



# ESSC12007 Applied Exercise and Sport Psychology

## Term 2 - 2020

Profile information current as at 27/04/2024 05:49 am

All details in this unit profile for ESSC12007 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 unit builds on content from previous semesters and further develops the student's appreciation of the growing body of knowledge in applied sport and exercise psychology. Students will be able to describe the role of sport and exercise psychology in success and enjoyment in sport and exercise. Students will gain knowledge and skills in searching, analysing, and reviewing and evaluating research literature, and presenting work in written form using established guidelines for writing in the area of psychology. Students will be able to describe the concepts associated with psychological determinants of exercise behaviour. Lecture information will be supplemented with laboratory and project-based research.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

ESSC12003 Exercise and Sport Psychology

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 - 2020

- Online
- Rockhampton

### 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 Undergraduate 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. **Written Assessment**

Weighting: 15%

#### 2. **Written Assessment**

Weighting: 25%

#### 3. **Practical and Written Assessment**

Weighting: 50%

#### 4. **Presentation**

Weighting: 10%

### 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 Student feedback and self-reflection

##### Feedback

More detail can be included on the instructions for written research proposal.

##### Recommendation

The unit coordinator will explore ways to include more detailed information on the instructions for the written research proposal.

#### Feedback from Student feedback

##### Feedback

The use of real world examples help put our learning into perspective and allow us to better see the impacts our learning can have.

##### Recommendation

The unit coordinator will continue to incorporate real world examples in the lecture content.

#### Feedback from Student feedback

##### Feedback

Assessments were returned in a good amount of time and the comments helped me to learn.

##### Recommendation

The unit coordinator will attempt to ensure assessments are returned in a timely manner with meaningful comments to support student learning.

## Unit Learning Outcomes

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

1. Demonstrate knowledge and understanding of behavioural strategies in various exercise and sport contexts.
2. Search, analyse and critically evaluate scientific literature relating to sport and exercise psychology.
3. Demonstrate the ability to conduct and evaluate an introductory research project relating to exercise and sport psychology.
4. Demonstrate written and oral presentation skills for effective communication to a range of audiences using established guidelines.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 15%	•	•		•
2 - Written Assessment - 25%		•	•	•

Assessment Tasks	Learning Outcomes			
	1	2	3	4
3 - Practical and Written Assessment - 50%		•	•	•
4 - Presentation - 10%			•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•		•	•
2 - Problem Solving		•	•	
3 - Critical Thinking	•	•	•	
4 - Information Literacy		•	•	•
5 - Team Work				
6 - Information Technology Competence	•	•	•	•
7 - Cross Cultural Competence				
8 - Ethical practice		•	•	•
9 - Social Innovation				
10 - 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	9	10
1 - Written Assessment - 15%	•		•			•				
2 - Written Assessment - 25%		•	•	•		•		•		
3 - Practical and Written Assessment - 50%	•	•	•	•		•		•		
4 - Presentation - 10%	•			•		•		•		

## Textbooks and Resources

### Textbooks

ESSC12007

#### Prescribed

#### **Coach Wooden's Leadership Game Plan for Success: 12 Lessons for Extraordinary Performance and Personal Excellence**

(2009)

Authors: John Wooden and Steve Jamison

McGraw-Hill

New York , New York , United States

Binding: Hardcover

#### **Additional Textbook Information**

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

[View textbooks at the CQUniversity Bookshop](#)

### 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Vincent Dalbo** Unit Coordinator

[v.dalbo@cqu.edu.au](mailto:v.dalbo@cqu.edu.au)

## Schedule

### **Week 1 - 13 Jul 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Making the case for a greater emphasis on resistance training in public health campaigns	Steele et al. (2017). A higher effort-based paradigm in physical activity and exercise for public health: making the case for a greater emphasis on resistance training. BMC Public Health. 5.17.	

### **Week 2 - 20 Jul 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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Wooden: Greetings, Biography,  
Preface, Part I

Prevalence of strength-based exercise  
participation in Australia

Dalbo et al. (2015). Not sending the  
message: A low prevalence of  
strength-based exercise participation  
in rural and regional Central  
Queensland. The Australian Journal of  
Rural Health. 23.

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Wooden: Part II	
Examination of nutritional knowledge and practices of Australians	Dalbo et al. (2017). Residents of Central Queensland, Australia are aware of healthy eating practices but consume unhealthy diets. Sports. 5. 94.	

### Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Wooden: Part III	
Self-perceptions of health of Australians	Dalbo et al. (2017). Lack of reality: positive self-perceptions of health in the presence of disease. Sports. 5. 23.	

### Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Things to consider when designing an exercise intervention	Wooden: Parts IV and V	<b>Self-Reflection on Wooden's Leadership Game Plan for Success</b> Due: Week 5 Friday (14 Aug 2020) 5:00 pm AEST

### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Off		

### Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Goal setting and selling your idea to your target audience		

### Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation of a Canadian older adult physical activity education program	Stathokostas et al. (2016). The get fit for active living demonstration project: evaluation of a Canadian older adult physical activity education program.	

### Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Effectiveness of a community-based exercise intervention in obese adults	Chang et al. (2016). Effectiveness of community-based exercise intervention programme in obese adults with metabolic syndrome. Journal of Clinical Nursing. 25.	

### Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Effectiveness of different walking trials on total physical activity in normal and overweight women	Schutz et al. (2014). Effectiveness of three different walking prescription durations on total physical activity in normal- and overweight women. Obesity Facts. 7.	<b>Applying Concepts of Exercise Psychology</b> Due: Week 9 Friday (18 Sept 2020) 5:00 pm AEST
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**Week 10 - 21 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
High intensity interval training is more enjoyable than continuous moderate intensity exercise	Bartlett et al. (2011). High-intensity interval running is perceived to be more enjoyable than moderate-intensity continuous exercise: implications for exercise adherence. Journal of Sports Sciences. 29. 6.	

**Week 11 - 28 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Effects of HIIT in overweight children	Lau et al. (2015). Effects of high-intensity intermittent running exercise in overweight children. European Journal of Sport Science. 15. 2.	<b>Written Research Proposal</b> Due: Week 11 Wednesday (30 Sept 2020) 5:00 pm AEST

**Week 12 - 05 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
No lecture this week		<b>Presentation - Pitch Your Exercise/Physical Activity Intervention</b> Due: Week 12 Friday (9 Oct 2020) 5:00 pm AEST

**Review/Exam Week - 12 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week - 19 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Self-Reflection on Wooden's Leadership Game Plan for Success

**Assessment Type**

Written Assessment

**Task Description**

**Instructions:** You will read Coach Wooden's Leadership Game Plan for Success: 12 Lessons for Extraordinary Performance and Personal Excellence then write a self-reflective essay. Your essay is not a review of the book. You should reflect on how lessons learned in this book may have changed the way you acted in past situations or how this book has changed/influenced your way of thinking. You could even describe a scenario where you could apply the theories learned in the book to help you attain a specific goal in your life.

**Plagiarism:** Please be advised the assessment submission will be checked for plagiarism. You are advised to familiarise yourself with CQUniversity's Academic Misconduct Procedures as identified in the unit profile. Any assessments suspected of plagiarism (or other type of academic misconduct) will be dealt with in accordance to the Academic Misconduct Procedures with subsequent penalties applied.

**Word Count:** Your essay should not exceed 500 words.

Please note your title page and reference list is not counted in the word count. In-text citations are included in the word count. Your reference list is the list of references that were used in the text.

Penalties will apply for essays that exceed the word limit. This penalty will be 5% of the assignment mark for every 50 words over the maximum word count.

**References:** Use the reference style stated in the unit profile. Do not reference lecture slides.

**Extensions:** Extensions will only be granted in accordance with CQUniversity policy. Extensions must be submitted through the Moodle site.

**Cover Page:** Please include a cover page containing the assignment title, due date, your name, and student number.

**Late Submissions:** Any assessments submitted late will incur penalties in accordance with CQUniversity policy.

**File Submission:** Upload your file (answers) in a Word format (.doc or .docx). The instructor must receive an acceptable file that is readable. If an unacceptable/corrupt file is submitted, your assessment will be considered late until an acceptable file is submitted. Late penalties will be incurred in accordance with CQUniversity policy.

**Assessment Due Date**

Week 5 Friday (14 Aug 2020) 5:00 pm AEST

**Return Date to Students**

Week 7 Friday (4 Sept 2020)

**Weighting**

15%

**Assessment Criteria**

Marks will be awarded for quality of writing and your comprehension of the book. A detailed marking rubric will be available on Moodle.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Demonstrate knowledge and understanding of behavioural strategies in various exercise and sport contexts.
- Search, analyse and critically evaluate scientific literature relating to sport and exercise psychology.
- Demonstrate written and oral presentation skills for effective communication to a range of audiences using established guidelines.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Technology Competence

## 2 Applying Concepts of Exercise Psychology

**Assessment Type**

Written Assessment

**Task Description**

**Instructions:** Find and read the article below. After reading the article answer the associated questions presented below.

**Article:** Thum J, Parsons G, Whittle T, and Astorino T. (2017). High-intensity interval training elicits higher enjoyment than moderate intensity continuous exercise. PLoS ONE. 12(1).

1. What does it mean when the authors say affect was lower in the high intensity interval training condition compared to the moderate intensity continuous exercise session (10 marks) (maximum word count: 75)?

2. If you were part of the research team that developed this study what is one thing you would have changed or added to the study to improve the study? Explain your answer (10 marks) (maximum word count: 150).

3. A. The authors stated high intensity interval training elicits higher enjoyment than continuous moderate intensity exercise, what did the authors use to measure enjoyment (2 marks)? (maximum word count: 50) B. Which exercise condition (high intensity interval training or continuous moderate intensity exercise) should result in better physiological adaptations if continued chronically, use statistics in this manuscript only to support your answer (8 marks) (maximum word count: 150).



**Plagiarism:** Please be advised the assessment submission will be checked for plagiarism. You are advised to familiarise yourself with CQUniversity's Academic Misconduct Procedures as identified in the unit profile. Any assessments suspected of plagiarism (or other type of academic misconduct) will be dealt with in accordance to the Academic Misconduct Procedures with subsequent penalties applied.

**Word Count:** The word count is specific to each question. In-text citations (optional) are included in the word count. The reference list is the list of references that were used in the text. The reference list is not included in the word count. Penalties will apply for each question in which the word limit is exceeded.

**References:** Use the reference style stated in the unit profile. Do not reference lecture slides.

**Extensions:** Extensions will only be granted in accordance with CQUniversity policy. Extensions must be submitted through the Moodle site.

**Cover Page:** Please include a cover page containing the assignment title, due date, your name, and student number.

**Late Submissions:** Any assessments submitted late will incur penalties in accordance with CQUniversity policy.

**File Submission:** Upload your file (answers) in a Word format (.doc or .docx). The instructor must receive an acceptable file that is readable. If an unacceptable/corrupt file is submitted, your assessment will be considered late until an acceptable file is submitted. Late penalties will be incurred in accordance with CQUniversity policy.

#### **Assessment Due Date**

Week 9 Friday (18 Sept 2020) 5:00 pm AEST

#### **Return Date to Students**

Week 11 Friday (2 Oct 2020)

#### **Weighting**

25%

#### **Assessment Criteria**

Marks will be awarded for correctly answering the questions, writing style, and your comprehension of the article. A detailed marking rubric will be available on Moodle.

#### **Referencing Style**

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

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Search, analyse and critically evaluate scientific literature relating to sport and exercise psychology.
- Demonstrate the ability to conduct and evaluate an introductory research project relating to exercise and sport psychology.
- Demonstrate written and oral presentation skills for effective communication to a range of audiences using established guidelines.

#### **Graduate Attributes**

- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

## 3 Written Research Proposal

#### **Assessment Type**

Practical and Written Assessment

#### **Task Description**

**Instructions:** You are to develop an exercise/physical activity intervention for the target population of your choice; examples include retirement communities, primary school children, or secondary school children. Within your assignment you must answer the following questions.

- a. Provide a title for your intervention.

b. Describe your target population.

c. Clearly state the goal(s) of your intervention (i.e. weight loss, increasing physical activity, increasing rates of exercise participation).

d. Clearly state how you will assess/measure if your exercise intervention was effective (i.e. did participants lose weight, increase physical activity, increase exercise participation rates). Why did you choose that measurement technique? For example, if a goal was to decrease percent body fat and you assessed body composition with BMI or skinfold, why did you chose the technique you selected? Use research to support your answers.

e. Clearly outline your intervention (the program). What are you having the participants do? How many weeks will the intervention last? How many times will you meet with the participants? Are the participants meant to exercise or do their physical activity alone or in a group? Use research to support your answers. You can use figures and or tables to help explain your exercise intervention. Note - you will not include a statistical analysis section in your assessment, but be sure to conduct a study in which the outcome can be determined using statistics. Thus, I suggest designing a study in which the efficacy of the intervention could be determined with an independent t-test, dependent t-test, within group ANOVA, or between group ANOVA.

**Plagiarism:** Please be advised the assessment submission will be checked for plagiarism. You are advised to familiarise yourself with CQUniversity's Academic Misconduct Procedures as identified in the unit profile. Any assessments suspected of plagiarism (or other type of academic misconduct) will be dealt with in accordance to the Academic Misconduct Procedures with subsequent penalties applied.

**Word Count:** Your research proposal should not exceed 1500 words.

Please note your title page and reference list is not counted in the word count. In-text citations are included in the word count. Your reference list is the list of references that were used in the text.

Penalties will apply for research proposals that exceed the maximum word limit. This penalty will be 5% of the assignment mark for every 50 words over the maximum word count.

**References:** Use the reference style stated in the unit profile. Do not reference lecture slides.

**Extensions:** Extensions will only be granted in accordance with CQUniversity policy. Extensions must be submitted through the Moodle site.

**Cover Page:** Please include a cover page containing the assignment title, due date, your name, and student number.

**Late Submissions:** Any assessments submitted late will incur penalties in accordance with CQUniversity policy.

**File Submission:** Upload your file (answers) in a Word format (.doc or .docx). The instructor must receive an acceptable file that is readable. In an unacceptable/corrupt file is submitted, your assessment will be considered late until an acceptable file is submitted. Late penalties will be incurred in line with CQUniversity policy.

**Assessment Due Date**

Week 11 Wednesday (30 Sept 2020) 5:00 pm AEST

**Return Date to Students**

Review/Exam Week Wednesday (14 Oct 2020)

**Weighting**

50%

**Assessment Criteria**

Marks will be awarded for your title, writing style, referencing, description of the target population, goals of the intervention, the appropriateness of your methods, and the description of your intervention. A detailed marking rubric will be available on Moodle.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Search, analyse and critically evaluate scientific literature relating to sport and exercise psychology.
- Demonstrate the ability to conduct and evaluate an introductory research project relating to exercise and sport psychology.
- Demonstrate written and oral presentation skills for effective communication to a range of audiences using established guidelines.

#### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

## 4 Presentation - Pitch Your Exercise/Physical Activity Intervention

### **Assessment Type**

Presentation

### **Task Description**

**Instructions:** Record your exercise/physical activity intervention pitch on Zoom using the record and share screen function. The pitch is designed to get potential participants in your target population to partake in your designed intervention.

**Plagiarism:** Please be advised the assessment submission will be checked for plagiarism. You are advised to familiarise yourself with CQUniversity's Academic Misconduct Procedures as identified in the unit profile. Any assessments suspected of plagiarism (or other type of academic misconduct) will be dealt with in accordance with the Academic Misconduct Procedures with subsequent penalties applied.

**Length:** Your pitch should be 5-8 minutes in length.

Please note that penalties will apply for pitches that exceed the maximum time limit. This penalty will be 5% of the assignment mark for every 30 seconds over the maximum time limit up to 9 minutes. Content recorded in excess of 9 minutes will not be marked.

**References:** Use the reference style stated in the unit profile. Do not reference lecture slides.

**Extensions:** Extensions will only be granted in accordance with CQUniversity policy. Extensions must be submitted through the Moodle site.

**Title Slide:** Your first slide should have your full name and student number.

**Late Submissions:** Any assessments submitted late will incur penalties in accordance with CQUniversity policy.

**File Submission:** Upload your file in any format that will play audio/video on a PC. The instructor must receive an acceptable file that is viewable. Suggested file types include: .avi, .mp4, and .wmv. If your video file is too large to submit via Moodle, you can use free applications (apps) to reduce your file size or you can upload your video file to YouTube and submit the YouTube link via Moodle. If an unacceptable/corrupt file is submitted or I cannot view your YouTube video, your assessment will be considered late until an acceptable file is submitted. Late penalties will be incurred in line with CQUniversity policy.

### **Assessment Due Date**

Week 12 Friday (9 Oct 2020) 5:00 pm AEST

### **Return Date to Students**

Exam Week Friday (23 Oct 2020)

### **Weighting**

10%

### **Assessment Criteria**

Marks will be awarded for the description of your intervention, the appropriateness of your methods, the description of the target population, the professionalism of your presentation, and your ability your ability to clearly communicate your ideas orally. A detailed marking rubric will be available on Moodle.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Demonstrate the ability to conduct and evaluate an introductory research project relating to exercise and sport psychology.
- Demonstrate written and oral presentation skills for effective communication to a range of audiences using established guidelines.

**Graduate Attributes**

- Communication
- Information Literacy
- Information Technology Competence
- Ethical practice

## 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