



NURS13134 Community Nursing Perspectives

Term 1 - 2021

Profile information current as at 14/12/2025 04:08 pm

All details in this unit profile for NURS13134 have been officially approved by CQUUniversity 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

The focus of this unit is on the lifespan approach to nursing management that supports promoting the health of the individual experiencing a long-term illness. It will provide you with theoretical knowledge that will complement Clinical Nursing Practice 4. You will build on your critical thinking and clinical reasoning skills through the development of knowledge with regards to nursing interventions required to provide safe nursing care to individuals, families and carers in the sub-acute and community setting.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites NURS11162 Inclusive Practice for Nursing NURS12158 Clinical Nursing Practice 3 BIOH12008 Human Pathophysiology NURS12157 Concepts of Mental Health Nursing NURS12156 Clinical Nursing Practice 2 or NURS11156 Acute Nursing Management NURS12154 Pharmacology for Nursing Practice or NURS12151 Pharmacology for Nursing 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 1 - 2021

- Bundaberg
- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student Feedback Report

Feedback

The layout of the unit definitely taught me a lot about community nursing and a different way of delivery holistic care. The weekly content was interesting to follow.

Recommendation

Continue with case study and unit content with updates for best practice and updated resources. Unit content will require review as learning outcomes have changed for the last offering and are to be implemented for 2021.

Unit Learning Outcomes

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

1. Explore the legal and ethical aspects of person centred nursing care across the lifespan in sub-acute and community settings
2. Identify primary health measures associated with managing chronic illness which occur at local, national and international levels
3. Explore the use of technology in sub-acute and community settings to facilitate person centred nursing care
4. Demonstrate effective communication skills and cultural safety to facilitate continuity of care, person safety and quality within sub-acute and community settings.

The learning outcomes are linked to the Australian Nursing and Midwifery Accreditation Standards for registered nurses and the Nursing and Midwifery Board of Australia registered nurse standards for practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	•	•	•	•
2 - Written Assessment - 50%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - 50%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 50%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Recommended reading and other resources for this unit will be provided via the unit Moodle site. Some modules will require the student to undertake independent research activities to locate appropriate journal articles and other contemporary resources.

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

Katrina Lane-Krebs Unit Coordinator

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Donna Lorenze Unit Coordinator

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Schedule

Module 1 - Exploring community based nursing - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
What is a community nurse? Social and cultural aspects of community nursing. Ethical and Legal frameworks within community practice.	Resources available in Moodle.	

Module 2 - Applying the tools - seeking opportunities for intervention - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Identifying community issues (AKA wicked social problems) and developing strategies for intervention. Applying the tools of analysis: Clinical Reasoning Cycle Models of health & approaches to interventions.	Resources available in Moodle.	

Module 3 - Knowing, interacting and working within your community - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Getting ideas "on board" in the community. Ownership, community capacity and solutions.	Resources available in Moodle.	

Module 4 - "Wicked social" problems within communities - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Social & cultural characteristics of communities. Identifying and exploring "wicked social" problems	Resources available in Moodle.	

Module 5 - Coordination and Leadership - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Creating effective multi-disciplinary teams. Seeking avenues of intervention. Community nursing role in the facilitation and cohesion of community projects.	Resources available in Moodle.	

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Take some time out for you. Self-care is essential.		

Module 6 - The revolving door: Readmissions and discharge to community - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Readmissions- is this a failure?
 Developing proactive networks.
 Stages of the lifespan consideration.
 Capacity to care at home.

Resources available in Moodle.

Assignment 1 DUE.

**Report and presentation (50%)
 due Monday 19 April 2021 (Week
 6) Due: Week 6 Monday (19 Apr 2021)
 11:30 pm AEST**

Module 7 - When everyone knows everyone's business. - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Addressing confidentiality and professional boundaries within community nursing.	Resources available in Moodle.	

Module 8 - Reflective practices and moving forward - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Reflecting on experiences from placement and within communities, identifying your challenges and improving practice.	Resources available in Moodle.	Assignment 2 topics MUST be submitted for coordinator approval by Friday of this week. (Submit via MOODLE).

Module 9 - Finding professional supports and resources - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Networking Resilience Preventing burnout Enhancing professional development.	Resources available in Moodle.	

Module 10 - Evaluating community projects - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
An evaluative model: The when, the who and the how.	Resources available in Moodle.	

Module 11 - Saying good bye to a community - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Assignment 2 DUE.
Ending your contract within a community.	Resources available in Moodle.	Assessment 2 - Written assessment (MIN 2000 to MAX 2500 words) Due: Week 11 Wednesday (26 May 2021) 11:30 pm AEST

Module 12 - Reflection and future orientation - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Advice to your future self Career options and planning considerations	Resources available in Moodle.	Please complete the HAVE YOUR SAY survey.

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
NURS13134 does NOT have an exam.		Please complete the HAVE YOUR SAY survey.

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
NURS13134 does NOT have an exam.		Please complete the HAVE YOUR SAY survey.

Assessment Tasks

1 Report and presentation (50%) due Monday 19 April 2021 (Week 6)

Assessment Type

Written Assessment

Task Description

Details: Please see the Unit Moodle site for the detailed scenario information.

This is an **INDIVIDUAL** assessment task. This assessment task requires students to compose a report using information from the scenarios provided (located on the unit Moodle site). You are required to position yourself as a community nurse. Using theoretical concepts and planning tools provided within NURS13134, explore the events occurring for the characters within each of the FOUR scenarios (4) and demonstrate considerations that are required in planning care using community nursing perspectives.

This assessment - **MUST** include:

- Title/cover page
- Table of content
- Introduction
- 4 x Analysis tables (an example is provided on the Moodle site) (Each table should contain no more than 300 words)
- An accompanying three (3 minute) recorded oral presentation for EACH scenario expanding on the information presented in the table
- Conclusion
- Reference list

Assessment Due Date

Week 6 Monday (19 Apr 2021) 11:30 pm AEST

Return Date to Students

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

Weighting

50%

Assessment Criteria

HD	D	C	P	F	Mark
Structure & Organisation -10%					

Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12-point font, page numbers, title page, and a contents page. Consistently accurate with spelling, grammar and paragraph structure. 5 - 4.25	Well-presented assignment, double line spaced, 12-point font, page numbers, title page, 1 or 2 errors in spelling, grammar or paragraph structure. 4.20 - 3.6	Well-presented assignment, double line spaced, 12-point font, page numbers, title page and 3 or 4 consistent errors with spelling, grammar or paragraph structure. 3.75 - 3.55	Adequate assignment presentation, double line spaced with 12-point font. No page numbers, title page, 5 to 7 consistent errors with spelling, grammar or paragraph structure. 3.50 - 2.5	Poorly presented assignment. Double line spacing, page numbers or 12-point font not used. Many inaccuracies in spelling, grammar or paragraph structure. 2.45 - 0	5
Analysis tables are clear, easy to read and consistently use appropriate professional language and terminology. All four tables are included. 5. - 4.25	Analysis tables are clear and easy to read and frequently use professional language and terminology. All four tables are included. 4.20 - 3.6	Analysis tables are appropriate however at times lack clarity. Attempts are made to include professional terminology. Three tables are included. 3.75 - 3.55	Analysis tables allow for misinterpretation of the meaning Professional terminology is frequently omitted. Three tables are included. 3.50 - 2.5	Analysis are not well presented. Little to no links professional terminology is included. One or two tables are included. 2.45 - 0	/5
Introduction and conclusion (20%)					
Clear and succinct introduction that orientates the reader to the topic. Clear and succinct conclusion that recaps important elements of discussion and brings a sense of closure. 20- 17.0	Clear and appropriate introduction that orientates the reader to the topic. Clear and appropriate conclusion that recaps some elements of the discussion. 16.95 - 15	Appropriate introduction that orientates the reader to the topic. An appropriate conclusion that attempts to highlight some key points from the discussion 14.95 - 13.0	Introduction is apparent - the reader is not clearly orientated. Conclusion is apparent however it does not recap elements of the discussion 12.95 - 10.0	No recognisable introduction—and/or there is no direction in relation to the topic. No recognisable conclusion—and/or there is no closure in relation to the topic is evident 9.95-0	/20
Approach and Argument (60%)					
Written content is clearly relevant to the topic. The approach comprehensively utilises the 8 stages of the Clinical Reasoning Cycle. A strong community focus is identified. 30 - 25.5	Written content is relevant to the topic. The approach utilises the 8 stages of the Clinical Reasoning Cycle. A clear community focus is identified. 25.25- 22.5	Written content is mostly appropriate to the topic. The approach utilises the 8 stages of the Clinical Reasoning Cycle. A community focus is suggested. 22.25 - 19.5	Written content is at times repetitive or lacks cohesion. The approach attempts to utilise the 8 stages of the clinical reasoning cycle. A community focus is somewhat evident. 19.45 - 15	Written content does not address all aspects of the assessment task. The approach does not utilise the 8 stages of the clinical reasoning cycle. A community focus is not identified. 14.5- 0	/30
The oral presentation comprehensively includes additional information to display clear, coherent, and convincing critical thought. 30 - 25.5	The oral presentation extensively includes additional information displaying well-developed critical thought. 25.25 - 22.5	The oral presentation generally, includes additional information with emerging critical thought presented. 22.25 - 19.5	The oral presentation demonstrates limited additional information with some perceptible critical thought. 19.45 - 15	The oral presentation does not provide any additional detail Little to no critical thought is identified. 14.5 - 0	/30
Referencing - 10%					

In text citations and reference list fully adhere to APA guidelines. A minimum of 5 references used. 5 - 4.25	In-text and reference list consistently adhere to reference list presentation guidelines of APA style. One to two irregularities A minimum of 4 references used. 4..0-3.75	In-text citations and reference list frequently adhere to reference list presentation guidelines of APA style. Three or four irregularities. A minimum of 3 references used. 3.70 - 3.25	In-text citations and reference list occasionally adhere to guidelines of APA style. A minimum of 2 references used. 3.20 - 2.5	In-text citations and reference list contain multiple errors and do not adhere guidelines of APA style. A minimum of 2 references not provided. 2.45 - 0	/5
All resources demonstrate reliability, recency, and relevance. 5 - 4.25	All resources demonstrate reliability, recency, and relevance. 4..0-3.75	Most of the resources demonstrate reliability, recency, and relevance. 3.70 - 3.25	Some of the resources demonstrate reliability, recency, and relevance. 3.20 - 2.5	Resources do not demonstrate reliability, recency, and/or relevance. 2.45 - 0	/5
Total Marks					/100

Referencing Style

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

Submission

Online

Submission Instructions

Detailed information on the recoding options for the analysis tables is provided on Moodle

Learning Outcomes Assessed

- Explore the legal and ethical aspects of person centred nursing care across the lifespan in sub-acute and community settings
- Identify primary health measures associated with managing chronic illness which occur at local, national and international levels
- Explore the use of technology in sub-acute and community settings to facilitate person centred nursing care
- Demonstrate effective communication skills and cultural safety to facilitate continuity of care, person safety and quality within sub-acute and community settings.

Graduate Attributes

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

2 Assessment 2 - Written assessment (MIN 2000 to MAX 2500 words)

Assessment Type

Written Assessment

Task Description

Details:

This is an **INDIVIDUAL** assessment task. This assessment task requires students to select a *wicked social problem* you have encountered within your placement, from your local community or lived experience (examples could include youth substance abuse, bullying, managing a chronic health condition such as incontinence in the community, loneliness in an aging population). You are required to position yourself as a community nurse. Using theoretical concepts and planning tools provided within NURS13134, identify, and develop a community-based initiative that can be facilitated by a community nurse to address the issue.

Students must submit their topic for approval Via Moodle BEFORE Friday of week 8.

This assessment - **MUST** include:

- Title/cover page (Specify your approved TOPIC and date of approval)
- Table of content

- Introduction
- Discussion areas:
 - Identify and provide an overview of the problem you wish to address and identify the target population
 - Justify how this would fit within the domain of a community nursing initiative and your role of as the community nurse
 - Detail the intervention activity you will provide by identifying the goals, who will be involved, how you will recruit participants, a timeline (for lead up, implementation, delivery), and evaluation
- Conclusion
- Reference list

Assessment Due Date

Week 11 Wednesday (26 May 2021) 11:30 pm AEST

Return Date to Students

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

Weighting

50%

Assessment Criteria

Student:

HD	D	C	P	F	Mark
Structure & Organisation -10%					
Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12-point font, page numbers, title page, and a contents page. Consistently accurate with spelling, grammar and paragraph structure. 5 – 4.25	Well-presented assignment, double line spaced, 12-point font, page numbers, title page, 1 or 2 errors in spelling, grammar or paragraph structure. 4.20 – 3.6	Well-presented assignment, double line spaced, 12-point font, page numbers, title page and 3 or 4 consistent errors with spelling, grammar or paragraph structure. 3.75 – 3.55	Adequate assignment presentation, double line spaced with 12-point font. No page numbers, title page, 5 to 7 consistent errors with spelling, grammar or paragraph structure. 3.50 – 2.5	Poorly presented assignment. Double line spacing, page numbers or 12-point font not used. Many inaccuracies in spelling, grammar or paragraph structure. 2.45 – 0	/5 /5
Discussion is easy to read and consistently uses appropriate professional language and terminology. 5. – 4.25	Discussion is clear and easy to read and frequently uses professional language and terminology. 4.20 – 3.6	Discussion progresses in a logical manner however at times may lack clarity. Attempts are made to include professional terminology. 3.75 – 3.55	Discussion frequently allows for misinterpretation of the meaning. Professional terminology is frequently omitted. 3.50 – 2.5	Discussion is not clear or logical making meaning difficult to determine. Little to no links professional terminology is included. 2.45 – 0	
Introduction and conclusion (20%)					
Clear and succinct introduction that orientates the reader to the topic. Clear and succinct conclusion that recaps important elements of discussion and brings a sense of closure. 20- 17.0	Clear and appropriate introduction that orientates the reader to the topic. Clear and appropriate conclusion that recaps some elements of the discussion. 16.95 – 15	Appropriate introduction that orientates the reader to the topic. An appropriate conclusion that attempts to highlight some key points from the discussion 14.95 – 13.0	Introduction is apparent - the reader is not clearly orientated. Conclusion is apparent however it does not recap elements of the discussion 12.95 – 10.0	No recognisable introduction—and/or there is no direction in relation to the topic. No recognisable conclusion—and/or there is no closure in relation to the topic is evident 9.95-0	/20

Approach and Argument (60%)

Written content provides excellent articulation of community nursing perspectives and the community nurse's role. A strong community focus is identified. 30 - 25.5	Written content provides well developed articulation of community nursing perspectives, the community nurse's role, details the intervention (goals, stakeholders, participants and recruitment, timeline and evaluation). A clear community focus is identified. 25.25-22.5	Written content is mostly appropriate to the topic and provides frequent identification of community nursing perspectives, the community nurse's role, details the intervention in a basic manner. A community focus suggested. 22.25 - 19.5	Written content is at times repetitive or lacks cohesion. Some identification of community nursing perspectives, the community nurse's role, details the intervention in a basic manner. A community focus is somewhat evident. 19.45 - 15	Written content does not address all aspects of the assessment task. A community focus is not clearly identified. 14.5- 0 /30
Intervention components identifies: goals, stakeholders, participants and recruitment, timeline and evaluation elements. Clear, coherent, and convincing critical thought is demonstrated. 30 - 25.5	Intervention components identifies: goals, stakeholders, participants and recruitment, timeline and evaluation elements. Well-developed critical thought is evident. 25.25 - 22.5	Intervention components identifies: goals, stakeholders, participants and recruitment, timeline and evaluation elements. Emerging critical thought presented. 22.25 - 19.5	Intervention components identifies some elements of: goals, stakeholders, participants and recruitment, timeline and evaluation elements. Some perceptible critical thought. 19.45 - 15	Intervention components do not identify all components of: goals, stakeholders, participants and recruitment, timeline. Little to no critical thought is identified. 14.5 - 0 /30

Referencing - 10%

In text citations and reference list Fully adheres to APA guidelines. A minimum of 8 references used. 5 - 4.25	In-text and reference list consistently adhere to reference list presentation guidelines of APA style. One to two irregularities A minimum of 8 references used. 4.0-3.75	In-text citations and reference list frequently adhere to reference list presentation guidelines of APA style. Three or four irregularities. A minimum of 7 references used. 3.70 - 3.25	In-text citations and reference list occasionally adhere to guidelines of APA style. A minimum of 6 references used. 3.20 - 2.5	In-text citations and reference list contain multiple errors and do not adhere guidelines of APA style. A minimum of 6 references not provided. 2.45 - 0 /5
All resources demonstrate reliability, recency, and relevance. 5 - 4.25	All resources demonstrate reliability, recency, and relevance. 4.0-3.75	Most of the resources demonstrate reliability, recency, and relevance. 3.70 - 3.25	Some of the resources demonstrate reliability, recency, and relevance. 3.20 - 2.5	Resources do not demonstrate Some of the resources demonstrate reliability, recency, and/or relevance. 2.45 - 0 /5
Total Marks				/100

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explore the legal and ethical aspects of person centred nursing care across the lifespan in sub-acute and community settings
- Identify primary health measures associated with managing chronic illness which occur at local, national and international levels
- Explore the use of technology in sub-acute and community settings to facilitate person centred nursing care
- Demonstrate effective communication skills and cultural safety to facilitate continuity of care, person safety and

quality within sub-acute and community settings.

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