



# NURS13137 Outward Bound Nursing Studies

## Term 1 - 2018

Profile information current as at 19/05/2024 01:17 am

All details in this unit profile for NURS13137 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

This is an elective unit that has been designed for students who may be involved in undertaking an outward-bound clinical nursing experience. By studying this unit you will gain knowledge and skill and consider primary health aspects of caring for people from a culture different to your own. Transferable nursing concepts will be explored and you will be encouraged to develop and implement a health-focused project relevant to people and/or a community other than your own.

#### 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

There are no requisites for this unit.

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 - 2018

- Distance

#### 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. **Online Quiz(zes)**

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

##### **Feedback**

Students would prefer if weekly Zoom sessions were offered in this unit.

##### **Recommendation**

Offer weekly Zoom sessions. These sessions should be recorded.

## Unit Learning Outcomes

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


























1. Use effective communication skills and cultural intelligence to apply principles from the nursing process to aid the health of individuals and cultural groups
2. Acquire, evaluate and utilise person centred resources (human, material, technological and environmental) to aid the health education of individuals and cultural groups
3. Appreciate the differences between Australian's multicultural society and those considered during any activity related to an outward-bound nursing experience
4. Function within legal and ethical frameworks and scope of practice of a nursing student in accordance with the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice during any activity related to an outward-bound nursing experience.

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
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	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				

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 40%										
2 - Written Assessment - 60%										

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

Nil textbook required.

### 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

**Teresa Sullivan** Unit Coordinator  
[t.sullivan@cqu.edu.au](mailto:t.sullivan@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to NURS13137 Outward Bound Nursing Studies Primary Health Care		

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
World Health Organisation (WHO) Declaration of Alma-Ata Social Determinants of Health Health Workforce		

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
National Health Priorities		

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Australian Commission of Safety and Quality in Healthcare		

### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Disease Prevention and Immunisation		Assessment 1 - Online Quiz will open on Tuesday, April 3rd @ 00:01hrs

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week		Assessment 1 - Online Quiz will close on Monday, April 9th @ 23:55hrs  <b>Online Quiz</b> Due: Vacation Week Monday (9 Apr 2018) 11:45 pm AEST

**Week 6 - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Rural and Remote Health		

**Week 7 - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander Health		

**Week 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Children's Health		

**Week 9 - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Women's Health		

**Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Men's Health		Assessment 2 - Written due on Friday, May 18 @ 23:55hrs  <b>Written Assessment</b> Due: Week 10 Friday (18 May 2018) 11:45 pm AEST

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Ageing Health		

**Week 12 - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health		

**Review/Exam Week - 04 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week - 11 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Online Quiz

**Assessment Type**

Online Quiz(zes)

**Task Description**

## Task Description

### NURS13137 Assessment One - Online Quiz

*Week 5 - Open from Tuesday, April 3rd @0001hrs and close on Monday, April 9th at 2355hrs.*

Without an understanding of the underpinning fundamentals of any profession, it can be difficult to appreciate why procedures are undertaken in the way they are. The first four (4) weeks of this unit have been dedicated to some of the foundational history, standards and workforce dedicated to Primary Health Care.

This quiz is related to what you have learnt from the first four weeks of this unit and is a 60-question multiple choice, open book quiz. You will have 60 minutes to complete the quiz.

The first four (4) weeks includes the following Modules.

- Week 1 – Primary Health Care
- Week 2 – World Health Organisation (WHO), Declaration of Alma-Ata, Social Determinants of Health and the Health Workforce
- Week 3 – National Health Priority Areas (NHPA)
- Week 4 – Australian Commission on Safety and Quality in Health Care

If you have any questions regarding this assessment item, please address your questions in the first instance to the Assessment 1 Forum on the Moodle site. If it is of a personal nature, then please contact your unit coordinator directly.

If you are having problems completing this quiz, make contact with the course coordinator **BEFORE** the due date. You will not be able to attempt the quiz after this time.

If you have any questions regarding this assessment item, please address your questions in the first instance to Moodle site discussion forum for Assessment 1. If it is of a personal nature, then please contact your course coordinator directly.

Further information:

This is a multiple-choice quiz with sixty (60) questions, each worth one mark. You will have sixty (60) minutes to complete this quiz.

This is an open book quiz. This is an individual task.

You have one (1) attempt at this quiz. The questions are allocated randomly from a bank of questions. If you are not able to complete the quiz due to technical problems, please immediately email [e.fitzgerald@cqu.edu.au](mailto:e.fitzgerald@cqu.edu.au) to advise so the quiz can be reset.

The quiz questions are drawn from the study content in the first four (4) weeks of term only. It will be based on the study modules and information, websites and readings under the headings 'Readings' for each of the four weeks, but not the extension readings.

Please read each question carefully before selecting your answer. Be aware that some questions may seem to have more than one right answer; you will need to look for the best answer.

### Number of Quizzes

1

### Frequency of Quizzes

Other

### Assessment Due Date

Vacation Week Monday (9 Apr 2018) 11:45 pm AEST

### Return Date to Students

### Weighting

40%

### Assessment Criteria

This is an online quiz. Each question is worth one mark. This is a multiple choice quiz.

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Use effective communication skills and cultural intelligence to apply principles from the nursing process to aid the health of individuals and cultural groups
- Acquire, evaluate and utilise person centred resources (human, material, technological and environmental) to aid the health education of individuals and cultural groups
- Appreciate the differences between Australian's multicultural society and those considered during any activity related to an outward-bound nursing experience
- Function within legal and ethical frameworks and scope of practice of a nursing student in accordance with the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice during any activity related to an outward-bound nursing experience.

**Graduate Attributes**

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

## 2 Written Assessment

**Assessment Type**

Written Assessment

**Task Description**



## **Task Description NURS13137 Assessment Two - Written Assessment Assessment Due**

**Date:** Week 10 (Friday, May 18, 2018) 2345hrs AEST **Return Date to Students:** Exam Week (Friday, June 8, 2018) **Weighting:** 60% The Australian National Health Priority Areas (NHPA) highlight areas where primary health care is essential for improving health outcomes in the future. You have covered these in Module 3. Education is an important component of primary health care to ensure quality health outcomes for those affected by any of the NHPA's and for those who are at risk. For this assessment, you will **plan and develop** an educational activity based around the NHPA of Diabetes Mellitus

**You are NOT required to present your educational activity for this assessment. However, if you are intending on traveling with CQU on an overseas placement this year, I would strongly advise that you use this assessment in preparation for a potential oral presentation while overseas.**

Diabetes is a chronic condition marked by hyperglycaemia. It is caused by either the inability to produce insulin or the body not being able to use insulin effectively. The main types of diabetes are Type I, Type II and Gestational.

For the purposes of this assessment you will be required to choose a **culturally diverse** population and educate them on one of the following Target Group topics. If you are unsure about your chosen group, please contact your unit coordinator. Target Group 1 – people with known risk factors for Diabetes Mellitus and focusing on education for prevention of disease. **-OR-** Target Group 2 – people with known disease and focusing on education for management of disease. **NB:** Your group will be a community group and as such, your education **MUST** focus on community education and/or management. This activity needs to reflect the nursing process and in particular, the Clinical Reasoning Cycle. The information needs to be evidence based and directed to your target audience. There is a link to the Clinical Reasoning Cycle on the Moodle site. *You are expected to cite the Clinical Reasoning Cycle as a primary source – not from the Moodle site.* Once you have researched the topic, you will need to outline how this educational session will be delivered including information such as about why, how, where, what and when. You should also consider and include aspects such as: How will you organise your audience to be present? Do you need to think about any additional resources to deliver the activity? How will this activity be funded? Does it require funding? You must plan this activity with consideration of legal and ethical frameworks and scope of practice of a nursing student in accordance with the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice. **REMEMBER: This is a PRIMARY HEALTH educational activity for a culturally diverse group with either known risk factors OR known Diabetes Mellitus. Keep it relevant to your target audience. Ensure you are focusing on an individual activity and NOT a program.** When writing an educational activity, it may be necessary to use consumer information sites. Keep these to a minimum in terms of your referencing and use primary sources wherever you can. You must reference as per the APA Referencing Guide. There is a link to this on the Moodle site. If you are using handouts or resources, you may choose to add these to your plan for clarity. Add these items as appendices and reference accordingly. Do not add links to other sites, these will not be accessed or graded. If you have concerns or questions regarding the inclusion details for the plan for the educational activity, address these to the Moodle site discussion forum for Assessment 2 in the first instance. Please note the following details: · Word limit is 1500 words (+/- 10%). Appendices are not included in the word count. · Text should be word processed, with appropriate formatting, size 12 font, double line spacing and layout – please refer to the marking criteria for more detail. · You may use headings if preferred. · You must add a heading page. · You must write in academic style, be mindful of casual language, grammar and punctuation and sentence structure. You may seek support from the ALC for this. If required, your unit coordinator can refer you to the service. · You can choose to add diagrams although, these are not required and if you choose to add a diagram, please add it as an appendix and ensure it is appropriately referenced. This will not be included in your word count. · You must reference your assessment as per the APA referencing style guidelines. · The required number of references for this assignment is a minimum of ten (10). Keep the number of consumer information sites to a minimum and focus on obtaining primary resources. The Clinical Reasoning Cycle must be referenced as a primary source – not from the Moodle site. · If you have any questions please address these to the Moodle site discussion forum for Assessment 2 in the first instance.

NURS13137 is a graded unit: your overall grade will be calculated from the marks or

grades for each assessment task. You must obtain an overall mark for the unit of at least 50%.

If you are having problems, make contact with the course coordinator **BEFORE** the due date. If you submit your essay late, without an approved extension request, you will be penalised 5% per day that it is late.

If you have any questions regarding this assessment item, please address your questions in the first instance to Moodle site discussion forum for Assessment 2. If it is of a personal nature, then please contact your course coordinator directly.

#### Assessment Due Date

Week 10 Friday (18 May 2018) 11:45 pm AEST

#### Return Date to Students

Review/Exam Week Friday (8 June 2018)

#### Weighting

60%

#### Assessment Criteria

Student name:

Student

Number:

HD 85-100% Structure -15% 5%	D 75-84% 4%	C 65-74% 3%	P 50-64% 2.5%	F <50% <2.5%	Marks
Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12 point font, page numbers. Consistently accurate with spelling, grammar and paragraph structure. Excellent presentation /formatting of title page.	Well-presented assignment, double line spaced, 12 point font, page numbers. 1 or 2 errors in spelling, grammar or paragraph structure. Very good presentation/formatting of title page.	Well-presented assignment, double line spaced, 12 point font, page numbers. 3 or 4 consistent errors with spelling, grammar or paragraph structure. Good presentation/formatting of title page.	Adequate assignment presentation, double line spaced with 12-point font. No page numbers included, 4 to 7 consistent errors with spelling, grammar or paragraph structure. Adequate presentation/formatting of title page.	Poorly presented assignment. Double spacing not used, 12-point font not used. No page numbers included. Many inaccuracies in spelling, grammar or paragraph structure. Poor or missing presentation/formatting of title page.	/5
Clear and succinct introduction that introduces the topic and outlines the direction of the paper.	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper.	Appropriate introduction that introduces the topic and outlines the direction of the paper.	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced.	No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper.	/5
Clear and succinct conclusion that provides closure to the topic and outlines final direction of the paper.	Clear and appropriate closure to the topic and outlines the final direction of the paper.	Appropriate conclusion to the topic and somewhat outlines the final direction of the paper.	Conclusion is apparent although consists of only a brief closure of the topic. Topic not clearly concluded.	No recognisable conclusion – little or no reference to the main points and does not offer a clear conclusion to the paper.	/15
<b>Approach and Argument (70%)</b> Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically.	Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically.	Content is appropriate and answers the question and the argument for the most part proceeds logically.	Content answers the question although the argument is at times repetitive or lacks cohesion.	Content does not address all aspects of the assessment task. Inadequate description of required content.	/35
Clear, coherent and convincing critical thought displayed.	Well-developed critical thought displayed.	General critical thought displayed.	Limited perceptible critical thought displayed.	Little or no discernible critical thought displayed.	
Demonstrates a comprehensive application of the Clinical Reasoning Cycle. (30-35)	Demonstrates an extensive application of the Clinical Reasoning Cycle. (26.5-29.5)	Demonstrates a general application of the Clinical Reasoning Cycle. (23-26)	Demonstrates a limited application of the Clinical Reasoning Cycle. (17.5-22.5)	Demonstrates little to no application of the Clinical Reasoning Cycle. (<17.5)	

Comprehensively includes a detailed description of the educational activity plan with reference to the chosen target group and rationales for all information presented, including that regarding who, what, when and where. (30-35)	Extensively includes a detailed description of the educational activity plan with reference to the chosen target group and rationales for most information presented including that regarding who, what, when and where. (26.5-29.5)	Generally includes a detailed description of the educational activity plan with reference to the chosen target group and rationales for some information presented, including that regarding who, what, when and where. (23-26)	Limited description of the educational activity plan with reference to the chosen target group and rationales for limited information presented, including that regarding who, what, when and where. (17.5-22.5)	Little to no description of the educational activity plan with reference to the chosen target group and rationales for little to no information presented, including that regarding who, what, when and where. (<17.5)	/35
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## Referencing-15%

5%	4%	3%	2.5%	<2.5%	
Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations.	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and/or quotations.	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and/or quotations.	> 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and/or quotations.	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, information and/or quotations.	
Significantly greater than the minimum of 10 up-to-date references used.	Greater than the minimum of 10 up-to-date references used.	A minimum of 10 up-to-date references used.	A minimum of 10 up-to-date references used.	The required number of 10 up-to-date references not used.	
Any consumer and/or government sites included used only for supporting evidence and significantly less than half of these.	Any consumer and/or government sites are much less than half of these.	Any consumer and/or government sites are less than half of these.	Consumer and/or government sites are half of these.	Consumer and/or government sites are the majority of references.	
Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and consistently adheres to reference list presentation Guidelines APA style.	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.	Reference list appears in no alphabetical order and/or does not adhere to reference list presentation guidelines APA style.	/15
					Total Marks
					/100

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Use effective communication skills and cultural intelligence to apply principles from the nursing process to aid the health of individuals and cultural groups
- Acquire, evaluate and utilise person centred resources (human, material, technological and environmental) to aid the health education of individuals and cultural groups
- Appreciate the differences between Australian's multicultural society and those considered during any activity related to an outward-bound nursing experience
- Function within legal and ethical frameworks and scope of practice of a nursing student in accordance with the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice during any activity related to an outward-bound nursing experience.

## Graduate Attributes

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