

Appendix C: Characteristics of Cyberethics Interventions (n = 4)

Author(s) (Year)	Aim/Design	Interventional Setting/Length	Intervention Methods/Process	Evaluation Method	Results
Azulay Chertok et al. (2014) [40]	Quasi-experimental study with a survey in a pre-posttest design study with an intervention to improve health sciences students' knowledge and attitudes regarding academic integrity	Undergraduate health sciences hybrid courses; intervention delivered in person One class day	<ul style="list-style-type: none"> • Intervention group received face-to-face oral presentation on online academic integrity and plagiarism based on the university's policy • Control group reviewed the policy on their own via the syllabus 	Survey of online learning knowledge and attitudes (SOLKA) used to determine the baseline differences in scores between the control group and experimental group and the scores immediately following the intervention	<ul style="list-style-type: none"> • No significant difference between control and intervention mean baseline knowledge scores or baseline attitude scores towards violation of academic integrity • After intervention, both the control and intervention groups showed improved attitudes about academic integrity with a more significant knowledge increase in the intervention group
Ellis (2016) [27]	Mixed method action research study which used an academic tutorial module to increase dental students' awareness of issues and consequences of academic dishonesty	Online community college dental program, students were enrolled in one of two courses: (1) Dental Radiography I (2) Infection Control Over a three-week period in the 15 week semester	<ul style="list-style-type: none"> • Within the tutorial, there were five online modules describing different aspects of academic integrity • The online modules included discussions, online scavenger hunts, written assignments, and mini case studies 	<ul style="list-style-type: none"> • Quantitative evaluation tools: The academic integrity tutorial assessments and the student survey of online academic integrity • Qualitative evaluation tools: Pre and post student surveys on online academic integrity, pre online faculty interviews, student feedback questionnaires, and academic integrity tutorial discussion posts 	<ul style="list-style-type: none"> • The implementation of the academic integrity tutorial improved academic honesty comprehension among online dental assisting students (88%) and faculty (100%) at a community college • Both groups perceived the tutorial as engaging, thus increasing their motivation to increase knowledge

Gormley et al. (2021) [34]	Cross-sectional interventional study using focus groups to examine the impact of a “brownbag intervention” on behavior change regarding digital professionalism awareness	Dental school in the UK which delivers a professionalism program as a mandatory course during year 2 of undergraduate dental education 2.5 hours	Two-part intervention: (1) One 2.5-hour seminar (intro to professionalism) including a lecture from a guest speaker focused on e-professionalism (2) The "Brown Envelope Intervention" involved researchers creating Facebook profiles to review dental students' publicly available social media information, which was summarized and given to each student in a sealed brown envelope during the seminar	Focus groups guided by a qualitative framework analysis and interview guide	<ul style="list-style-type: none"> • Four main themes emerged: (1) Expression of student autonomy and any rejection of regulation, (2) Online activity in dentistry is different than medicine, (3) Intervention is useful and changed online behavior, (4) Constructive suggestions for training enhancement • The 'brown envelope' intervention was well-received and appears to prompt changes in student Facebook privacy settings
Lie et al. (2013) [36]	A mixed-method intervention study aimed to increased awareness and action among students to change their online presence to reflect their emerging professional roles	Medical school that offers 200-hour mandatory course called “Professionalism and the Practice of Medicine, (PPM)” that covers the 2011 American Medical Association (AMA) social media use guidelines 2 hours	<ul style="list-style-type: none"> • Training session called “Online Social Media and Professionalism,” within the 200-hour mandatory course • The session began with a large-group didactic presentation about the importance of reflection in practice, followed by a 30-minute interactive lecture on maintaining a professional online presence using content from recent literature, media, and videos • Then students participated in an hour-long small-group discussion, led by faculty using a standardized script. • In small groups, students discussed their current online presence, social networking habits, professional implications of their behaviors, and examined a patient scenario 	Written student reflections, course evaluations, and a four-month follow-up survey	<ul style="list-style-type: none"> • Participation in the intervention resulted in reflection, increased professional role awareness, intention to change future online activities and monitor the activity of other medical students, which remained present at the follow-up evaluation • Three domains emerged: (1) Immediate action (2) Intended future action, (3) Value change