is important to implement the principles of integrity in the system of higher medical education.

The aim: The aim of this research is to study the initial level of competence of higher medical education students regarding the manifestations of academic dishonesty, integrity issues specific for modern medical higher education.

Materials. By means of online questionnaire as part of a pilot study of academic integrity as a characteristic of the educational environment of the medical higher education institution, in February 2023, full-time higher medical education students of the O.O. NSU were interviewed Bogomolets (N=472) [1]. Information processing was carried out using the statistical data processing package IBM SPSS Statistics.

Methods: philosophical, general scientific, special sociological methods of collecting, processing and analyzing information.

Results. In connection with Bogomolets National Medical University joining "Transparent Universities" pilot project provided by the Integrity Office of the National Agency of Corruption Prevention, students of all faculties were offered the study of the "Anti-corruption and integrity" discipline. The implementation of this

discipline was preceded by an empirical study, the results of which were taken into account when teaching this course. Respondents were offered six conforming examples of dishonest behavior by a higher education student with the opportunity to mark all the options they consider correct. According to the results of the study, the following are manifestations of academic dishonesty on the part of higher education students: 60.2% of respondents consider “Performing an assignment, test control, etc. for another person”; 50.8% – “Peeping at a classmate’s work during current or final control”; 44.7% – “Copying from a textbook (manual), Internet source during current or final control”; 39.8% – “Submitting the same work (essay, presentation) in order to get a grade in different disciplines (different topics)”; 33.3% – “Completing an individual task together with colleagues, as a result of which you all submit the same or almost the same work to the teacher for checking”; 30.5% – “Communicating with other students while taking a test to get help”; 15% – “Difficult to answer, refusal to answer”.

Based on the results obtained, three groups of respondents can be distinguished: respondents with low competence in the specified question (marked 1 and 2 options from the list), students with an average level of competence (3–4 answers) and respondents with a high level of competence, who marked 5 and 6 examples of academic dishonesty. We can rather conditionally name those who, before the introduction of the discipline "Anti-corruption and integrity", had no idea about the manifestations of academic dishonesty (15% of respondents).

However, the issue of integrity in higher medical education has a broader significance than maintaining academic integrity, as it involves the formation of the necessary moral and professional qualities in students, which will serve as a guide in their future professional activities.

Conclusion. The issues of integrity formation in the system of medical higher education are related not only to general ethical and legal training, but also to professional ethical and legal education ("Medical Ethics and Deontology", "Bioethics", "Medical Law", etc.),

which indicates the actualization of interdisciplinary approaches in solving this complex problem.

References

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Key words: integrity, academic integrity, social survey, medical higher education, Quantitative Methods.

DOI <https://doi.org/10.30525/978-9934-26-525-9-22>

INTERNATIONAL PROJECTS AND INITIATIVES AS AN EFFICIENT TOOL FOR THE PROMOTION OF THE ACADEMIC INTEGRITY IN HEIS

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Introduction. The academic integrity is the topical issue of the current study in Ukraine and abroad. A number of the researchers, scientists, teachers try to find out the solutions how to create new opportunities for the popularization of the academic integrity as a fundamental value of the academic world. The maintaining of academic integrity, which ensures trust, fairness, and honesty, between participants of the educational process in the higher educational institution is a challenging task, including the era of digital technologies and digital society relations. In this context