



NURS11163 Recovery Approach to Mental Health

Term 2 - 2020

Profile information current as at 25/04/2024 03:57 pm

All details in this unit profile for NURS11163 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 is designed to introduce you to the innovative and contemporary Recovery approach to mental health care. The lived experience perspective brings a different viewpoint to the classroom and creates a dynamic, 'real world' learning environment. You will develop a comprehensive knowledge of the factors that promote Recovery within diverse populations, the importance of Recovery within mental health settings, the significance of collaborative relationships with consumers, families and other supports and the important leadership role of consumers in developing the Recovery approach. You will identify the skills required by nurses working within a Recovery system of care.

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

Pre-requisites (NURS11157 Lifespan Approach to Health and Wellness for Nursing or NURS11153 Health and Behaviour) and (NURS11158 Evidence Informed Nursing Practice or NHLT12001 Evidence Informed Practice)

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

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 Moodle

Feedback

Assessment 1 was returned very late leaving little time to take feedback on board for next assessment.

Recommendation

Due to an error in the grading of assessment one, the assessment was late in being returned to students. This mistake in the rubric was corrected during the term, and adjustments were made to future rubrics. This should not be an issue in future.

Feedback from Moodle

Feedback

Relaxed atmosphere for such a challenging subject. assignments were very relevant to course.

Recommendation

Provide an open, collaborative learning space that encourages discussion and provides emotional support.

Feedback from Moodle

Feedback

Outlining assessment tasks. For the reflection assessment, it is incredibly difficult to understand what we are supposed to do and what is expected of us.

Recommendation

Review the assessment tasks for this Unit. Clearer instructions and wording to be used in future. Consider the use of different types of assessment tasks.

Feedback from Moodle

Feedback

The unit coordinator and lecturers were extremely instrumental with this unit. They were helpful and involved and having them teach this unit was a blessing.

Recommendation

Promote an open dialogue between teaching staff, Unit Coordinators, and students that demonstrates respect acknowledges students and makes them feel supported.

Unit Learning Outcomes

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

1. Discuss factors that promote Recovery in diverse cultural and socio-economic populations
2. Explore the importance of consumer leadership and participation, therapeutic relationships and co-production in the development of the Recovery approach
3. Relate the importance of family and other supports in Recovery planning and service delivery
4. Review the attributes required by registered nurses to promote and facilitate Recovery including the need for effective self-care.

The learning outcomes meet the requirements for mental health consumer participation as per the accrediting authority requirements. These are linked to the Australian Nursing and Midwifery Accreditation Council (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice.

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Access to all required readings is available via the Unit's eReading list.

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

Carmen Barnard Unit Coordinator
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Stephen Haines Unit Coordinator
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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to recovery.	Please refer to the e-reading list	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
The role of consumers and others in supporting recovery.	Please refer to the e-reading list	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Components and principles of recovery.	Please refer to the e-reading list	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Trauma informed care.	Please refer to the e-reading list	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Nurses as recovery partners.	Please refer to the e-reading list	Explaining Recovery Due: Week 5 Monday (10 Aug 2020) 5:00 pm AEST

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Please refer to the e-reading list	
Week 6 - 24 Aug 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Recovery in a diversity of cultural contexts.	Please refer to the e-reading list	
Week 7 - 31 Aug 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Facilitating relationships.	Please refer to the e-reading list	
Week 8 - 07 Sep 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Self-care.	Please refer to the e-reading list	
Week 9 - 14 Sep 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Support systems.	Please refer to the e-reading list	
Week 10 - 21 Sep 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Recovery plans and outcomes.	Please refer to the e-reading list	A quartet of questions Due: Week 10 Monday (21 Sept 2020) 5:00 pm AEST
Week 11 - 28 Sep 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Promoting a therapeutic environment.	Please refer to the e-reading list	
Week 12 - 05 Oct 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Recovery partnerships and other emerging developments.	Please refer to the e-reading list	

Assessment Tasks

1 Explaining Recovery

Assessment Type

Written Assessment

Task Description

Word limit: 500-750 words (For Part 2 of assessment)

Word count is considered from the first word of the introduction to the last word of the conclusion. It excludes cover page, contents page and reference list. It includes in-text citations and direct quotations.

This assessment is based on material covered in Weeks 1-4. Recovery is often misunderstood by the general public, and even by other health professionals.

1. Develop promotional/teaching/explanatory material on Recovery relevant to a particular group.
2. Provide an explanation of your material.

Your material could be any of the following:

- Pamphlet
- Video
- Transcript and PowerPoint of presentation
- Other

In your material and/or explanation ensure the following are included:

- Underlying principles of Recovery
- Consumer and family participation
- Role of health professionals

· Socio-cultural considerations

A minimum of 10 contemporary and relevant references is required. (These do not need to be included in your presentation – only your explanation). For this assessment, contemporary means articles published within the past ten years. It is also expected that recent articles (published in the last five years) be included to ensure that you are considering very recent knowledge. References can include journal articles, policy, or academic websites. It is valuable to include articles written by people with a lived experience of mental distress. It is acceptable to use readings and references provided in your unit content.

Assessment Due Date

Week 5 Monday (10 Aug 2020) 5:00 pm AEST

Return Date to Students

Week 8 Monday (7 Sept 2020)

Weighting

40%

Assessment Criteria

	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	
Presentation of part one	Material is presented creatively, and clearly, with use of multiple modes of communication to support audience engagement and learning. 8.5-10	Material is presented creatively, and clearly, with use of multiple modes of communication. 7.5 -8.4	Material is presented creatively, and clearly. 6.5 - 7.4	Material is presented clearly. 5.0 - 6.4	Material is not presented clearly or is absent. <5.0	/10
Presentation of part two	Fully adheres to APA presentation checklist. 4.25-5.0	Very well presented. Minor inconsistencies with APA presentation requirements. 3.75-4.2	Well presented. Some inconsistencies with APA presentation requirements. 3.25-3.7	There may be one or more areas where there was evidence of a lack of attention to presentation. 2.5-3.2	Many errors in presentation. <2.5	/5
Language	Polished rhythm, cadence, and flow with precise and engaging language. Consistently accurate with spelling, grammar and punctuation. 4.25-5.0	Begins to have natural flow and rhythm with language that is fluent and original—1 or 2 errors in spelling, grammar or punctuation. 3.75-4.2	Uses basic but appropriate language—3 or 4 consistent errors with spelling, grammar or punctuation. 3.25-3.7	Uses basic but appropriate language; however, language can be vague or imprecise in places—5 to 7 errors with spelling, grammar or punctuation. 2.5-3.2	Uses language that is unsuitable for the audience or purpose—many inaccuracies in spelling, grammar or punctuation. <2.5	/5
Structure	An engaging and well-planned assessment. It is logical, clear, concise, and persuasive. 4.25-5.0	A well-planned assessment. It is logical and clear. At times it is not concise or persuasive. 3.75-4.2	Appropriately planned assessment. It mostly proceeds logically. 3.25-3.7	Adequately planned assessment. At times it is repetitive or lacks cohesion. 2.5-3.2	The assessment does not follow a logical sequence. <2.5	/5
Referencing	Accurate APA referencing. No errors. 4.25-5.0	Accurate APA referencing. One error. 3.75-4.2	Accurate APA referencing. Two errors. 3.25-3.7	Accurate APA referencing. Three errors. 2.5-3.2	More than three errors. <2.5	/5
Underlying principles of Recovery	Comprehensively includes a detailed discussion on Recovery and the underlying principles. This discussion demonstrates deep critical thinking and is thoroughly supported by contemporary literature.	Extensively includes a discussion on Recovery and the underlying principles. This discussion demonstrates some critical thinking and is generally supported by contemporary literature. 15-16.8	It includes a detailed discussion on Recovery and the underlying principles. This discussion demonstrates basic critical thinking with minimal support from contemporary literature. 13-14.8	It provides a limited discussion of Recovery and the underlying principles. This discussion covers the information required but lacks evidence of critical thinking, or the discussion is not supported by contemporary literature. 10-12.8	Enable to articulate a coherent understanding of Recovery and the underlying principles. What has been presented lacks critical thinking and is not supported by contemporary literature. <10	/20
Consumer and family participation	Comprehensively includes a detailed discussion of the ongoing role of the consumer and family. This discussion demonstrates deep critical thinking and is thoroughly supported by contemporary literature. 17-20	Extensively includes a discussion on the role of the ongoing role of the consumer and family. This discussion demonstrates some critical thinking and is generally supported by contemporary literature. 15-16.8	It includes a detailed discussion on the ongoing role of the consumer and family. This discussion demonstrates basic critical thinking with minimal support from contemporary literature. 13-14.8	It provides a limited discussion of the ongoing role of the consumer and family. This discussion covers the information required but lacks evidence of critical thinking, or the discussion is not supported by contemporary literature. 10-12.8	Enable to articulate a coherent understanding of the ongoing role of consumers and families. What has been presented lacks critical thinking and is not supported by contemporary literature. <10	/20

Role of health professionals	Comprehensively includes a detailed discussion on the role of the health professionals and how they assist in Recovery. This discussion demonstrates deep critical thinking and is thoroughly supported by contemporary literature. 12.75 -15	Extensively includes a discussion on the role of the health professionals and how they assist in Recovery. This discussion demonstrates some critical thinking and is generally supported by contemporary literature 11.25 - 12.6	Includes a detailed discussion on the role of the health professionals and how they assist in Recovery. This discussion demonstrates basic critical thinking with minimal support from contemporary literature. 9.75 -11.1	It provides a limited discussion on the role of the health professionals and how they assist in Recovery. This discussion covers the information required but lacks evidence of critical thinking, or the discussion is not supported by contemporary literature. 7.5 - 9.6	Enable to articulate a coherent understanding of the role of the health professionals in Recovery. What has been presented lacks critical thinking and is not supported by contemporary literature. <7.5	/15
Socio-cultural considerations	Comprehensively includes a detailed discussion on the importance of socio-cultural factors. This discussion demonstrates deep critical thinking and is thoroughly supported by contemporary literature. 12.75 - 15	Extensively includes a discussion on the importance of socio-cultural factors. This discussion demonstrates some critical thinking and is generally supported by contemporary literature 11.25-12.6	It includes a detailed discussion on the importance of socio-cultural factors. This discussion demonstrates basic critical thinking with minimal support from contemporary literature. 9.75 - 11.1	It provides a discussion on the importance of socio-cultural factors. This discussion covers the information required but lacks evidence of critical thinking, or the discussion is not supported by contemporary literature. 7.5 - 9.6	Enable to articulate a coherent understanding of the importance of socio-cultural factors. What has been presented lacks critical thinking and is not supported by contemporary literature. <7.5	/15

/100

Referencing Style

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

Submission

Online

Submission Instructions

All assignments are to be submitted through Moodle.

Learning Outcomes Assessed

- Discuss factors that promote Recovery in diverse cultural and socio-economic populations
- Explore the importance of consumer leadership and participation, therapeutic relationships and co-production in the development of the Recovery approach
- Relate the importance of family and other supports in Recovery planning and service delivery
- Review the attributes required by registered nurses to promote and facilitate Recovery including the need for effective self-care.

Graduate Attributes

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

2 A quartet of questions

Assessment Type

Written Assessment

Task Description

Word limit: 2,000 (+/- 10%)

Word count is considered from the first word of the introduction to the last word of the conclusion. It excludes cover page, contents page and reference list. It includes in-text citations and direct quotations.

Your task is to write a mini-essay response to each of the following statements:

1. Explain the importance of cultural and socio-economic factors in the Recovery process.

2. Describe the role of the family in supporting a consumer's Recovery and the role of the nurse in supporting this process.
3. Explain the role of people with a lived experience of mental distress in promoting Recovery.
4. Explain the importance of self-care for nurses and how knowledge of the Recovery process can assist in nurses undertaking self-care.

Each response should be approximately 500 words. It is not necessary to provide a detailed introduction for each response. Instead, for each response provide a clear introductory sentence and concluding sentence.

A minimum of 10 contemporary and relevant references is required. (This is an overall requirement, not a requirement for each response). For this assessment, contemporary means articles published within the past ten years. It is also expected that recent articles (published in the last five years) be included to ensure that you are considering very recent knowledge. References can include journal articles, policy, or academic websites. It is valuable to include articles written by people with a lived experience of mental distress. It is acceptable to use readings and references provided in your unit content.

Assessment Due Date

Week 10 Monday (21 Sept 2020) 5:00 pm AEST
 All assignments are to be submitted through Moodle.

Return Date to Students

Review/Exam Week Monday (12 Oct 2020)

Weighting

60%

Assessment Criteria

Assessment Criteria

	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Presentation	Fully adheres to APA presentation checklist. 4.25-5.0	Very well presented. Minor inconsistencies with APA presentation requirements. 3.75-4.2	Well presented. Some inconsistencies with APA presentation requirements. 3.25-3.7	There may be one or more areas where there was evidence of a lack of attention to presentation. 2.5-3.2	Many errors in presentation. <2.5 /5
Language	Polished rhythm, cadence, and flow with precise and engaging language. Consistently accurate with spelling, grammar and punctuation. 4.25-5.0	Begins to have natural flow and rhythm with language that is fluent and original—1 or 2 errors in spelling, grammar or punctuation 3.75-4.2	Uses basic but appropriate language—3 or 4 consistent errors with spelling, grammar or punctuation. 3.25-3.7	Uses basic but appropriate language; however, language can be vague or imprecise in places—5 to 7 errors with spelling, grammar or punctuation. 2.5-3.2	Uses language that is unsuitable for the audience or purpose—many inaccuracies in spelling, grammar or punctuation. <2.5 /5

Structure	An engaging and well-planned assessment. It is logical, clear, concise, and persuasive. 4.25-5.0	A well-planned assessment. It is logical and clear. At times it is not concise or persuasive. 3.75-4.2	Appropriately planned assessment. It mostly proceeds logically. 3.25-3.7	Adequately planned assessment. At times it is repetitive or lacks cohesion. 2.5-3.2	The assessment does not follow a logical sequence. <2.5	/5
Question One	Comprehensively includes a detailed discussion on the importance of cultural and socio-economic factors and how this influences Recovery. This discussion demonstrates deep critical thinking and is thoroughly supported by contemporary literature. 17-20	Extensively includes a discussion on the importance of cultural and socio-economic factors and how this influences Recovery. This discussion demonstrates some critical thinking and is generally supported by contemporary literature. 15-16.8	It includes a detailed discussion on the importance of cultural and socio-economic factors and how this influences Recovery. This discussion demonstrates basic critical thinking with minimal support from contemporary literature. 13-14.8	It provides a limited discussion on the importance of cultural and socio-economic factors and how this influences Recovery. This discussion covers the information required but lacks evidence of critical thinking, or the discussion is not supported by contemporary literature. 10-12.8	Enable to articulate a coherent understanding of the importance of cultural and socio-economic factors and how this influences Recovery. What has been presented lacks critical thinking and is not supported by contemporary literature. <10	/20
Question Two	Comprehensively includes a detailed discussion on the role of the family and how they assist in Recovery. This discussion demonstrates deep critical thinking and is thoroughly supported by contemporary literature. 17-20	Extensively includes a discussion on the role of the family and how they assist in Recovery. This discussion demonstrates some critical thinking and is generally supported by contemporary literature 15-16.8	It includes a detailed discussion on the role of the family and how they assist in Recovery. This discussion demonstrates basic critical thinking with minimal support from contemporary literature. 13-14.8	It provides a limited discussion on the role of the family and how they assist in Recovery. This discussion covers the information required but lacks evidence of critical thinking, or the discussion is not supported by contemporary literature. 10-12.8	Enable to articulate a coherent understanding of the role of the family in Recovery. What has been presented lacks critical thinking and is not supported by contemporary literature. <10	/20
Question Three	Comprehensively includes a detailed discussion of the ongoing role of the consumer. This discussion demonstrates deep critical thinking and is thoroughly supported by contemporary literature. 17-20	Extensively includes a discussion on the role of the ongoing role of the consumer. This discussion demonstrates some critical thinking and is generally supported by contemporary literature 15-16.8	It includes a detailed discussion on the ongoing role of the consumer. This discussion demonstrates basic critical thinking with minimal support from contemporary literature. 13-14.8	It provides a limited discussion of the ongoing role of the consumer. This discussion covers the information required but lacks evidence of critical thinking, or the discussion is not supported by contemporary literature. 10-12.8	Enable to articulate a coherent understanding of the ongoing role of consumers. What has been presented lacks critical thinking and is not supported by contemporary literature. <10	/20

Question Four	Comprehensively includes a detailed discussion on the importance of self-care for nurses and how Recovery can assist in this. This discussion demonstrates deep critical thinking and is thoroughly supported by contemporary literature. 17-20	Extensively includes a discussion on the importance of self-care for nurses and how Recovery can assist in this. This discussion demonstrates some critical thinking and is generally supported by contemporary literature 15-16.8	Includes a detailed discussion on the importance of self-care for nurses and how Recovery can assist in this. This discussion demonstrates basic critical thinking with minimal support from contemporary literature. 13-14.8	It provides a limited discussion on the role of the nurse and the importance of self-care for nurses and how Recovery can assist in this. This discussion covers the information required but lacks evidence of critical thinking or the discussion, is not supported by contemporary literature. 10-12.8	Enable to articulate a coherent understanding of the importance of self-care for nurses and how Recovery can assist in this. What has been presented lacks critical thinking and is not supported by contemporary literature. <10	/20
Referencing	Accurate APA referencing. No errors. 4.25-5.0	Accurate APA referencing. One error 3.75-4.2	Accurate APA referencing. Two errors. 3.25-3.7	Accurate APA referencing. Three errors. 2.5-3.2	More than three errors. <2.5	/5
						/100

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Discuss factors that promote Recovery in diverse cultural and socio-economic populations
- Explore the importance of consumer leadership and participation, therapeutic relationships and co-production in the development of the Recovery approach
- Relate the importance of family and other supports in Recovery planning and service delivery
- Review the attributes required by registered nurses to promote and facilitate Recovery including the need for effective self-care.

Graduate Attributes

- 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