



NURS11157 Lifespan Approach to Health and Wellness for Nursing

Term 2 - 2019

Profile information current as at 02/05/2024 07:13 pm

All details in this unit profile for NURS11157 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 adopts a lifespan approach to introduce you to a variety of developmental theories including biological, psychological and social elements. Illness prevention and health promotion models relevant to registered nurses are also examined. You will have the opportunity to critically analyse and apply these theoretical concepts through interaction with peers and others through a variety of mediums.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Students must be enrolled in CQ23 or CG41.

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 - 2019

- Bundaberg
- 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. **Practical and Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

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 HAVE YOUR SAY SURVEY

Feedback

A few students indicated the sound recording of the interactive sessions was sometimes difficult to hear.

Recommendation

These resources have been reviewed by the information technology services and found to be adequate. Additional steps to address the issue experienced by some students included providing text captions in edited versions of zoom sessions and presentations. Live interactive workshops are recorded however, audience questions are not sometimes audible on the recording. Text captioning has been included when editing these recordings. Additional software and technology will be utilised to try to boost recording volume.

Feedback from HAVE YOUR SAY SURVEY

Feedback

Feedback indicated that the quizzes relate to material encountered in earlier modules rather than on a week by week basis.

Recommendation

The quizzes are positioned to scaffold to the written assessment. To reduce the number of assessable items, quizzes have been positioned to cover a number of modules. Quizzes are an "open book" design and have time limits. While there is insufficient time to undertake the learning activity during the quiz, the timeframes provided enable the students to locate key terms and concepts that they have previously encountered during the quiz. To assist with revision, summary sheets will be provided to students on a weekly basis highlighting key terms and concepts.

Feedback from HAVE YOUR SAY SURVEY

Feedback

The student does not know the correct answer to the quiz questions.

Recommendation

An indication of correct and incorrect responses is provided as immediate feedback after the student submits their quiz attempt. Students are invited to discuss any concerns relating to specific questions with the coordinator after the quiz closes.

Feedback from HAVE YOUR SAY SURVEY

Feedback

Students found some of the wording of the quiz questions challenging

Recommendation

Negatively framed questions (e.g. "Which is NOT an example of ...?") were found to be the most challenging. These type of questions will be kept to a minimum. The timeframes provided enable students to carefully read the question and consider their responses. Students will be encouraged to utilise the full allocation of time to undertake these assessments items.

Feedback from HAVE YOUR SAY SURVEY

Feedback

Students new to online learning found Moodle difficult to navigate.

Recommendation

Students who are new to technology-based learning appear to find the Moodle platform a challenge. Additional sessions, commencing in week one will be provided to assist students to gain confidence with the features of Moodle and locating the requires information within the system.

Unit Learning Outcomes

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

1. Connect lifespan developmental theories to the nursing care of individuals and families.
2. Within a nursing context apply lifespan developmental theories to inform strategies for health promotion and illness prevention to support individuals and families.
3. Use the principles of cultural awareness to develop strategies to communicate effectively with individuals and families.

The Learning outcomes are linked to the Australian Nursing & Midwifery Accreditation Council (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse practice.

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
1 - Practical and Written Assessment - 50%	•	•	•
2 - Written Assessment - 50%	•	•	•

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	•	•	
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 - Practical and Written Assessment - 50%	•	•	•	•		•	•	•		
2 - Written Assessment - 50%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

NURS11157

Prescribed

Health and Human Behaviour 3rd edn (2012)

3rd Edition (2012)

Authors: Jones, K & Creedy, D

Oxford University Press

South Melbourne, , Victoria , Australia

ISBN: 9780195577259

Binding: Paperback

Additional Textbook Information

[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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Wendy Flanagan Unit Coordinator

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Deb Richards Unit Coordinator

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Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Big Picture: What is Health?	1	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Models of care provision, reactions and impacts	4, 5 & 6	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Socialisation, influence & inequalities	7, 8, 9 & 14	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Childhood stage of the lifespan	2 ALL (Special focus on pp. 20- 29) 4 (p. 58) Revisit	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Adolescent stage of the life span	2 (pp. 30-39) Revisit 10	Week 5: ASSESSMENT: Quiz A (textbook readings from weeks 1-2) (chapters 1, 4, 5 & 6) OPENS 12 August @ 9am CLOSES 18 August @ 11pm

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
VACATION WEEK		

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction Young adulthood	3 & 4 Revisit Specific focus: Emotional intelligence Ch.2 (p. 29) Revisit Fluid intelligence Ch. 3 (p. 38) Crystallised intelligence Ch. 3 (p. 39) Risky behaviours Ch. 4 (pp. 54-58; 94-98) Revisit	

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Middle Adulthood	3 (pp. 35- 39) Revisit	Week 7: ASSESSMENT: Quiz B (textbook readings from week 3) (chapters 7, 8, 9 & 14) OPENS 2nd September @ 9am CLOSES 8th September @ 11pm

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Older Adults	Chapter 3 (pp. 39-47) Revisit	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Understanding pain, stress, trauma & coping	4 (Revisit), 11, 12 & 13	Week 9: ASSESSMENT: Quiz C (textbook readings from weeks 4, 5 & 6) (chapters 2, 10 & 3) OPENS 16th September @ 9am CLOSES 22nd September @ 11pm

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Health promotion and Illness prevention	16	Week 10: ASSESSMENT: Quiz D (textbook readings from weeks 7,8,9 & 10) (chapters 11, 12, 13 & 16) OPENS 23rd September @ 9am CLOSES 29th September @ 11pm

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Health literacy & inequalities 15

Written Assessment : Essay Due:
Week 11 MONDAY 30th September 2019 @ 11pm (AEST)

Written Assessment : Essay Due:
Week 11 Monday (30 Sept 2019) 11:59 pm AEST

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Reflections, self-care & wellness	15 (p. 277) Revisit 5 (pp. 81-83) Revisit	Week 12: ASSESSMENT: Quiz E (textbook readings from weeks 1-11) (chapters 1-16) OPENS 7th October @ 9am CLOSES 13th October @ 11pm

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		NO EXAMS are set for this Unit

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
There is NO examination scheduled for this unit		Please ensure you have completed the HAVE YOUR SAY survey

Term Specific Information

Students will require access to the prescribed textbook for the duration of the teaching term.

Assessment Tasks

1 WRITTEN ASSESSMENT - ONLINE QUIZZES

Assessment Type

Practical and Written Assessment

Task Description

- There are **Five Quizzes**.
- There are 20 questions per quiz.
- There is a **ONE HOUR TIME LIMIT** per quiz and students will have only **ONE** attempt at each quiz.
- Each Quiz has a weighting of 10% making a total weighting of 50%.
- All questions relate to the material covered in the prescribed text.
- Questions will require an understanding of terms and concepts and the ability to critically analyse and apply the theoretical concepts to scenario situations.
- This is an OPEN BOOK assessment.

Assessment Due Date

Please see the detailed information criteria of chapter coverage and quiz open and close times in the section below.

Return Date to Students

Quizzes: Immediate indication of the number of correct responses will be available via Moodle. In accordance with policy: Any marks and/or grades for assessments released to students prior to Certification of Grades are provisional, and are subject to moderation and confirmation through the relevant Program and Divisional Assessment Committees. No examination marks will be released until after the process of moderation and certification of grades. All confirmed assessment marks, including final assessment and examination marks, will be made available to students after final grades have been published.

Weighting

50%

Assessment Criteria

Assessment Criteria Assessment Criteria (note all times are AEST)

Week 5: Quiz A (textbook readings from weeks 1-2) (chapters 1, 4, 5 & 6) **OPENS:** 12th August 2019 @ 9am **CLOSES:** 18th August 2019 @ 11pm

Week 7: Quiz B (textbook readings from week 3) (chapters 7, 8, 9 & 14) **OPENS:** 2nd September 2019 @ 9am **CLOSES:** 8th September 2019 @ 11pm

Week 9: Quiz C (textbook readings from weeks 4, 5 & 6) (chapters 2, 10 & 3) **OPENS:** 16th September 2019 @ 9am **CLOSES:** 22 September 2019 @ 11pm

Week 10: Quiz D (textbook readings from weeks 7, 8, 9 & 10) (chapters 11, 12, 13 & 16) **OPENS:** 23rd September 2019 @ 9am **CLOSES:** 29th September 2019 @ 11pm

Week 12: Quiz E (textbook readings from weeks 1-11) (chapters 1-16) **OPENS:** 7th October 2019 @ 9am **CLOSES:** 13th October 2019 @ 11pm

Referencing Style

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

Submission

Online

Submission Instructions

Quizzes are accessed through the unit Moodle site for NURS11157. You **MUST** complete the quiz in **ONE** session - you cannot save and return to the quiz once the time limit expires.

Learning Outcomes Assessed

- Connect lifespan developmental theories to the nursing care of individuals and families.
- Within a nursing context apply lifespan developmental theories to inform strategies for health promotion and illness prevention to support individuals and families.
- Use the principles of cultural awareness to develop strategies to communicate effectively with individuals and families.

Graduate Attributes

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

2 Written Assessment : Essay

Assessment Type

Written Assessment

Task Description

Details: Please see the Unit Moodle site for the detailed scenario information. ONE scenario is to be selected from options available.

This is an **INDIVIDUAL** assessment task. You are required to write this **essay** from a nursing perspective using information from the scenarios provided. Only **ONE** scenario is to be selected from **the provided** options (located on the unit Moodle site). Using theory, terms and concepts encountered throughout NURS11157, explain the bio-psycho-social-spiritual and cultural contexts of the participants involved. Demonstrate the considerations that are required in planning care.

Word count 2000 words +/- 10%

The essay - **MUST** include:

- title/cover page
- table of contents
- introduction
- discussion
- conclusion
- reference list

The case study is divided into parts and students are encouraged to use headings throughout the paper to provide structure. The Discussion Sections may be used as headings.

Discussion Sections Suggested topic areas to be considered may include:

Introduction to the client	Explore the main person using a lifespan approach. Identify the health concern. What Model of Health requires consideration in planning nursing care?
Factors affecting health decisions and behaviour	Explore how the participants' health decisions are made within complex social environments. Consider the impacts of social influences, inequalities and culture.
Psycho-physiological aspects of health	In relation to the person's stage of the lifespan, explore the relationship between emotions and health, stress and stress management. Identify types of responses that are evident in relation to the participants.
Prevention of illness and promotion of health	Illness prevention and health promotion impacts and the proposal of an intervention to benefits your participants' situation with consideration to their stage of the lifespan and health literacy.

Assessment Due Date

Week 11 Monday (30 Sept 2019) 11:59 pm AEST

Return Date to Students

Exam Week Monday (21 Oct 2019)

In accordance with policy: Any marks and/or grades for assessments released to students prior to Certification of Grades are provisional, and are subject to moderation and confirmation through the relevant Program and Divisional Assessment Committees. No examination marks will be released until after the process of moderation and certification of grades. All confirmed assessment marks, including final assessment and examination marks, will be made available to students after final grades have been published.

Weighting

50%

Assessment Criteria

This essay will be assessed using the following marking rubric. Students MUST consider the marking rubric details in completing this assessment task.

Marking Rubric: Case Study NURS11157 - Essay

HD	D	C	P	F	Mark
Structure -15%					

Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12 point font, page numbers, title page, well-structured and a contents page. Consistently accurate with spelling, grammar and paragraph structure. Clear and succinct introduction that introduces the topic and outlines the direction of the paper. Clear and succinct conclusion that provides closure to the topic and outlines final direction of the paper. Organisation and structure is clear and easy to follow. Well-developed paraphrased definitions are provided. Discussion is exceptionally well linked to supporting literature.	Well-presented assignment, double line spaced, 12 point font, page numbers, title page, and a contents page, 1 or 2 error in spelling, grammar or paragraph structure. Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Clear and appropriate closure to the topic and outlines the final direction of the paper. Organisation and structure is clear. Paraphrased definitions are provided. Supporting literature is used appropriately to support discussion.	Well-presented assignment, double line spaced, 12 point font, page numbers, title page and a contents page, 3 or 4 consistent errors with spelling, grammar or paragraph structure. Appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion to the topic and somewhat outlines the final direction of the paper. Organisation and structure is appropriate. Definitions are provided and demonstrate efforts to paraphrase. Minimal omissions in links to supporting literature.	Adequate assignment presentation, double line spaced with 12 point font. No contents page included or page numbers, title page, 4 to 7 consistent errors with spelling, grammar or paragraph structure. Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion is apparent although consists of only a brief closure of the topic. Topic not clearly concluded. Organisation and structure allows misinterpretation of the meaning of the content. Definitions are frequently omitted or presented only as direct quotes and not fully explained. Frequent omissions in links to supporting literature leaving the discussion unsupported.	Poorly presented assignment. Double line spacing, page numbers or 12 pt font not used. No table of content. Many inaccuracies in spelling, grammar or paragraph structure. Numbered sections. Report style. No recognizable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No recognizable conclusion or the conclusion content is not reflective of the discussion. Organisation and structure detract from the meaning of the content. There is a lack of cohesion. Little to no links to supporting literature.
Approach and Argument (70%) Content is clearly relevant to the topic. The approach comprehensively links the theory, terms and concepts from the course to the selected scenario and the discussion proceeds logically. Comprehensively includes a detailed discussion of introduction to the client and model of health, factors affecting health decisions and behaviour, psycho-physiological- social aspects of health, prevention of illness and promotion of health with clear, coherent and convincing critical thought displayed.	Content is relevant to the topic. The approach links the theory, terms and concepts from the course to the selected scenario and the discussion proceeds logically. Extensively includes a thorough discussion of introduction to the client and models of health, factors affecting health decisions and behaviour, psycho-physiological-social aspects of health, prevention of illness and promotion of health with well-developed critical thought evident.	Content is appropriate. The approach links the theory, terms and concepts from the course to the selected scenario and the discussion for the most part proceeds logically. Generally includes a reasonable discussion of introduction to the client and models of health, factors affecting health decisions and behaviour psycho-physiological- social aspects of health, prevention of illness and promotion of health with emerging critical thought developed and presented.	Content make an attempt to link theory, terms and concept from the course to the selected scenario although the argument is at times repetitive or lacks cohesion. Demonstrates a limited discussion of introduction to the client and models of health, factors affecting health decisions and behaviour, psycho-physiological- social aspects of health, prevention of illness and promotion of health with some perceptible critical thought.	Content does not address all aspects of the assessment task. Inadequate linking of theory, terms and concepts from the course to the selected scenario. Little or no discernible critical thought is evident. Not able to provide a discussion of introduction to the client, model of health factors affecting health decisions and behaviour, psycho-physiological- social aspects of health, prevention of illness and promotion of health.
Referencing - 15%				

Consistently accurate with in-text referencing to support all ideas, factual information and quotations.	Referencing supports all ideas, factual information and quotations. 1 or 2 consistent in-text referencing errors identified	3 or 4 consistent in-text referencing errors identified to support all ideas, factual information and quotations.	3 or 4 inconsistent in-text referencing errors identified to support all ideas, factual information and quotations.	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support all ideas, factual information and quotations.
A minimum of 10 up-to-date references used including journal articles, relevant books and web sites.	A minimum of 9 references used including journal articles relevant books and web sites.	A minimum of 8 references used including journal articles and relevant books and web sites.	A minimum of 7 references used including journal articles, relevant books and web sites.	The required number of 7 references not used and/or journal articles not sourced and/or relevant web sites not used.
Reference list Fully adheres to APA guidelines.	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.	Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style.
Total Marks				/100

Marker:

Additional interactive workshops will be presented to assist in developing your essay. This essay is able to be completed progressively as these sessions are conducted. Students are strongly advised to develop their essay in a progressive fashion.

Referencing Style

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

Submission

Online

Submission Instructions

Please use word document files (e.g. xxxxxx .doc or xxxxxx.docx) files only. Please note: PDF are NOT accepted. Pages (Mac) are NOT accepted.

Learning Outcomes Assessed

- Connect lifespan developmental theories to the nursing care of individuals and families.
- Within a nursing context apply lifespan developmental theories to inform strategies for health promotion and illness prevention to support individuals and families.
- Use the principles of cultural awareness to develop strategies to communicate effectively with individuals and families.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- 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