



# **NURS12162 *Mental Health Nursing with Professional Experience Placement***

## **Term 2 - 2022**

Profile information current as at 06/05/2024 05:32 am

All details in this unit profile for NURS12162 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

Mental health nursing is a specialised area of nursing that focuses on the care of people with mental health challenges. Nurses who work within the mental health care framework operate from a strengths-based approach to assist people in their recovery to emotional health and physical wellbeing. In this unit, you will learn about your nursing role in mental health care and recovery. You will develop your skills in establishing a therapeutic relationship in the clinical setting. You will apply the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice (2016). You will continue to explore the importance of the National Safety and Quality Health Service (NSQHS) Standards (2017) to all nursing practice in Australia and use the Patient Safety Competency Framework (PSCF) (Levett-Jones et al., 2017) in your practice as a nursing student. You will be expected to identify risk and recognise and respond appropriately in the simulated and clinical environment. You will work within your scope of practice using the decision-making framework (DMF) (NMBA, 2020). You will participate in a compulsory two (2) day residential school prior to attending professional experience placement for this unit. This unit includes a 80 hour block professional experience placement in a mental health care setting. You must meet specific mandatory health, safety and security requirements to be eligible to attend each professional experience placement. Professional experience placements may be limited in your community and you may be placed in other locations. Please be prepared financially and personally to cover the costs to relocate for placements. Due to the limited availability of placements, some block placements have to start and/or end on dates that fall outside standard term dates.

### 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: BIOH12011 Pathophysiology and Pharmacology 1 or BIOH11006 Advanced Anatomy and Physiology and NURS12154 Pharmacology for Nursing Practice NURS11170 Professional Experience Practice 1 or NURS11161 Clinical Nursing Practice 1 Co-requisite: BIOH12012 Pathophysiology and Pharmacology 2 or BIOH12008 Human Pathophysiology

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 - 2022

- Mixed Mode
- 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### 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 Assessment**

Weighting: Pass/Fail

#### 2. **Professional Practice Placement**

Weighting: Pass/Fail

#### 3. **Reflective Practice Assignment**

Weighting: Pass/Fail

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## 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 SUTE

##### **Feedback**

I really enjoyed this unit. You were always there to answer any questions we may have had, and you always contacted us if you needed further clarification on something. Thanks for a great term and I hope to see you again.

##### **Recommendation**

Unit Coordinators will continue to apply teaching, learning and assessment philosophies and methods that are person-centred and thus enhance individual students' motivation, commitment and ability to successfully meet the learning

outcomes/requirements within Assessment One (Pass/Fail), Two (Pass/Fail), Three (40%) and Four (60%).

## Feedback from SUTE

### Feedback

Thank you for being honest in your feedback, and supportive throughout the term. I loved my mental health placement; it has inspired me to specialise in the mental health sector once I graduate. I was never comfortable with mental health consumers in the past, due to the fact that I didn't understand it, but after my very positive placement and the knowledge, I have gained from working through this unit I feel much more confident in dealing with mental health consumers in the future. Thank you.

### Recommendation

Unit Coordinators will continue to plan, develop and implement NURS12162 through the application of diverse learning, teaching and assessment philosophies and methods that are underpinned by recognised educational theories. These approaches can enhance future graduate nurses' ability to provide the basic level of holistic care for patients (consumers) experiencing mental health and comorbid issues in general and dedicated mental health services, and successfully meet the learning outcomes/requirements within Assessment One (Pass/Fail), Two (Pass/Fail), Three (40%) and Four (60%).

## Feedback from SUTE

### Feedback

Sometimes [unit coordinator] didn't understand my questions so his answers were not relevant to my question, but his experience is great to listen to.

### Recommendation

Unit Coordinators will continue to reflect upon and develop their person-centred/humanistic communication and educational practice through their undertaking of pertinent professional development courses.

## Feedback from SUTE

### Feedback

Made me think differently about mental health for the res school I attended. He gave me different ways of thinking in my own life as well as treatment for other people with mental health problems. Thank you I think I found where I like to head in my nursing career.

### Recommendation

Unit Coordinators will continue to impart their mental health and addiction nursing expertise and NURS12162 content through the application of diverse learning, teaching and assessment philosophies and methods that are underpinned by recognised educational theories. These approaches will endeavour to enhance future graduate nurses' ability to better provide holistic care for patients (consumers) experiencing mental health and comorbid issues in general and dedicated mental health services, and importantly meet the learning outcomes/requirements within Assessment One (Pass/Fail), Two (Pass/Fail), Three (40%) and Four (60%).

## Feedback from SUTE

### Feedback

I found the teacher was supportive and engaging, always answering questions and guiding us and adapting the ever changing situation and working with us. Unit overall was really well done but found that the reflective assessment may need more guidance on how to do it.

### Recommendation

Unit Coordinators will continue to better plan, develop and implement diverse learning, teaching and assessment philosophies and methods that are comprehensible to students from variant cultures, and equally variant learning styles and needs.

## Feedback from SUTE

### Feedback

I felt assignment 4 was really unfair in the aspect of students were able to pick a situation/consumer if they had placement. Whereas students like myself who had not had placement yet had to pick a video. I felt this was disadvantaging the students as it was not a personal connection or physical interaction. I felt the markers already had a preconceived opinion on what to expect as well. I feel it should have been either the video for all students or a timeframe where all students can pick their own consumer.

### Recommendation

Unit Coordinators will discuss with HOC and DDLT the possibility of reducing the number of assessments from four to three due to the excessive assessments in a 6-credit point unit that contains 80 hours of professional experience placement, and changing the grading of Assessment Three (40%) and Four (60%) as well the entire unit to a Pass/Fail.

## Feedback from SUTE

### **Feedback**

The set-up of the Moodle page, I prefer weekly tasks set out. Also the amount of assessment tasks. This unit is already a heavy subject with clinical placement, and I found that the written assessment after res school which was pass or fail was unnecessary, perhaps doing that as a weighted assignment and just the reflective essay with aspects of the other essay would be less stressful and put the theory into the practical learnings from this unit.

### **Recommendation**

Unit Coordinators will consider setting up additional weekly tasks in Moodle and discuss with HOC and DDLT the possibility of reducing the number of assessments from four to three due to the excessive assessments in a 6-credit point unit that contains 80 hours of professional experience placement, and changing the grading of Assessment Three (40%) and Four (60%) as well the entire unit to a Pass/Fail.

## Unit Learning Outcomes

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

1. Demonstrate adherence to the Nursing and Midwifery Board of Australia (NMBA) standards, codes and guidelines in the physical and psychosocial assessment, planning, implementation and evaluation to support mental health consumers, their carers and their significant others in the simulated and clinical environment.
2. Apply a trauma-informed, recovery-oriented approach when collaborating with mental health consumers, their carers and significant others.
3. Undertake comprehensive, holistic and culturally appropriate assessments to appraise plans that are responsive to the nursing needs of people with mental health challenges.
4. Reflect on ethical, legal and professional issues that may influence the therapeutic relationship with mental health consumers, carers, and significant others.

### **Content in this unit incorporates a number of professional nursing requirements**

#### **Nursing and Midwifery Board of Australia decision-making framework (DMF) - nursing**

#### **Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice**

Thinks critically and analyses nursing practice

Engages in therapeutic and professional relationships

Maintains the capability for practice

Comprehensively conducts assessments

Develops a plan for nursing practice

Provides safe, appropriate and responsive quality nursing practice

Evaluates outcomes to inform nursing practice

#### **Nursing and Midwifery Board of Australia Nursing Code of Conduct**

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Research in health

Health and wellbeing

#### **International Council of Nursing Code of Ethics for Nursing**

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and co-workers

#### **National Safety and Quality Health Service Standards**

Clinical governance

Partnering with consumers

Preventing and Controlling healthcare-associated infection

Medication safety

Comprehensive care

Communicating for safety

Recognising and responding to acute deterioration

#### **Patient Safety Competency Framework**

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Clinical reasoning

Evidence-based practice

Preventing, minimising and responding to adverse events

Infection prevention and control

Medication safety

#### **Aged Care Quality Standards**

Consumer dignity and choice

Ongoing assessment and planning with consumers

Personal care and clinical care

Services and supports for daily living

Organisation's service environment

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical Assessment - 0%	•	•	•	•
2 - Professional Practice Placement - 0%	•	•	•	•
3 - Reflective Practice Assignment - 0%	•	•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•		
3 - Critical Thinking	•	•	•	
4 - Information Literacy				
5 - Team Work	•	•		•
6 - Information Technology Competence				
7 - Cross Cultural Competence	•	•		•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### 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

**Shunil Raina** Unit Coordinator  
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## Schedule

### Week 1 - What is mental health? - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
What is mental health?		

### Week 2 - History of mental illness and mental health nursing - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
History of mental illness and mental health nursing		

### Week 3 - Stigma - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Stigma		

### Week 4 - Trauma - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Trauma		

### Week 5 - Recovery - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Recovery		

### Vacation Week - 15 Aug 2022



Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - Therapeutic connections - 22 Aug 2022</b>		
Therapeutic connections		
<b>Week 7 - Psychosis - 29 Aug 2022</b>		
Psychosis		
<b>Week 8 - Anxiety - 05 Sep 2022</b>		
Anxiety		
<b>Week 9 - Mood disorders - 12 Sep 2022</b>		
Mood disorders		<b>Reflective practice</b> Due: Week 9 Wednesday (14 Sept 2022) 5:00 pm AEST
<b>Week 10 - Eating disorders - 19 Sep 2022</b>		
Eating disorders		
<b>Week 11 - Addictions - 26 Sep 2022</b>		
Addictions		
<b>Week 12 - Mental health first aid - 03 Oct 2022</b>		
Mental health first aid.		
<b>Review/Exam Week - 10 Oct 2022</b>		
<b>Exam Week - 17 Oct 2022</b>		

## Assessment Tasks

### 1 Mental health assessment

#### Assessment Type

Practical Assessment

#### Task Description

##### Aim

Assessment One requires you to undertake a mental health assessment prior to your mental health nursing professional experience placement.

##### Instructions

Attend Residential School (both days) and engage in all learning activities.

Bring a copy of the Mental Health Services General Assessment with you to the Residential School (paper or on your computer). This is located in the Moodle-Residential School Learning Resources.

Complete a Mental Health Services General Assessment document based on a video case study. This is located in the Moodle-Residential School Learning Resources.

There is no required word count.

In-text citations and a reference list are not required.

This is an individual assessment.

**Assessment Task (Re-attempt)**

You must submit and pass this assessment to pass the unit. If you receive a Fail grade for this assessment, the Unit Coordinators may allow you an opportunity to re-attempt the assessment. For the Unit Coordinators to allow a re-attempt, they will need to be satisfied that you have made a reasonable attempt in the assessment item. If a re-attempt is offered, you will have 7 days to submit your assessment. Only one re-attempt will be allowed.

**Assessment Due Date**

7 days AFTER completing your NURS12162 Residential School.

**Return Date to Students**

2 weeks after submission.

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass

**Assessment Criteria**

Students must achieve a pass in all assessment criteria.

Assessment Criteria	Comments	Achieved (Y/N)
1.	Identifies and documents the components of a Mental State Examination (MSE).	
2.	Completes the WHO ASSIST Substance use and addictive behaviour screen.	
3.	Identifies and documents the key components of a risk screen including static and dynamic factors.	
4.	Demonstrates ability to collate and present a case formulation using the 5 Ps.	
5.	Demonstrates capacity to consider the components of an Initial Management Plan.	

Grade: (Pass/Re-attempt)

Constructive comments/feedback and instructions:

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit your completed individual Mental Health Services General Assessment in PDF format to the NURS12162 Moodle page for this Unit under the Assessment drop-down menu in the correctly titled assessment heading submission option.

**Learning Outcomes Assessed**

- Demonstrate adherence to the Nursing and Midwifery Board of Australia (NMBA) standards, codes and guidelines in the physical and psychosocial assessment, planning, implementation and evaluation to support mental health consumers, their carers and their significant others in the simulated and clinical environment.
- Apply a trauma-informed, recovery-oriented approach when collaborating with mental health consumers, their carers and significant others.
- Undertake comprehensive, holistic and culturally appropriate assessments to appraise plans that are responsive to the nursing needs of people with mental health challenges.
- Reflect on ethical, legal and professional issues that may influence the therapeutic relationship with mental health consumers, carers, and significant others.

## 2 Mental Health Nursing/Professional Experience Placement (MH-PEP)

**Assessment Type**

Professional Practice Placement

**Task Description****Aim**

Assessment Two aims to assess your ability to apply learning from the Unit (under the direct supervision of a registered nurse) to your mental health nursing placement and think and act within the scope of practice of a second-year nursing student.

**Instructions**

Access NURS12162 Moodle-Mental Health Nursing-Professional Experience Placement (MH-PEP) and Work Integrated Learning (WIL) Moodle Website to understand the pre-requisites and requirements for your clinical placement, and all matters relating to changes or inability to attend clinical placements.

Complete 80 hours Mental Health Nursing-Professional Experience Placement (MH-PEP).

Access SONIA via NURS12162 Moodle-Mental Health Nursing-Professional Experience Placement (MH-PEP).

Complete and meet the requirements of the ANSAT Mid Placement Checklist (v.1)/Formative Assessment and the ANSAT Summative Assessment (both available in SONIA).

Complete 80 hours Mental Health Nursing-Professional Experience Placement (MH-PEP) in its entirety and with a satisfactory ANSAT Summative Assessment outcome.

Complete your CQU Record of Attendance/Timesheet (available in NURS12162 Moodle)- to be signed at the end of each working shift by you and your registered nurse/clinical facilitator (preceptor) based at your clinical placement facility.

**Assessment Due Date**

ANSAT Mid Placement Checklist (v.1)/Formative Assessment - midway point of your clinical placement. ANSAT Summative Assessment - last day of your clinical placement. CQU Record of Attendance/Timesheet - no later than three days after completing your clinical placement.

**Return Date to Students**

Two weeks after completion/submission of all required documentation.

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass

**Assessment Criteria**

Refer to criteria within ANSAT Mid Placement Checklist (v.1)/Formative Assessment and ANSAT Summative Assessment and NURS12162 Moodle-Assessments.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

ANSAT Mid Placement Checklist (v.1)/Formative Assessment and ANSAT Summative Assessment are completed/submitted in SONIA. Submit your completed CQU Attendance Record/Timesheet in PDF format to the NURS12162 Moodle page under the Assessment drop-down menu in the correctly titled assessment heading submission option.

**Learning Outcomes Assessed**

- Demonstrate adherence to the Nursing and Midwifery Board of Australia (NMBA) standards, codes and guidelines in the physical and psychosocial assessment, planning, implementation and evaluation to support mental health consumers, their carers and their significant others in the simulated and clinical environment.
- Apply a trauma-informed, recovery-oriented approach when collaborating with mental health consumers, their carers and significant others.
- Undertake comprehensive, holistic and culturally appropriate assessments to appraise plans that are responsive to the nursing needs of people with mental health challenges.
- Reflect on ethical, legal and professional issues that may influence the therapeutic relationship with mental health consumers, carers, and significant others.

### 3 Reflective practice

**Assessment Type**

Reflective Practice Assignment

**Task Description****Aim**

Assessment Three aims to develop your ability to reflect on a therapeutic mental health interaction between a consumer and mental health clinician and explain how the principles of Recovery would support this consumer's Recovery journey.

**Instructions**

1. Describe a therapeutic mental health interaction between a consumer and mental health clinician that you observed or participated in during your mental health nursing clinical placement.
2. Use supporting evidence to reflect upon and explain:
  - a. How the consumer's lived experience of mental health issues has impacted their life.
  - b. How the consumer's mental health issues have impacted significant others.
  - c. How strategies from the CHIME model of Recovery (Leamy et al., 2011) would support the consumer's Recovery journey.

Note: Students starting their mental health nursing clinical placements on or after Monday 15 August 2022, will complete Assessment Three-Reflective Practice using the video case study located in Moodle-Assessments.

**Assessment Task (Re-attempt)**

You must submit and pass this assessment to pass the unit. If you receive a Fail grade for this assessment, the Unit Coordinators may allow you an opportunity to re-attempt the assessment. For the Unit Coordinators to allow a re-attempt, they will need to be satisfied that you have made a reasonable attempt in the

assessment item. If a re-attempt is offered, you will have 7 days to submit your assessment. Only one re-attempt will be allowed.

**Assessment Due Date**

Week 9 Wednesday (14 Sept 2022) 5:00 pm AEST

Note: Students starting their mental health nursing clinical placements on or after Monday 15 August 2022, will complete Assessment Three-Reflective Practice using the video case study located in Moodle-Assessments.

**Return Date to Students**

Three weeks after submission.

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass

**Assessment Criteria**

Students must achieve a pass in all assessment criteria.

Assessment Criteria	Comments	Achieved (Y/N)
STRUCTURE	Generally uses correct grammar, spelling and punctuation. Adheres to prescribed word count. Provides an introduction and a conclusion.	
1.	Describes a therapeutic mental health interaction between a consumer and mental health clinician that you observed or participated in during your mental health nursing clinical placement. Uses evidence to support that the interaction was therapeutic.	
2a.	Explains how the consumer's lived experience of mental health issues has impacted their life.	
2b.	Explains how the consumer's mental health issues have impacted significant others.	
2c.	Explains how strategies from the CHIME model of Recovery (Leamy et al., 2011) would support the consumer's Recovery journey.	
CITATIONS	APA 7th edition referencing style. In-text citations support ideas and information.	
REFERENCES	APA 7th edition referencing style. Minimum 7 references.	

Grade: (Pass/Re-attempt)

Constructive comments/feedback and instructions:

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submit your assessment in Word format only to the NURS12162 Moodle page under the Assessment drop-down menu in the correctly titled assessment heading submission option.

### **Learning Outcomes Assessed**

- Demonstrate adherence to the Nursing and Midwifery Board of Australia (NMBA) standards, codes and guidelines in the physical and psychosocial assessment, planning, implementation and evaluation to support mental health consumers, their carers and their significant others in the simulated and clinical environment.
- Apply a trauma-informed, recovery-oriented approach when collaborating with mental health consumers, their carers and significant others.
- Reflect on ethical, legal and professional issues that may influence the therapeutic relationship with mental health consumers, carers, and significant others.

## 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