



# DFVP20001 Domestic and Family Violence Theories and Perspectives

## Term 1 - 2018

Profile information current as at 03/05/2024 11:00 am

All details in this unit profile for DFVP20001 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

This foundation unit will introduce you to core concepts in the field of domestic and family violence practice including the influence of socio-political structures, particularly as they impact on Aboriginal and Torres Strait Islander peoples. There is a specific focus on investigating terminology issues and the prevailing understanding of domestic and family violence at state, national and global levels. Critical use is made of contemporary research, and practice and policy documents that address domestic and family violence (including intimate partner violence and the abuse of children, older persons, parents, siblings and animals). You will explore legal and safety considerations that arise from working in this context and consider ethical, professional and self-management implications for practice.

#### 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 1 - 2018

- Distance

#### 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. **Portfolio**

Weighting: 30%

#### 2. **Portfolio**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 40%

### 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](#).

## Unit Learning Outcomes

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

1. Critique the socio-political structures associated with domestic and family violence; particularly as they impact on Aboriginal and Torres Strait Islander peoples.
2. Identify and describe relevant research and other sources of data related to domestic and family violence integrating terminology appropriate to the field.
3. Analyse the basis for contemporary theories of domestic and family violence, with a focus on gender.
4. Evaluate a range of types of domestic and family violence and related impacts, theories, history and legislation.
5. Examine the ethical and legal context of professional practice in domestic and family violence.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

|   |  |  |  |  |  |
|---|--|--|--|--|--|
|  N/A Level |  Introductory Level |  Intermediate Level |  Graduate Level |  Professional Level |  Advanced Level |
|---|--|--|--|--|--|

### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks                    | Learning Outcomes |   |   |   |   |
|-------------------------------------|-------------------|---|---|---|---|
|                                     | 1                 | 2 | 3 | 4 | 5 |
| <b>1 - Portfolio - 30%</b>          |                   | • | • |   |   |
| <b>2 - Portfolio - 30%</b>          |                   |   | • | • | • |
| <b>3 - Written Assessment - 40%</b> | •                 | • |   | • |   |

### Alignment of Graduate Attributes to Learning Outcomes

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

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks                    | Graduate Attributes |   |   |   |   |   |   |   |
|-------------------------------------|---------------------|---|---|---|---|---|---|---|
|                                     | 1                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>1 - Portfolio - 30%</b>          | ○                   | ○ | ○ | ○ | ○ | ○ |   |   |
| <b>2 - Portfolio - 30%</b>          | ○                   | ○ | ○ | ○ | ○ | ○ |   |   |
| <b>3 - Written Assessment - 40%</b> | ○                   | ○ | ○ | ○ |   |   |   |   |

## 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)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Marika Guggisberg** Unit Coordinator  
[m.guggisberg@cqu.edu.au](mailto:m.guggisberg@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

| Module/Topic  | Chapter  | Events and Submissions/Topic |
|---|--|------------------------------|
| Introduction to domestic and family violence: A gender and human rights perspective | Phillips & Vandenbroek (2014). Domestic, family and sexual violence in Parliamentary Library Research Paper. Retrieved from: <a href="http://parlinfo.aph.gov.au/parlInfo/download/library/prspub/3447585/upload_binary/3447585.pdf;fileType=application/pdf">http://parlinfo.aph.gov.au/parlInfo/download/library/prspub/3447585/upload_binary/3447585.pdf;fileType=application/pdf</a> |                              |

### Week 2 - 12 Mar 2018

| Module/Topic   | Chapter  | Events and Submissions/Topic |
|--|--|------------------------------|
| Key concepts and definitions - Domestic and Family Violence: Intimate Partner Violence; Elder Abuse; Sibling Abuse | Australian Bureau of Statistics (ABS) (2009). Issues in defining family ABS. Retrieved from: <a href="http://www.abs.gov.au/ausstats/abs@.nsf/0/F346821A88ED5F6ACA2575B700176310?opendocument">http://www.abs.gov.au/ausstats/abs@.nsf/0/F346821A88ED5F6ACA2575B700176310?opendocument</a> |                              |

### Week 3 - 19 Mar 2018

| Module/Topic  | Chapter   | Events and Submissions/Topic |
|---|---|------------------------------|
| Contemporary theories of Domestic and Family Violence | Lawson, J. (2012). Sociological Theories of Intimate Partner Violence, <i>Environment</i> , 22, 572-590 |                              |

**Week 4 - 26 Mar 2018**

| Module/Topic  | Chapter   | Events and Submissions/Topic |
|---|---|------------------------------|
| Contemporary theories of Domestic and Family Violence (continued) | Bograd, M. (1999). Strengthening Domestic Violence Theories: Intersections of race, class, sexual orientation, and gender. <i>Journal of Marital and Family Therapy</i> , 25, 275-289 |                              |

**Week 5 - 02 Apr 2018**

| Module/Topic  | Chapter   | Events and Submissions/Topic |
|---|---|------------------------------|
| Data sources and challenges: Retrieving and analysing data; identifying data challenges | Australian Bureau of Statistics. (2013). Defining the data challenges for family domestic and sexual violence. Retrieved from <a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/4529.0">http://www.abs.gov.au/ausstats/abs@.nsf/mf/4529.0</a> |                              |

**Vacation Week - 09 Apr 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

**Week 6 - 16 Apr 2018**

| Module/Topic  | Chapter  | Events and Submissions/Topic   |
|---|--|--|
| The impact of Domestic and Family Violence: Short- and long-term health, economic and social consequences; global and national perspectives | Morgan, A., & Chadwick, H. (2009). <i>Key issues in domestic violence</i> . Canberra, ACT: Australian Institute of Criminology. Retrieved from <a href="http://www.aic.gov.au/media_library/publications/rip/rip07/rip07.pdf">http://www.aic.gov.au/media_library/publications/rip/rip07/rip07.pdf</a> | Assignment 1 - Portfolio due on 16/04/2018<br><br><b>Intersectionality Theory Due:</b> Week 6 Monday (16 Apr 2018) 11:45 pm AEST |

**Week 7 - 23 Apr 2018**

| Module/Topic   | Chapter   | Events and Submissions/Topic |
|--|---|------------------------------|
| History and legislation: Violence against women movement; implications of legislation for victims and perpetrators | Ailwood, S., Esteal, P., & Kennedy, J. (2012). Law's indifference to women's experience of violence: Colonial and contemporary Australia. <i>Women's Studies International Forum</i> , 35, 86-96. |                              |

**Week 8 - 30 Apr 2018**

| Module/Topic   | Chapter   | Events and Submissions/Topic |
|--|---|------------------------------|
| At risk groups: Socio-political structures and Aboriginal and Torres Strait Islander peoples | Cheers, B., Binell, M., Coleman, H., Gentle, I., Miller, G., Taylor, J., & Weetra, C. (2006). Family violence: An Indigenous community tells its story. <i>International Social Work</i> , 49, 51-63. |                              |

**Week 9 - 07 May 2018**

| Module/Topic   | Chapter  | Events and Submissions/Topic   |
|--|--|--|
| At risk groups: Socio-political structures and other groups, including CALD communities, women with disabilities, older people, women in rural/ remote communities | Mays, J.M. (2006). Feminist disability theory: Domestic violence against women with a disability. <i>Disability &amp; Society</i> , 21, 147-158.<br>Guggisberg, M., Henricksen, J., & Holt, A. (2017). Violence against women with intellectual disability: A quest for special sexual violence prevention education in tandem. <i>Global Journal of Intellectual &amp; Developmental Disabilities</i> , 2, 1-3. Retrieved from: <a href="https://juniperpublishers.com/gjidd/pdf/GJIDD.MS.ID.555578.pdf">https://juniperpublishers.com/gjidd/pdf/GJIDD.MS.ID.555578.pdf</a> | Assignment 2 - Portfolio due on 07/05/2018<br><br><b>PowerPoint Presentation Due:</b> Week 9 Monday (7 May 2018) 11:45 pm AEST |

**Week 10 - 14 May 2018**

| Module/Topic                                       | Chapter   | Events and Submissions/Topic |
|--|---|------------------------------|
| Ethical and legal context of professional practice | Queensland Government. (2002). <i>Practice standards for working with women affected by domestic and family violence</i> . Brisbane, QLD: Department of Families. Retrieved from: <a href="https://www.communities.qld.gov.au/resources/communityservices/violenceprevention/practice-standards.pdf">https://www.communities.qld.gov.au/resources/communityservices/violenceprevention/practice-standards.pdf</a> |                              |

**Week 11 - 21 May 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Ethical and legal context of professional practice (continued)

Healey, L., Humphreys, C., & Howe, K. (2013). Inclusive domestic violence interventions for women With disabilities. *Violence & Victims*, 28, 50-68.

### Week 12 - 28 May 2018

| Module/Topic  | Chapter   | Events and Submissions/Topic  |
|---|---|---|
| Contemporary portrayals and debates in domestic and family violence | Allen, M. (2011). Is there gender symmetry in intimate partner violence? <i>Child &amp; Family Social Work</i> , 16, 245-254.<br>Retrieved from:<br><a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2206.2010.00735.x/pdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2206.2010.00735.x/pdf</a> | Assignment 3 - Written Assessment due on 28/05/2018<br><br><b>Essay</b> Due: Week 12 Monday (28 May 2018) 11:45 pm AEST |

### Review/Exam Week - 04 Jun 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

### Exam Week - 11 Jun 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

## Term Specific Information

## Assessment Tasks

### 1 Intersectionality Theory

#### Assessment Type

Portfolio

#### Task Description

For this portfolio activity, you are asked to identify and unpack the key features of the theoretical perspectives of Intersectionality as it relates to victim/survivor's experiences of Domestic and Family Violence (DFV) and service delivery in this area. You should review and analyse national and international theoretical and empirical evidence to address where the theory's origins are situated ore broadly how it relates to victim/survivors' experiences in the Australian context.

A minimum of six academic references (i.e. journal articles) published 2010 or later are required for this assessment piece. In addition, you may draw on Australian statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

The following points should be embedded in your assignment:

- Key features and origins of this theoretical perspective in relation to DFV
- How this theoretical perspective is applied to DFV
- Illustrative examples explaining relevance to experiences of specified groups of victim/survivors (e.g. women with disabilities; Indigenous women) and relevance to service delivery

The assignment should be presented in essay format using Times News Roman 12 point font with 1.5 spacing. You should provide a brief introduction to the topic, a discussion of the theory's relevance to understanding DFV and relevance service delivery and a conclusion (no new information and no citations) that summarises the key points and provides suggestions for future directions.

#### Assessment Due Date

Week 6 Monday (16 Apr 2018) 11:45 pm AEST

#### Return Date to Students

Feedback will be provided within 10 working days of submission

#### Weighting

30%

#### Assessment Criteria

Key features and origins of Intersectionality theory in relation to DFV (20%)  
Application of Intersectionality theory to DFV using illustrative examples (20%)  
Approach, argument and structure (40%)  
Academic writing, paraphrasing, referencing (in-text and end-text) (20%)

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

Submission of the Portfolio is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission. A specific Zoom meeting is offered for students that is specifically designed for questions relating to each assessment item on the unit's Moodle site. You are encouraged to monitor the Moodle site and your student emails for assessment-related information.

### Learning Outcomes Assessed

- Identify and describe relevant research and other sources of data related to domestic and family violence integrating terminology appropriate to the field.
- Analyse the basis for contemporary theories of domestic and family violence, with a focus on gender.

### Graduate Attributes

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

## 2 PowerPoint Presentation

### Assessment Type

Portfolio

### Task Description

Domestic and Family Violence (DFV) covers a range of different types of abuse and victim-offender relationships. These include 'child abuse'; 'sibling abuse'; 'intimate partner violence'; 'elder abuse'; and 'violence between other adult family members' (often referred to as Family Violence more broadly. You are asked to select ONE of these types of violence and to develop a PowerPoint presentation that highlights the following aspects for a non-specialist community audience. The following issues should be covered in your presentation:

Definition – provide a definition of the chosen type of DFV

State legislation – outline your relevant State legislation

Prevalence data – provide prevalence information AND critically examine the data challenges associated with identifying prevalence rates (discuss the difference between 'incidence rates' and 'prevalence rates')

Impact – articulate the nature and extent of the impact (short-term and long-term) of the chosen type of DFV (e.g. physical wellbeing, safety of children, financial stability, social and emotional wellbeing)

Guide lines for the assessment:

• Your presentation should be between eight and 10 slides in length (without the title page and end-text references)

Each slide should contain succinct bullet points (maximum six per slide)

• Information on the slides does not count towards the word limit of 750 words (+/- 10%)

Your notes should form the 'script' of your presentation (approx. 100 words per slide)

• You may wish to include images (need to be appropriately referenced) or web links to bring the presentation to life

• The presentation should be composed in a style appropriate for your community audience (no colloquial language should be used but provide information in a way that does not require expert background knowledge)

• A PowerPoint template is provided for you on the Moodle site with additional information

The assignment should be presented as a PowerPoint with note pages. No specific font is required – the PowerPoint should be aesthetically pleasing, free of grammar and spelling errors and appropriate in-text and end-text citations.

### Assessment Due Date

Week 9 Monday (7 May 2018) 11:45 pm AEST

### Return Date to Students

Feedback will be provided within 10 working days of submission

### **Weighting**

30%

### **Assessment Criteria**

Chosen topic outline (definition and relationship) (20%)

Identification and outline of State legislation (20%)

Data challenges in relation to prevalence (40%)

Aesthetics, spelling, grammar, referencing (in-text and end-text) (20%)

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Submission of the Portfolio is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission. A specific Zoom meeting is offered for students that is specifically designed for questions relating to each assessment item on the unit's Moodle site. You are encouraged to monitor the Moodle site and your student emails for assessment-related information.

### **Learning Outcomes Assessed**

- Analyse the basis for contemporary theories of domestic and family violence, with a focus on gender.
- Evaluate a range of types of domestic and family violence and related impacts, theories, history and legislation.
- Examine the ethical and legal context of professional practice in domestic and family violence.

### **Graduate Attributes**

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

## **3 Essay**

### **Assessment Type**

Written Assessment

### **Task Description**

This assessment provides you with the opportunity to thoroughly investigate and critique a key issue in Domestic and Family Violence (DFV): the complex and specific concerns associated with DFV as experienced by Aboriginal and Torres Strait Islander peoples, particularly as it impacts on women.

You are asked to critique the following statements with reference to working with Aboriginal and Torres Strait Islander women who are subjected to DFV:

Laing (2001) described DFV as 'both a personal problem and a social issue' (p. 2), while Grealy and colleagues (2008) indicated that 'practitioners working with women (and children) who have experienced family violence work within the context of an interplay between the structural and social dynamics of family violence and the personal experiences of clients (p. 17).

References:

Grealy, C., Humphreys, C., Milward, K., & Power, J. (2008). Practice guidelines: Women and children's family violence counselling and support program. Melbourne, VIC: Department of Human Services.

Laing, L. (2001). Working with women: Exploring individual and group work approaches to counselling. Sydney, NSW: Australian Domestic and Family Violence Clearinghouse, Issues Paper 4.

Guidelines:

Analyse and explain the meaning of the statements, discuss arguments for and against the notions outlined above, and provide relevant considerations in relation to victim-survivors' help-seeking and service needs. Provide a discussion on the implications for service delivery and what recommendations follow from the analysis for practitioners working in the DFV field.

A minimum of six academic references (i.e. journal articles) published 2010 or later are required for this assessment piece. In addition, you may draw on Australian statistics from government websites (e.g. Australian Bureau of Statistics,



Australian Institute of Health and Welfare).

The assignment should be presented in essay format using Times News Roman 12 point font with 1.5 spacing. You should provide a brief introduction to the topic, a discussion of the different perspectives, and a conclusion (no new information and no citations) that summarises the key points and provides suggestions for future directions.

**Assessment Due Date**

Week 12 Monday (28 May 2018) 11:45 pm AEST

**Return Date to Students**

Feedback will be provided within 10 working days of submission

**Weighting**

40%

**Assessment Criteria**

Development of Thesis (20%)

Knowledge of Content Area & Development of Ideas (40%)

Organisation (20%)

Academic writing, paraphrasing, referencing (in-text and end-text) (20%)

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

Submission of the Written Assessment is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission. A specific Zoom meeting is offered for students that is specifically designed for questions relating to each assessment item on the unit's Moodle site. You are encouraged to monitor the Moodle site and your student emails for assessment-related information.

**Learning Outcomes Assessed**

- Critique the socio-political structures associated with domestic and family violence; particularly as they impact on Aboriginal and Torres Strait Islander peoples.
- Identify and describe relevant research and other sources of data related to domestic and family violence integrating terminology appropriate to the field.
- Evaluate a range of types of domestic and family violence and related impacts, theories, history and legislation.

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

## 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