HLTH12030 *Drugs in Society*
Term 1 - 2018

Profile information current as at 12/10/2024 02:57 pm

All details in this unit profile for HLTH12030 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
Psychoactive drug use in our society challenges all of us. This unit analyses individual and societal attitudes to psychoactive drug use by exploring the history of its use, drug policy, public health responses and current media issues. It examines why people use psychoactive drugs and the harms associated with drug use in some people in some circumstances and what can be done to minimise that harm.

Details
Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *8*
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 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: 40%
2. **Written Assessment**
Weighting: 60%

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

As this course is structured differently, it would be good to provide an introductory video to explain the teaching and learning approach in more detail.

Recommendation

A short video in Week 1 will be provided and will explain the rationale behind the teaching and learning approach.

Unit Learning Outcomes

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

1. Analyse individual and societal attitudes to psychoactive drug use, exploring historical, political, public health and media responses
2. Examine why people use psychoactive drugs and identify the harms associated with drug use for some people in some circumstances
3. Evaluate strategies to minimise the harm that may be associated with psychoactive drug use

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
1 - Written Assessment - 40%	•		
2 - Written Assessment - 60%		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - 40%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 60%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

HLTH12030

Prescribed

Drug Use in Australian Society
Edition: Second (2017)
Authors: Ritter, King & Hamilton
Oxford
Australia
ISBN: 9780190306458
Binding: Other

Additional Textbook Information
This textbook is compulsory for this Unit.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- ZOOM

Referencing Style

All submissions for this unit must use the referencing styles below:

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

For further information, see the Assessment Tasks.

Teaching Contacts

Catherine O'Mullan Unit Coordinator
c.omullan@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction		Read unit profile. Ensure you understand assessment details. Introduce yourself to others on the 'General Discussion' forum. Watch and read content for Week 1. You may wish to post a posting on the discussion forum for this week. Remember it is compulsory for you to show evidence of participation on the Discussion forum in your portfolios

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
The Context of Drug Use		Check or participate on Discussion Forum. Watch and read content for Week 2.

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Why people use drugs?		Begin draft for Assessment 1 and continue to research. Watch and read content for Week 3. Check or participate on Discussion Forum.

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Why people use drugs (contd.)		Continue to work on first draft of Assessment 1 portfolio. Watch and read content for Week 4. Check or participate in Discussion Forum.

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Recreational drugs and their effects		Continue to work on Assessment 1. Watch and read content for Week 5. Check or participate in Discussion forum.

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Concepts of dependence		Polish and proofread Assessment 1. Check or participate in Discussion forum. Watch and read content for Week 6. Submit Assessment 1 (Friday 20th April 2018) **Learning Portfolio 1** Due: Week 6 Friday (20 Apr 2018) 11:45 pm AEST

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Drug use in special groups		Check or participate in Discussion forum. Watch and read content for Week 7

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Drug use in special groups		Begin research for Assessment 2. Check or participate in Discussion forum. Watch and read content for Week 8.

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Societal responses to drug use		Continue research for Assessment 2. Check or participate in Discussion forum. Watch and read content for Week 9.

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Interventions in drug use		Write draft of Assessment 2. Check or participate in Discussion forum. Watch and read content for Week 10.

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Interventions in drug use		Continue draft of Assessment 2, polish and proof-read. Check or participate in Discussion forum. Watch and read content for Week 11.

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Check or participate in Discussion forum. Watch and read content for Week 12. Submit assessment 2 (1st June 2018) **Learning Portfolio 2** Due: Week 12 Friday (1 June 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 Learning Portfolio 1

Assessment Type
Written Assessment

Task Description
Learning Portfolio 1 is designed for you to provide evidence of your learning in relation to Learning Outcome 1.
Task description: Complete a Learning Portfolio in TWO parts in relation to Learning Outcome 1.
Word count - 2000 - 2500
Part 1
Analyse societal attitudes to psychoactive drug use, exploring historical and/or political, and/or public health and/or media responses.
You may like to include any of the following types of evidence in your portfolio:

- A 2018 article from a newspaper, magazine or the internet;
- An advertisement for a recreational drug (you are most likely to find one advertising alcohol);
- A television program, movie or Youtube clip;
- An analysis of the influence of community attitudes on the development of legislation and policy in relation to drug use;
- An analysis of the history of recreational drug use and the impact of this on contemporary societal attitudes.

Part 2
Analyse your own individual attitudes to recreational drug use.
You *may* like to include any of the following types of evidence in your portfolio (NB: These are ideas to guide you and are not compulsory):

- Your own past history in relation to recreational drug use and a reflection on this history;
- A comparison of your own attitudes to drug use with societal attitudes and a reflection on why differences or similarities are present;
- A reflection on the changes (or lack of change) occurring as a result of undertaking study (either generally or specifically in this course);
- A reflection of a past interaction with a drug user or a situation involving drug use that had a significant impact on your attitudes to drug use.

NOTE
Examples of learning portfolios from previous years and a list of Frequently Asked Questions about portfolios will be available on Moodle to guide you in the preparation of this assessment.

Assessment Due Date
Week 6 Friday (20 Apr 2018) 11:45 pm AEST

Return Date to Students

Two weeks after submission

Weighting
40%

Assessment Criteria
Structure (15%)
Introduction
HD - Highly appropriate & relevant to content. Provides very clear sense of what follows.
D - Appropriate & relevant to content. Provides clear sense of what follows.
C - Largely appropriate & relevant to content. Provides sense of what follows.
P - Somewhat appropriate & relevant to content. Provides some sense of what follows.
FAIL - Not evident &/or not appropriate
Conclusion
HD -Provides very strong sense of closure & highly appropriate

D - Provides sound sense of closure & appropriate
C - Provides a sense of closure & largely appropriate
P - Somewhat provides a sense of closure & somewhat appropriate
FAIL - No recognisable conclusion or conclusion is inappropriate.
Presentation includes:
HD - Title page; abstract; accurate spelling & grammar; cogent paragraph structure (topic sentence, supporting evidence, concluding sentence).
D - Title page; abstract; 1 or 2 spelling or grammatical errors; paragraph structure largely cogent (topic sentence, supporting evidence, concluding sentence).
C - Title page; abstract; 3 or 4 spelling or grammatical errors; paragraph structure somewhat cogent (topic sentence, supporting evidence, concluding sentence).
P - Title page; abstract; 5 to 8 spelling & grammatical errors; paragraph structure somewhat consistent (topic sentence, supporting evidence, concluding sentence).
FAIL – No title page and/or abstract or has >9 spelling & grammar errors; paragraph structure not consistent (topic sentence, supporting evidence, concluding sentence).
Evidence of learning (65%)
Evidence of learning demonstrated through:
HD - Extensive & high level analysis of content relating to learning outcome.
D - Relevant & considered analysis of content relating to learning outcome.
C - Largely relevant analysis of content relating to learning outcome. Some description may be evident.
P - Obvious attempts to analyse content relevant to learning outcome. Some description may be evident.
FAIL - No or minimal evidence to analyse content relevant to learning outcome. Paper largely descriptive.
Evidence of learning demonstrated through:
HD - Relevant & discerning synthesis with literature & other appropriate evidence.
D - Relevant synthesis with literature & other appropriate evidence
C - Some relevant synthesis & comparison with literature & other appropriate evidence
P - Comparison with literature & other appropriate evidence
FAIL - No or minimal comparison with literature & other evidence. Literature or evidence used may be inappropriate.
Evidence of learning demonstrated through:
HD - High levels of understanding of contemporary drug use issues including ethical debates &/orlegislation &/or harm minimisation policies &/or societal attitudes
D - Sound levels of understanding of contemporary drug use issues including ethical debates &/or legislation &/or harm minimisation policies &/or societal attitudes
C - Some understanding of contemporary drug use issues including ethical debates &/or legislation &/or harm minimisation policies &/or societal attitudes
P - Basic level of understanding of contemporary drug use issues including ethical debates &/or legislation &/or harm minimisation policies &/or societal attitudes
FAIL - Minimal to no understanding of contemporary drug use issues.
Evidence of learning demonstrated through:
HD - High levels of reflection on individual attitudes
D - Considered reflection on individual attitudes
C - Somewhat considered reflection on individual attitudes
P - Basic reflection on individual attitudes
FAIL -No or minimal reflection on individual attitudes
Referencing & integration of evidence (20%)
Evidence of research & appropriate integration of evidence demonstrated though:
HD - Consistent high level research from diverse contemporary literature & other relevant sources
D - Consistent research from diverse contemporary literature & other relevant sources
C - Frequent evidence of research from diverse contemporary literature & other relevant sources
P - Some evidence of research from contemporary literature & other relevant sources
FAIL - Fails to or infrequent use of research from contemporary literature & other relevant sources
Evidence of research & appropriate integration of evidence demonstrated though:
HD - Consistently accurate in identifying & referencing sources. Minimum of 15 **appropriate** sources used
D - 1 to 2 errors identifying & referencing sources. Minimum of 13 **appropriate** sources used.
C - 3 to 4 errors identifying & referencing sources. Minimum of 11 **appropriate** sources used
P - 4 to 5 errors in identifying & referencing sources. Minimum of 10 **appropriate** sources used
FAIL - Many inaccuracies Identifying & referencing sources. Less than 10 appropriate sources used.
Evidence of research & appropriate integration of evidence demonstrated though:
HD - Integrates correct number of own & others' postings appropriately adding to interest & depth of evidence presented.
D - Integrates correct number of own & others' postings in appropriately that is relevant to the evidence presented.
C - Integrates correct number of own & others' postings in appropriately that is largely relevant to the evidence

presented.
P - Integrates correct number of own & others' postings. At times inclusion may not be appropriate.
FAIL - Does not integrate correct number of own &/or others' postings

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

Submission
Online

assessmentOutcome

- Analyse individual and societal attitudes to psychoactive drug use, exploring historical, political, public health and media responses

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Learning Portfolio 2

Assessment Type
Written Assessment

Task Description
Learning Portfolio 2 - Word count 2500 - 3000 words
Provide evidence of your learning in relation to **Learning Outcomes 2 and 3**. Although it is acceptable to provide evidence for Learning Outcome 2 and 3 Learning Outcome separately, it would be more effective for this portfolio to use the same topic area.
Learning Outcome 2
Examine why people use psychoactive drugs and identify the harms associated with drug use for some people in some circumstances.
To address this learning outcome you may wish to examine a particular group. Groups that you may find interesting to study could include one of the following:
• Injecting drug users
• Prisoners
• Women
• Teenagers
• Men
• Indigenous Australians
• Consumers with a mental illness
• The elderly
• Health professionals
• Amphetamine users
• Party drug users
• Gay and/or lesbian groups
• Truck drivers
(Note for the purpose of providing evidence, you will find it more effective to focus on ONE group only.)
You may like to include any of the following in your submission:
• An analysis of the literature on your chosen group
• An interview with a drug user from your chosen group *(if you choose to include this, please discuss suitability with the unit coordinator first*). You will need to compare your interviewee's responses with relevant literature.
• An interview with an agency that deals with your chosen group (you will need to compare your interviewee's responses with relevant literature)
Learning Outcome 3
Evaluate strategies to minimise the harm that may be associated with psychoactive drug use in a particular group.
You may like to undertake one of the following for your submission:
• Evaluation of a current harm minimisation strategy. Evaluate how closely the strategy meets the principles of harm

minimisation and its effectiveness in preventing harm for your chosen group.
• A historical analysis of harm minimisation policies including an evaluation of the benefits of harm minimisation over this period of time and the challenges it has brought to the community.
• Evaluation of a current intervention strategy (e.g. methadone program). Evaluate how closely it meets the principles of harm minimization and its effectiveness in preventing harm.
• Choose a treatment agency and explore their approaches. Evaluate how closely it meets the principles of harm minimization and its effectiveness in preventing harm.

Assessment Due Date
Week 12 Friday (1 June 2018) 11:45 pm AEST

Return Date to Students

Two weeks after submission

Weighting
60%

Assessment Criteria
Structure (15%)
Introduction
HD - Highly appropriate & relevant to content. Provides very clear sense of what follows.
D - Appropriate & relevant to content. Provides clear sense of what follows.
C - Largely appropriate & relevant to content. Provides sense of what follows.
P - Somewhat appropriate & relevant to content. Provides some sense of what follows.
FAIL - Not evident &/or not appropriate
Conclusion
HD -Provides very strong sense of closure & highly appropriate
D - Provides sound sense of closure & appropriate
C - Provides a sense of closure & largely appropriate
P - Somewhat provides a sense of closure & somewhat appropriate
FAIL - No recognisable conclusion or conclusion is inappropriate.
Presentation includes:
HD - Title page; abstract; accurate spelling & grammar; cogent paragraph structure (topic sentence, supporting evidence, concluding sentence).
D - Title page; abstract; 1 or 2 spelling or grammatical errors; paragraph structure largely cogent (topic sentence, supporting evidence, concluding sentence).
C - Title page; abstract; 3 or 4 spelling or grammatical errors; paragraph structure somewhat cogent (topic sentence, supporting evidence, concluding sentence).
P - Title page; abstract; 5 to 8 spelling & grammatical errors; paragraph structure somewhat consistent (topic sentence, supporting evidence, concluding sentence).
FAIL – No title page and/or abstract or has >9 spelling & grammar errors; paragraph structure not consistent (topic sentence, supporting evidence, concluding sentence).
Evidence of learning (65%)
Evidence of learning demonstrated through:
HD - Extensive & high level analysis of content relating to learning outcome.
D - Relevant & considered analysis of content relating to learning outcome.
C - Largely relevant analysis of content relating to learning outcome. Some description may be evident.
P - Obvious attempts to analyse content relevant to learning outcome. Some description may be evident.
FAIL - No or minimal evidence to analyse content relevant to learning outcome. Paper largely descriptive.
Evidence of learning demonstrated through:
HD - Relevant & discerning synthesis with literature & other appropriate evidence.
D - Relevant synthesis with literature & other appropriate evidence
C - Some relevant synthesis & comparison with literature & other appropriate evidence
P - Comparison with literature & other appropriate evidence
FAIL - No or minimal comparison with literature & other evidence. Literature or evidence used may be inappropriate.
Evidence of learning demonstrated through:
HD - High levels of understanding of contemporary drug use issues including ethical debates &/orlegislation &/or harm minimisation policies &/or societal attitudes
D - Sound levels of understanding of contemporary drug use issues including ethical debates &/or legislation &/or harm minimisation policies &/or societal attitudes
C - Some understanding of contemporary drug use issues including ethical debates &/or legislation &/or harm minimisation policies &/or societal attitudes
P - Basic level of understanding of contemporary drug use issues including ethical debates &/or legislation &/or harm minimisation policies &/or societal attitudes

FAIL - Minimal to no understanding of contemporary drug use issues.
Evidence of learning demonstrated through:
HD - High level of understanding of harms and issues associated with chosen group
D - Sound understanding of harms and issues associated with chosen group
C - A somewhat sound understanding of harms and issues associated with chosen group
P - A basic understanding of harms and issues associated with chosen group
FAIL - Poor understanding of harms and issues associated with chosen group
Evidence of learning demonstrated through:
HD - A highly effective evaluation of an appropriate strategy.
D - An effective evaluation of an appropriate strategy.
C - A somewhat effective evaluation of an appropriate strategy.
P - A basic evaluation of an appropriate strategy. The evaluation may be missing some elements.
FAIL - a poor evaluation of an appropriate strategy or the strategy is not appropriate to evaluate
Referencing & integration of evidence (20%)
Evidence of research & appropriate integration of evidence demonstrated though:
HD - Consistent high level research from diverse contemporary literature & other relevant sources
D - Consistent research from diverse contemporary literature & other relevant sources
C - Frequent evidence of research from diverse contemporary literature & other relevant sources
P - Some evidence of research from contemporary literature & other relevant sources
FAIL - Fails to or infrequent use of research from contemporary literature & other relevant sources
Evidence of research & appropriate integration of evidence demonstrated though:
HD - Consistently accurate in identifying & referencing sources. Minimum of 15 **appropriate** sources used
D - 1 to 2 errors identifying & referencing sources. Minimum of 13 **appropriate** sources used.
C - 3 to 4 errors identifying & referencing sources. Minimum of 11 **appropriate** sources used
P - 4 to 5 errors in identifying & referencing sources. Minimum of 10 **appropriate** sources used
FAIL - Many inaccuracies Identifying & referencing sources. Less than 10 appropriate sources used.
Evidence of research & appropriate integration of evidence demonstrated though:
HD - Integrates correct number of own & others' postings appropriately adding to interest & depth of evidence presented.
D - Integrates correct number of own & others' postings in appropriately that is relevant to the evidence presented.
C - Integrates correct number of own & others' postings in appropriately that is largely relevant to the evidence presented.
P - Integrates correct number of own & others' postings. At times inclusion may not be appropriate.
FAIL - Does not integrate correct number of own &/or others' postings

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

Submission
Online

assessmentOutcome

- Examine why people use psychoactive drugs and identify the harms associated with drug use for some people in some circumstances
- Evaluate strategies to minimise the harm that may be associated with psychoactive drug use

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural 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