



# DEME20002 Supporting and Caring for People with Dementia

## Term 2 - 2021

Profile information current as at 03/05/2024 07:21 am

All details in this unit profile for DEME20002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit, you will explore the different presentations of people who have dementia and how this may influence the care you plan and deliver. You will learn how to create comprehensive assessments, determine risk, and promote safety while advocating for an empowering and person-centred approach to care. You will have the opportunity to create therapeutic strategies and interventions and consider the impact of a person's cultural background and other key considerations that arise when working with older people who have diverse experiences and backgrounds. This unit will assist you to be a leader in the field of dementia care, providing many opportunities to consider individual, social and environmental elements to really make a difference to people who have dementia.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2021

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Case Study**

Weighting: 60%

#### 2. **Online Quiz(zes)**

Weighting: 40%

#### 3. **Portfolio**

Weighting: Pass/Fail

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Enrolments and submission of assessments

##### **Feedback**

Considering the high amount of students enrolling into the unit through the Master of Public Health CL 45 are international students with English as the second language, exploration of future assessment tasks is required.

##### **Recommendation**

The provision of formative assessment opportunities. To allow students to send a draft to the unit coordinator of written work before submitting the final task. This worked well with small unit numbers and was conducted by the unit coordinator in Term 2 with a good outcome. Student and unit coordinator discussed the written work - grammar, sentence structure, content, and referencing and suggestions for improvement. Submission of final assessment task saw significant improvement in student content, structure, and referencing. If student numbers increase and the course is moved to the Be Different platform with a larger cohort of students, the previously mentioned recommendation may not be viable, therefore, the approach of recorded or live zoom sessions could be offered to show essay design and requirements. Recommendation of the use of Grammarly to support student-written assessment. Recommendation of future assessment tasks to include a practical component, such as a short presentation or a quiz at the end of each module to assist in engagement, motivation, and another alternative other than written assessments - consisting of 1000-2000 words to apply knowledge. While written assessments allowed the student to demonstrate knowledge with the task, the task did require dedicated time with the students to explain the assessment and ensure student understanding of the requirements and explanation of how to write at an academic level.

## Unit Learning Outcomes

### **On successful completion of this unit, you will be able to:**

1. Analyse the diverse presentations of people with dementia and the impact this may have on their care
2. Demonstrate the comprehensive assessment of people at risk of, or experiencing, dementia
3. Devise therapeutic strategies and interventions for the care of people experiencing dementia
4. Analyse the influence of historical factors on the psychological health and behaviour of person with dementia.

This unit is not linked to external accreditation

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Case Study - 60%			•	•
2 - Online Quiz(zes) - 40%	•	•	•	•
3 - Portfolio - 0%	•	•		

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○
4 - Research	○	○	○	○
5 - Self-management	○		○	
6 - Ethical and Professional Responsibility	○	○		○
7 - Leadership		○	○	
8 - Aboriginal and Torres Strait Islander Cultures				

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Case Study - 60%	○	○	○	○	○	○	○	
2 - Online Quiz(zes) - 40%	○	○	○	○	○	○	○	
3 - Portfolio - 0%	○	○	○	○	○	○	○	

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Academic Learning Centre services
- CQUniversity library literature search tools
- CQUniversity Library Resources

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Jen Mulvogue** Unit Coordinator  
[j.mulvogue@cqu.edu.au](mailto:j.mulvogue@cqu.edu.au)

## Schedule

### Introduction to the unit - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the Unit		<p>Introduce yourself on the forum to your peers and to your unit coordinator.</p> <p>Access the library and the academic learning centre - links provided in Moodle.</p> <p>Familiarise self with Moodle</p> <p>Watch the welcome zoom</p>

### Module One: An overview of Dementia - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - An overview of Dementia		<p>Refer to Moodle site, complete activities</p> <p>Module one quiz due.</p>

### Module Two: Psychosocial approaches to care - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Psychosocial approaches to care		<p>Refer to Moodle site, videos and activities</p>

### Module Three: Trauma Informed Care - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Trauma-informed Care		<p>Refer to Moodle site, complete activities</p> <p>Module two quiz due.</p>

### Module Four: Assessment and Dementia - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Assessment and Dementia		<p>Refer to Moodle site, complete activities</p>

### Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your study free week or prepare for your assessment one.		

### Module Five: Diversity and Dementia Care - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 5- Diversity and Dementia care		<p>Refer to Moodle site, complete activities</p> <p>Module three quiz due.</p>

### Module Six: Therapeutic Strategies - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 - Therapeutic strategies		<p>Refer to Moodle site</p> <p><b>Case Study</b> Due: Week 7 Wednesday (1 Sept 2021) 5:00 pm AEST</p>

### Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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# Assessment Tasks

## 1 Case Study

### Assessment Type

Case Study

### Task Description

Type: Case Study

Due date: Wednesday 1st September 2021 5 pm AEST (Week 7)

Weighting: 60%

Length: 2000 words

### Learning Outcomes Assessed

3. Devise therapeutic strategies and interventions for the care of people experiencing dementia.

4. Analyse the influence of historical factors on the psychological health and behaviour of a person with dementia.

### Aim

The aim of this assessment is for you to demonstrate your understanding of the impact of a person's life experiences – psychosocial and health – on their behaviour and how you can support the person to better manage their every-day living.

Write an essay to demonstrate your understanding of the impact of a person's life experiences – psychosocial and health – on their behaviour and how you can support the person to better manage their everyday living.

### Instructions

Select a case study from the unit Moodle site and follow the three steps below to complete your assessment:

Step 1. Introduction [250-350] – introduce your case study and tell the reader what you will be discussing, why you are discussing this person, and how you will present the discussion.

Step 2. Main Body (1300 -1500) of the case study

Step 2a. Present (introduce, describe and provide demographic details) a client who has a diagnosis of dementia.

Step 2b. Provide their life experiences - psychosocial and health history - that may be impacting their psychological health and behaviour.

Step 2c. You will identify and justify using the peer-reviewed literature two suitable therapeutic interventions to support the person to better manage their everyday living.

Step 2d. Explain using the peer-reviewed literature how you will evaluate the success of the interventions.

Step 3. Conclusion (250 – 350) Provide a summary of your discussion.

### Assessment Due Date

Week 7 Wednesday (1 Sept 2021) 5:00 pm AEST

### Return Date to Students

Week 9 Wednesday (15 Sept 2021)

### Weighting

60%

### Assessment Criteria

DEME 20002 – Supporting and caring for people with Dementia. Assessment 1 – Case Study

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%	Fail (content absent) 0%
Structure					
Efficiency & organisation 5%					
An articulate essay. There is a succinct and compelling introduction that introduces your paper and outlines its direction. The essay is cogent and is brought to a compelling conclusion. (8.45-10)	A well-written essay. There is a clear and appropriate introduction that introduces your paper and outlines its direction. The essay proceeds logically and is brought to a logical conclusion. (4.2-3.5)	Appropriately written essay. There is an appropriate introduction that mostly introduces the paper and its direction. The essay mostly proceeds logically and is brought to an appropriate conclusion. (3.75-3.55)	Adequately articulated essay. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident. (3.50-2.5)	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The essay does not flow logically and is not brought to a close. (2.45-0)	No introduction or conclusion present. (0)
Presentation 5%					
Excellent presentation of the assignment. The submitted written material is very well-presented, follows the formatting requirements, and is free from errors. (5-4.25)	A very good presentation of the assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g., 1 or 2 errors in spelling, grammar, and paragraph structure). (4.2-3.5)	A good presentation of the assignment that follows the formatting requirements. There are some errors (e.g., 3 or 4 consistent errors with spelling, grammar, and paragraph structure). (3.75-3.55)	An adequate presentation of the assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure). (3.50-2.5)	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar, and paragraph structure. (> 5 errors). (2.45-0)	Submission is missing most aspects of the task. There is little evidence of task requirements. Many errors present. (0)

DEME 20002 – Supporting and caring for people with Dementia. Assessment 1 – Case Study					
High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%	Fail (content absent) 0%
Substantiation of discussion 5%					
Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 15 contemporary* peer-reviewed journal articles have been cited. (5-4.25)	Discussion is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 12-15 contemporary* peer-reviewed journal articles has been cited. (4.2-3.5)	Discussion is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. Between 10-12, contemporary* peer-reviewed journal articles have been cited. (3.75-3.55)	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. Between 8-10, contemporary* peer-reviewed journal articles have been cited. (3.50-2.5)	Discussion is not or infrequently attempting to (>7 errors) to substantiate discussion with logic, examples, with reference to the current peer-reviewed literature. Less than 8 contemporary* peer-reviewed journal articles have been cited. (2.45-0)	No references present. (0)
Referencing 5%					
Accurate <a href="#">APA referencing</a> . No errors. (5-4.25)	Mostly accurate <a href="#">APA referencing</a> . 1-2 consistent errors (maybe made multiple times). (4.2-3.5)	Somewhat accurate APA referencing. 3 consistent errors (maybe made multiple times). (3.75-3.55)	Occasionally accurate <a href="#">APA referencing</a> . 4 consistent errors (made multiple times). (3.50-2.5)	APA referencing not used, or more than 5 inaccuracies. (2.45-0)	No references present. (0)
Presentation of case study 10%					
High-level presentation of a case study with a client who has a diagnosis of dementia. (16.9-20)	Appropriate level presentation of a case study with a client who has a diagnosis of dementia. (14.9 -18.8)	A clear level presentation of a case study with a client who has a diagnosis of dementia. (12.9-14.8)	There is a lack of some content that applies to a case study with a client with dementia. (9.9-12.8)	The content is relevant and/or does not address the task. The case study lacks cohesion. (<9.9)	There is no presentation of a case study present. (0)
Discussion of factors impacting their psychological health and behaviour 35%					
A high-level analysis is reflected in a clear cohesive argument that includes life experiences – psychosocial and health history – that may be impacting their psychological health and behaviour. (29.75-30)	The appropriate level analysis is reflected in a clear cohesive argument that includes life experiences – psychosocial and health history – that may be impacting their psychological health and behaviour. (26.25-29.5)	The clear level analysis is reflected in a clear cohesive argument that includes life experiences – psychosocial and health history – that may be impacting their psychological health and behaviour. (22.5-26)	There is a lack of some content and analysis relevant to life experiences – psychosocial and health history – that may be impacting their psychological health and behaviour. (17.5-22.4)	The content irrelevant and/or does not address the task. The discussion lacks cohesion and analysis. (<17.5)	There is no analysis present. (0)
Critical Analysis of interventions to support people to better manage their everyday living 35%					
There is excellent critical analysis in the justification and evaluation of two interventions to support the person to better manage their everyday living. (29.75-30)	There is a very clear critical analysis in the justification and evaluation of two interventions to support the person to better manage their everyday living. (26.25-29.5)	There is clear critical analysis in the justification and evaluation of two interventions to support the person to better manage their everyday living. (22.5-26)	There is critical analysis in the justification and evaluation of two interventions to support the person to better manage their everyday living. (17.5-22.4)	There is some critical analysis in the justification and evaluation of two interventions to support the person to better manage their everyday living. (<17.5)	There is no analysis of the justification and evaluation two interventions present. (0).

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Submit your assessment via the unit Moodle site, in the Assessment portal in Microsoft Word format only.

## Learning Outcomes Assessed

- Devise therapeutic strategies and interventions for the care of people experiencing dementia
- Analyse the influence of historical factors on the psychological health and behaviour of person with dementia.

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 2 ONLINE QUIZZES

### Assessment Type

Online Quiz(zes)

### Task Description

There are six quizzes (multiple choice). There is one quiz at the end of each module. The total of the six quizzes accounts for 40% of your overall mark.

The quizzes will be open a week before the due date of each quiz. You have a week to complete them, however, you only have thirty minutes to complete the quiz from the time you open it.



**Number of Quizzes**

6

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 12 Wednesday (6 Oct 2021) 11:45 pm AEST

There is a quiz at the end of each module

**Return Date to Students**

Results will show on completion of the quiz. You have two chances to complete each quiz.

**Weighting**

40%

**Assessment Criteria**

Contributes to 40% of the overall grade.

Complete the six, multiple-choice quizzes. You have two chances to complete the quizzes. The highest score will be recorded as your mark.

Each quiz will open a week before its due date. However, you only have thirty minutes to complete each quiz, from the time you open it.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Complete quizzes following each module

**Learning Outcomes Assessed**

- Analyse the diverse presentations of people with dementia and the impact this may have on their care
- Demonstrate the comprehensive assessment of people at risk of, or experiencing, dementia
- Devise therapeutic strategies and interventions for the care of people experiencing dementia
- Analyse the influence of historical factors on the psychological health and behaviour of person with dementia.

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 3 Portfolio

**Assessment Type**

Portfolio

**Task Description**

Type: Portfolio

Due date: Wednesday 29th September 2021 5 pm AEST (Week of 11)

Weighting: PASS/FAIL

Length: 1000 words

**Learning Outcomes Assessed**

1. Analyse the diverse presentations of people with dementia and the impact this may have on their care.
2. Demonstrate the comprehensive assessment of people at risk of or experiencing dementia.

**Aim**

The aim of this portfolio is for you to demonstrate your ability to appropriately assess the diverse presentations of people with dementia using a comprehensive assessment tool.

Instructions

There are three parts to this portfolio.

**Part one:** Select two case studies located on Moodle and describe the presentation of the two people with dementia.

**Part two:** Explain how diverse presentations of people with dementia may impact the care delivered to them by health professionals.

**Part three:** Describe and justify your comprehensive assessment of the people in the two case studies selected. This assessment must include physiological, psychosocial, and cognitive assessment.

Ensure each part of the e-portfolio is substantiated with peer-reviewed literature.

### Assessment Due Date

Week 11 Monday (27 Sept 2021) 5:00 pm AEST

### Return Date to Students

Week 11 Wednesday (29 Sept 2021)

### Weighting

Pass/Fail

### Assessment Criteria

DEME 20002 Assessment 2 Rubric

To achieve a pass in this assessment students must be successful in half of the major criteria. To be successful in each of the major criteria students must be successful in half of the minor criteria e.g., 2/4; 3/6. Students may have a second attempt if unsuccessful in the first attempt.

PASS	FAIL
<p>Content</p> <ul style="list-style-type: none"><li>Two people from the case studies located on Moodle were selected and described.</li><li>The diversity of the presentations of people with dementia was discussed and substantiated.</li><li>The impact of the assessment on the nursing care of people with dementia was discussed.</li><li>A comprehensive assessment of the people in the two selected case studies was provided.</li><li>The comprehensive assessment included physiological, psychosocial, and cognitive assessments.</li><li>Word count is adhered to.</li><li>The document has a high standard of grammar and punctuation.</li><li>The document contains no more than 5 spelling errors</li></ul> <p>REFERENCING</p> <ul style="list-style-type: none"><li>Discussion is substantiated with peer-reviewed literature.</li><li>The literature cited is relevant and current (<math>\leq 7</math> years)</li><li>APA 7th referencing (CQU style) has been used with less than 5 consistent errors in the text.</li><li>APA 7th referencing (CQU style) has been used with less than 5 consistent errors in the reference list.</li></ul> <p>ALLOCATED GRADE - PASS / FAIL MARKER</p>	<ul style="list-style-type: none"><li>Two people from the case studies located on Moodle was not selected and described.</li><li>The diversity of the presentations of people with dementia was not discussed or substantiated.</li><li>The impact of the assessment on the nursing care of people with dementia was not discussed.</li><li>A comprehensive assessment of the people in the two selected case studies was not provided.</li><li>The comprehensive assessment did not include physiological, psychosocial, and cognitive assessments.</li><li>Word count is not adhered to.</li><li>The document does not have a high standard of grammar and punctuation.</li><li>The document contains more than 5 spelling errors.</li></ul> <ul style="list-style-type: none"><li>Discussion is not substantiated with peer-reviewed literature.</li><li>The literature cited is not relevant and/or not current (<math>\leq 7</math> years)</li><li>APA 7th referencing (CQU style) has not been used in the text or there are more than 5 consistent errors.</li><li>APA 7th referencing (CQU style) has not been used in the reference list or there are more than 5 consistent errors.</li></ul>

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Submit your assessment via the unit Moodle, in the Assessment portal in Microsoft Word format only.

### Learning Outcomes Assessed

- Analyse the diverse presentations of people with dementia and the impact this may have on their care
- Demonstrate the comprehensive assessment of people at risk of, or experiencing, dementia

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem