NURS12157 *Concepts of Mental Health Nursing*
Term 3 - 2018

Profile information current as at 30/04/2024 02:53 pm

General Information

Overview

This unit will provide you with knowledge of the different patterns of symptom presentation in people experiencing mental health challenges. You will be able to critically reflect on the use of self in the development and maintenance of therapeutic relationships with consumers and their families. The integral nature of consumer perspectives and input into mental health care will be examined. In this unit you will be encouraged to critically examine interventions for people experiencing different mental health challenges.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisites NURS11163 Recovery Approach to Mental Health or NURS12150 Recovery Approach in Mental Health NURS12156 Clinical Nursing Practice 2 or NURS11156 Acute Nursing Management 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 3 - 2018

- Bundaberg
- Distance
- 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: 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 via unit evaluation

Feedback

I have no doubt that the 'Concepts' video presentations would work for some students however personally i do not find this facilitates my learning well. I prefer powerpoint lectures I can download and quickly refer to rather then video discussion.

Recommendation

Powerpoints presentation in the form of PDFs are being developed as an addition to all video lectures to supplement the reading and other material already supplied

Feedback from Student feedback via unit evaluation

Feedback

the FORUM... can't you just delete the questions asked by people and put them in a Q & A i spent hours on the forum looking at questions, asking the same thing in 100 different ways and the answer was refer to this question or this question has already been answered.

Recommendation

a system of providing a summary of each forum at the end of each week and removing excessive questions was trailed, in part, in term 2 2018 but not well received by some students who felt their questions had been removed and not answered however a review and further trail may take place in term 3 2018 in an attempt to minimise these issues.

Feedback from Student feedback via unit evaluation

Feedback

I had difficulty with the first assessment piece, the MSE. I feel I may have had a better understanding of concepts and terminology had it been due post residential school or mid placement.

Recommendation

A further examination of the link between CNP 3 and Concepts of mental health nursing needs to take place as the residential school and placement mentioned here are not a component of Concepts of Mental Health Nursing
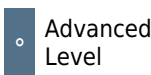
Unit Learning Outcomes

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

1. Explore the different presentations in people experiencing mental health challenges.
2. Appraise the use of self in the development and maintenance of therapeutic relationships with consumers and their families.
3. Analyse the integral nature of consumer perspectives and input into mental health care.
4. Use professional, legal and ethical frameworks to investigate a range of culturally appropriate interventions and management strategies for people experiencing different forms of mental health challenges.
5. Examine mental health and mental health promotion as a component of overall health and well-being as it applies to consumers, carers, families and communities inclusive of health care professionals at a local, national and international level.

The learning outcomes 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.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	○ Introductory Level	● Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	●	●	●	●	●
2 - Written Assessment - 60%	●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - 40%	●	●	●	●	●	●	●	●		
2 - Written Assessment - 60%	●	●	●	●	●	●	●	●		

Textbooks and Resources

Textbooks

NURS12157

Prescribed

Mental Health Care: An Introduction for Health Professionals in Australia
Edition: 3rd edn
Authors: Hungerford, L
John Wiley and Sons
Milton , Queensland , Australia
ISBN: 978-0-730-344612
Binding: eBook

Additional Textbook Information

The ebook is available from the Wiley Direct website: **http://au.wiley.com/WileyCDA/**

The paperback text is available at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

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

Scott Harris Unit Coordinator
s.a.harris@cqu.edu.au

Schedule

Week 1 - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: From the beginning	Chapter 1: Mental health care in Australia	

Week 2 - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Say hello to Jonathon	Chapter 2: Assessment in the mental health context	

Week 3 - 19 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Mental health assessment	Chapter 2: Assessment in the mental health context	

Week 4 - 26 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 (cont.): Mental health assessment	Chapter 2: Assessment in the mental health context	

Vacation Week - 03 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 10 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Exploration of diagnostic categories	Chapter 7: Caring for a person with depression, anxiety or perinatal mental health Chapter 9. Caring for a person with a serious mental illness	Written Assessment Due: Week 5 Wednesday 9:00 am **Assessment 1: Mental State Examination** Due: Week 5 Wednesday (12 Dec 2018) 9:00 am AEST

Week 6 - 17 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 (cont): Exploration of diagnostic categories	Chapter 10. Caring for a person with a substance use disorder Chapter 11. Caring for an older person with a mental illness	

Week 7 - 02 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Crisis intervention	Chapter 5. Common reactions to stressful situations Chapter 8. Caring for a person who has self-harmed	

Week 8 - 07 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 (cont): Crisis intervention	Chapter 5. Common reactions to stressful situations Chapter 8. Caring for a person who has self-harmed	

Week 9 - 14 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Therapeutic interventions	Chapter 7. Caring for a person with depression, anxiety or perinatal mental health Chapter 10. Caring for a person with a substance use disorder	

Week 10 - 21 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 (cont.): Therapeutic interventions	Chapter 9. Caring for a person with a serious mental illness Chapter 12. Approaches to mental health service delivery	

Week 11 - 28 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Community options	Chapter 12. Approaches to mental health service delivery	Written Assessment Due: Week 11 Wednesday 9:00 am AEST **Assessment Task 2: ePortfolio** Due: Week 11 Wednesday (30 Jan 2019) 9:00 am AEST

Week 12 - 04 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 8: Cultural issues	Chapter 4. Delivering culturally appropriate mental health care	

Exam Week - 11 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1: Mental State Examination

Assessment Type
Written Assessment

Task Description
This assessment tasks requires the student to:
1. Explore the assessment process within mental health nursing.
2. Appraise the interviewer's use of self in establishing a therapeutic relationship with Jonathon
3. Record observed symptom presentation in relation to a Mental Status Examination.
4. Utilise a Mental Health assessment tool in recording the mental health assessment.

The Task
From watching the Jonathon episode 2 and submitting using the assessment one template for submission. You are required to record a Mental State Examination on Jonathon Doeman.
This is to be recorded on the provided template.

Assessment Due Date
Week 5 Wednesday (12 Dec 2018) 9:00 am AEST
You are required to use the template provided and submit this as a word document for marking.

Return Date to Students
Week 7 Friday (4 Jan 2019)

Weighting
40%

Assessment Criteria

Marking Guide Explained

Not Attempted/Not Demonstrated (0,1 or 2): No recognisable attempt made at the task as described. If task attempted no demonstration of understanding or response is off topic or not related to the task at hand.

Superficially Demonstrated (3 or 4): Task attempted but no demonstration of significant understanding to warrant a pass. There is no direction offered in respect of the task. Does not demonstrate evidence of critical thinking, argument lacks cohesion.

Satisfactory (5-6): Limited demonstration of how content is relevant but Content addresses the assigned assessment task. May be repetitive at times or lacks cohesion. Content provides passable evidence based rationale for all interventions.

Good Understanding (7-8): Clearly demonstrates how content is relevant, show broad consideration of most aspects of the assigned assessment task. The approach clearly answers the question and the argument proceeds logically with well-defined evidence based rationale for all interventions.

Excellent (9-10): The work accurately and consistently reflects the task required. Thorough demonstration of relevance of content is clearly evident and comprehensive consideration of all aspects of the assigned assessment task. Content that provides comprehensive evidence of critical thinking and decision making ability.

Assessment One: Marking Guide

Criteria	Not demonstrated/ Not attempted	Superficially demonstrated	satisfactory	Good Understanding	Excellent	Mark
Appearance	0 1 2	3 4	5 6	7 8	9 10	/10
Behaviour	0 1 2	3 4	5 6	7 8	9 10	/10
Cognition	0 1 2	3 4	5 6	7 8	9 10	/10
Speech	0 1 2	3 4	5 6	7 8	9 10	/10
Thought, Process	0 1 2	3 4	5 6	7 8	9 10	/10
Thought, Content	0 1 2	3 4	5 6	7 8	9 10	/10
Affect	0 1 2	3 4	5 6	7 8	9 10	/10
Mood	0 1 2	3 4	5 6	7 8	9 10	/10
Perception	0 1 2	3 4	5 6	7 8	9 10	/10
Judgement/Insight	0 1 2	3 4	5 6	7 8	9 10	/10

Name:

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Explore the different presentations in people experiencing mental health challenges.
- Appraise the use of self in the development and maintenance of therapeutic relationships with consumers and their families.
- Analyse the integral nature of consumer perspectives and input into mental health care.
- Use professional, legal and ethical frameworks to investigate a range of culturally appropriate interventions and management strategies for people experiencing different forms of mental health challenges.
- Examine mental health and mental health promotion as a component of overall health and well-being as it applies to consumers, carers, families and communities inclusive of health care professionals at a local, national and international level.

Graduate Attributes

- Communication
- Problem Solving

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

2 Assessment Task 2: ePortfolio

Assessment Type
Written Assessment

Task Description

Assessment Objectives

To assess the students' understanding of the coursework in relation to the course learning objectives.

The Task

To develop an ePortfolio that demonstrates an understanding of the module content.
A series of 7 questions are included in your weekly learnings that together make up this assessment.
Each question will specify a word limit and will be required to be correctly referenced using APA referencing.

ePortfolio tasks:

1: Introduction to Mental Health
Myths, misunderstandings, and negative stereotypes and attitudes surround mental illness. These result in stigma, discrimination, and isolation of people with mental illness, as well as their families and carers
For task one, you are to choose one of the three myth statements listed below. Using current literature to support your position present a 500-word response refuting the myth.

• All crimes are a result of mental illness.

• People with mental illness are no longer productive members of society.

• If you have a mental illness you are just weak minded.

A minimum of 4 current references are required in your response.
Word Limit: 500 words

2: Mental Health Assessment
A very simplistic definition of Therapeutic Alliance is:
The relationship between a clinician and client or consumer, it is regarded as important for the outcome of psychological therapy.
For this task from watching video 1, find two examples of Ed attempting to establish a therapeutic alliance with Jonathon, and using current literature in no more than 250 words for each example identify and describe the communication techniques used.
A minimum of 4 current references are required.
Word Limit: total of 500 words

3: Exploring Diagnostic Criteria
Choose one of the diagnostic categories below and provide a brief 200 word summary of the DSM-5 classification of that diagnosis.
• Major Depressive Disorder
• Borderline Personality Disorder
• Schizoaffective Disorder

In 500 words, identify and discuss any significant ethical and legal implications that may arise from this diagnosis as well as outline culturally appropriate interventions and management strategies to address these issues.

A minimum of 3 current references plus the DSM-5 are required

Word limit: 700 total (200 diagnostic summary, 500 for discussion)

4: Risk Assessment

Whilst affected by alcohol Jonathon was involved in a single vehicle accident and admitted to hospital. Episode 4,5 and 6 show Ed assessing Jonathon in the hospital after this accident.

After watching the three episodes, your task is to:

· Identify one static and one dynamic risk factor that Jonathon is displaying identify the ethical and legal implications of these risk factors

· Outline how to commence management planning within a consumer focused ethico-legal framework.

A minimum of 4 current references are required

Word count: 600 words

5. Therapeutic Interventions- Psychopharmacology

Jayne overhears some nurses discussing commencing Jonathon on an anti-depressant medication called Pristiq. She is very worried, as she has heard that anti-depressant medication causes suicide.

How do you engage with Jayne and Jonathon in a therapeutic manner to provide them with important information on Pristiq and suicidal behaviour to alley her concerns?

In your response, consider side effects, short and long-term response to treatment and any further information you feel necessary that will assist both Jonathon and Jayne to have input into Jonathon's further mental health care.

Your response can be presented as a reference script.

A minimum of 3 current references are required.

Word count: 500 Words

6: Exploring your local mental health services.

This week's ePortfolio task requires you to explore what services provide on-going mental health care management and health promotion strategies in your local area that would be appropriate for Jonathon and his family to access at this time. Don't forget to include any services that may be accessed via the internet or telephone.

In your ePortfolio list 10 services. Be sure to include a mix of public, private and Non-Government Organisations (NGOs). From your list choose 3 services and for each of these services provide a 200 word overview of how the service may benefit Jonathon and his family at this time.

A minimum of 1 reference per service overview is required

Word count: 600 words

7: Reflection

This final task of the ePortfolio is a capstone for the unit that requires you to critically reflect on your learning journey, paying particular attention to the following elements:

(Please note that the following elements are provided to help guide your reflective process and should not be used as headings in your reflection)

• Therapeutic use of self in the development of relationships with consumers and their families

• The importance of inclusion of consumer perspectives in the provision of mental health care

• The importance of using an ethico-legal framework for assessment, intervention and evaluation of mental health care and culturally appropriate mental health care management.

In your response, consider the following;

• Have you noticed any change in your attitudes, beliefs and values across the term?

• If yes, what do you think contributed to this? If there is no change, why do you think this is so?

• What is your "take home message" from this unit?

Word limit: 500 words

Assessment Due Date
Week 11 Wednesday (30 Jan 2019) 9:00 am AEST
You are required to use the template provided and submit this as a word document for marking.

Return Date to Students
Exam Week Wednesday (13 Feb 2019)

Weighting
60%

Assessment Criteria

Marking Guide Explained

Not Attempted/Not Demonstrated (0,1 or 2):

Presentation: No evidence of title page, table of contents or reference list included in submission as per directions in Moodle.

Referencing: Fails to up-to-date references to support and reflect ideas, factual information and quotations. Many inaccuracies with referencing. . Reference list does not adhere to APA presentation guidelines. No evidence of reading widely on the topic through brevity of references on the reference list, not all of which are used in the body of the activities

Language: Ten or More inaccuracies with spelling, grammar, use of punctuation

General Tasks: No recognisable attempt made at the task as described. If task attempted no demonstration of understanding or response is off topic or not related to the task at hand.

Superficially Demonstrated (3 or 4):

Presentation: three or more elements missing as per Moodle guidelines.

Referencing: Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations. Occasional inaccuracies with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through a passable reference list, all of which are used in the body of the activities

Language: 7-10 inaccuracies with spelling, grammar, use of punctuation

General Task attempted but no demonstration of significant understanding to warrant a pass. There is no direction offered in respect of the task. Does not demonstrate evidence of critical thinking, argument lacks cohesion.

Satisfactory (5-6):

Presentation: two elements missing as per Moodle directions.

Referencing: Satisfactory integration up-to-date references to support and reflect ideas, factual information and quotations. Occasional inaccuracies with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through an adequate reference list, all of which are used in the body of the activities

Language: 5-7 inaccuracies with spelling, grammar, use of punctuation .

General Task: Limited demonstration of how content is relevant but Content addresses the assigned assessment task. May be repetitive at times or lacks cohesion. Content provides passable evidence based rationale for all interventions.

Good Understanding (7-8):

Presentation: A single element missing as per Moodle directions

Referencing: Generally integrates up-to-date references to support and reflect ideas, factual information and quotations. Generally accurate with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through an ample reference list, all of which are used in the body of the activities.

Language: No more than 5 inaccuracies with spelling, grammar, use of punctuation.

General Task: Clearly demonstrates how content is relevant, show broad consideration of most aspects of the assigned assessment task. The approach clearly answers the question and the argument proceeds logically with well-defined evidence based rationale for all interventions.

Excellent (9-10):

Presentation: As per Moodle directions

Referencing: Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Consistently accurate with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through an extensive reference list, all of which are used in the body of the activities.
Language: No inaccuracies with spelling, grammar, use of punctuation.
General Task:The work accurately and consistently reflects the task required. Thorough demonstration of relevance of content is clearly evident and comprehensive consideration of all aspects of the assigned assessment task. Content that provides comprehensive evidence of critical thinking and decision making ability.

Marking Guide

Criteria	Not demonstrated/ Not attempted	Superficially demonstrated	satisfactory	Good Understanding	Excellent	Mark
Presentation	0 1 2	3 4	5 6	7 8	9 10	/10
Introduction to Mental Health	0 1 2	3 4	5 6	7 8	9 10	/10
Mental Health Assessment	0 1 2	3 4	5 6	7 8	9 10	/10
Diagnostic Criteria	0 1 2	3 4	5 6	7 8	9 10	/10
Risk Assessment	0 1 2	3 4	5 6	7 8	9 10	/10
Therapeutic Interventions	0 1 2	3 4	5 6	7 8	9 10	/10
Community Options	0 1 2	3 4	5 6	7 8	9 10	/10
Reflection	0 1 2	3 4	5 6	7 8	9 10	/10
Over all Referencing	0 1 2	3 4	5 6	7 8	9 10	/10
Language	0 1 2	3 4	5 6	7 8	9 10	/10

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
No submission method provided.

Learning Outcomes Assessed

- Explore the different presentations in people experiencing mental health challenges.
- Appraise the use of self in the development and maintenance of therapeutic relationships with consumers and their families.
- Analyse the integral nature of consumer perspectives and input into mental health care.
- Use professional, legal and ethical frameworks to investigate a range of culturally appropriate interventions and management strategies for people experiencing different forms of mental health challenges.
- Examine mental health and mental health promotion as a component of overall health and well-being as it applies to consumers, carers, families and communities inclusive of health care professionals at a local, national and international level.

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