



# NURS20163 Australian Identity and Nursing Care

## Term 3 - 2018

Profile information current as at 03/05/2024 11:37 am

All details in this unit profile for NURS20163 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit will provide you with knowledge of Australia's geographic and cultural diversity and the impact of these on the nation's healthcare needs and health service delivery. You will analyse the role of government in terms of the provision of healthcare. You will analyse the social determinants of health by exploring colonisation, health inequity and culturally safe and equitable access to health care.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

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 3 - 2018

- Cairns
- 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 Postgraduate 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. **Portfolio**

Weighting: 25%

#### 3. **Group Work**

Weighting: 25%

### 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 Feedback by student.

**Feedback**

The students found the Unit to be important and interesting.

**Recommendation**

The student found this Unit to be important. Study topics, such as internal bias and privilege, encouraged students to examine themselves and their own culture and consider how that would affect the way in which they delivered care.

## Unit Learning Outcomes

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

1. Explain how Australia's cultural and geographic diversity impacts on health and healthcare provision
2. Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander people
3. Analyse the role of government in the provision of healthcare in Australia
4. Evaluate nursing roles in contemporary models of healthcare used in Australia

The unit learning outcomes are linked to the following Nursing and Midwifery Board of Australia's 'Registered Nurses Standards for Practice':

Standard 1: Thinks critically and analyses nursing practice

1.2 develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice

1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the

health of Aboriginal and Torres Strait Islander peoples and people of other cultures

Standard 2: Engages in therapeutic and professional relationships

2.2 communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights

2.3 recognises that people are the experts in the experience of their life

2.4 provides support and directs people to resources to optimise health-related decisions

2.5 advocates on behalf of people in a manner that respects the person's autonomy and legal capacity

Standard 6: Provides safe, appropriate and responsive quality nursing practice

6.5 practises in accordance with relevant policies, guidelines, standards, regulations and legislation



## 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)
- Zoom capacity (web cam and microphone)

## 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

**Lydia Mainey** Unit Coordinator

[l.maine@cqu.edu.au](mailto:l.maine@cqu.edu.au)

## Schedule

### Week 1 - 05 Nov 2018

#### Module/Topic

In this module, you will critically analyse your worldview. You will refresh and build upon your knowledge of the social determinants of health from the perspectives of race, gender, and displacement. We will finally comprehensively review and build upon your understanding of cultural safety.

#### Chapter

Please refer to:

- 1: You
  - 2: Privilege and Intersection
- In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.

#### Events and Submissions/Topic

Read all the orientation materials (if you have not done so already).  
Learn how to use [Zoom](#) for tutorials  
Double check online Tutorial Times  
Introduce yourself to the class on the activity forum

### Week 2 - 12 Nov 2018

#### Module/Topic

This week is a continuation of week 1.

#### Chapter

Please refer to:

3. Be safe, culturally
  4. Self-reflexivity
- In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.

#### Events and Submissions/Topic

Double check online Tutorial Times (please see Moodle for more information).  
Double check Class Timetable (CL02 internal students only).  
Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

### Week 3 - 19 Nov 2018

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Over the next two weeks, we will examine the impact of select historical events and their associated health outcomes. We will also consider strategies for delivering healthcare that builds trust and relationships with people from diverse backgrounds.

Please refer to:  
 1. Health consequences of our history  
 In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.

Double check online Tutorial Times (please see Moodle for more information).  
 Double check Class Timetable (CL02 internal students only).  
 Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

#### Week 4 - 26 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 3.	Please refer to: 2. Gender, violence & health 3. Social Justice & Building Relationships In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

#### Vacation Week - 03 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
This is a scheduled vacation week.	There are no resources to access this week.	Please enjoy a well-earned rest.

#### Week 5 - 10 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
In this module, we will review the health of Australians with a special focus on the Australian Health Priority Areas.	Please refer to: 1. Australian Population & Health Statistics In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

#### Week 6 - 17 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 5.	Please refer to: 2. Australian Health Priority Areas In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

#### Week 7 - 31 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Over the next two weeks, we will review the development of specialist health services including Aboriginal and Torres Strait Islander Community Controlled Health Services and Migrant health services. We will analyse the contemporary role of health professionals within these services in delivering culturally safe care to their clients.	Please refer to the following: 1. Community Controlled & Migrant Health Services In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.  <b>Culture and Health Due: Week 7 Friday (4 Jan 2019) 5:00 pm AEST</b>

**Week 8 - 07 Jan 2019**

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 7.	Please refer to: 2. Diversity among health professionals In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

**Week 9 - 14 Jan 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Over the next 2 weeks, we will analyse the strengths and limitations of the different models of health care delivered across geographically and culturally diverse Australia. We will examine the features of our own profession and consider how this impacts on diverse patient groups. We will consider the importance of diversity in the nursing workforce and our own personal responsibilities delivering culturally safe nursing care.	Please refer to: 1. Nursing in Australia - part 1 In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

**Week 10 - 21 Jan 2019**

Module/Topic	Chapter	Events and Submissions/Topic
This is a continuation of week 9.	Please refer to: 1. Nursing in Australia - part 2 In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.  <b>Nursing in Australia</b> Due: Week 10 Monday (21 Jan 2019) 5:00 pm AEST

**Week 11 - 28 Jan 2019**

Module/Topic	Chapter	Events and Submissions/Topic
This week is dedicated to your group work assignment	No set readings have been prescribed.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

**Week 12 - 04 Feb 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Wrap up.	No set readings have been prescribed	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.  <b>Group work</b> Due: Week 12 Monday (4 Feb 2019) 5:00 pm AEST

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

1. Tutorials in this unit are a revision/extension of the online learning. In order to make the most out of your tutorials, you should complete the week's learning before the class.
2. Consolidation activities, inside of the Unit, will give you the opportunity to work on your assessment pieces. Feedback will be provided up to 1 week after the consolidation activity is due.
3. Please note that this term there are 2 vacation weeks falling on: the week of the 3rd of December and the week of the 24th of December.
4. All communication will be conducted through the Moodle site or your student email address.
5. Online tutorial times and links to tutorials are posted in Moodle.

## Assessment Tasks

### 1 Culture and Health

**Assessment Type**

Written Assessment

**Task Description**

**Length:** 2000 words (+/- 10% )

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and appendices. It includes in-text references and direction quotations. It excludes the cover page, abstract, contents page, reference list and appendices.

**Referencing Style:** APA 6th Edition

**Format:**

- 1.5 spacing
- 12 point font Times New Roman/Arial
- Page numbers
- Name and student number on every page
- 2.54cm margins

**Learning Outcomes Assessed**

- Research and assess the impact of the social determinants of health on common health conditions
- Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander peoples and people of other cultures

**Graduate Attributes**

1. Knowledge: Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.
2. Communication: Communicate and interact with others and in culturally diverse contexts.
3. Cognitive, technical and creative skills: Investigate, analyse and synthesise complex information, problems and concepts.
4. Research: Critically appraise outcomes and products of research for translation into the discipline
5. Self-management: Reflect on and critically evaluate one's performance
6. Ethical and Professional Responsibility: Demonstrate ethical, legal, social and civic responsibility

**Objectives and Outcomes**

Throughout this unit you have been challenged to reflect on the way in which you view healthcare; that is, your worldview. For this assessment, you are required to watch the film [Zach's Ceremony](#) then complete the written task.

**The Task**

Write an academic piece which:

1. Explains the determinants of health, and how they affect individual and population health.
2. Compares and contrasts your own health and wellbeing in relation to the experiences of Zach (discuss this in terms of the determinants of health). Consider how these factors have affected both your own and Zach's health and well-being.
3. Reflects on your experiences, thoughts and emotions as you were watching Zach's Ceremony and consider some strategies that might lead to better health outcomes for people from minority and disadvantaged groups.



4. Proposes approaches nurses could take to provide culturally safe initiatives to deliver appropriate services to clients from minority and disadvantaged groups.

The essay can be written in the first person, academic style. You may use headings to differentiate each section of the essay. A reference list should be included at the end of the essay. It is expected that you will use at least 10 contemporary references to demonstrate broad consideration of the topic. You should review "Academic Writing" which can be found in the Academic Learning Centre site.

#### **Assessment Due Date**

Week 7 Friday (4 Jan 2019) 5:00 pm AEST

This day/time has been set so that students who have difficulty uploading their assignments online can contact TaSAC for assistance.

#### **Return Date to Students**

Week 9 Friday (18 Jan 2019)

#### **Weighting**

50%

#### **Assessment Criteria**

A comprehensive assessment marking guide is provided in Moodle.

Broadly, the assignment is marked under the following domains:

##### **Structure (20%):**

- Efficacy and Organisation
- Presentation
- Referencing

##### **Approach and Argument (80%):**

- Knowledge of the Determinants of Health
- Self-reflection
- Comparison and contrast
- Culturally-safe nursing approach

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Assessments must be submitted through Turnitin

#### **Learning Outcomes Assessed**

- Explain how Australia's cultural and geographic diversity impacts on health and healthcare provision
- Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander people

#### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

## 2 Nursing in Australia

#### **Assessment Type**

Portfolio

#### **Task Description**

**Length:** 2000 words (+/- 10%)

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and appendices. It includes in-text references and direction quotations. It excludes the cover page, abstract, contents page, reference list and appendices.

**Referencing Style:** APA 6th Edition

**Format:**

- Size 12 font (Times New Roman or Arial)
- 1.5 spacing
- 2.54cm margins
- Page numbers, name and student number on each page

**Learning Outcomes Assessed**

- Analyse the role of government in the provision of healthcare in Australia.
- Compare and contrast nursing roles in the contemporary models of healthcare used in Australia.

**Graduate Attributes**

1. Knowledge: Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.
2. Communication: Communicate and interact with others and in culturally diverse contexts.
3. Cognitive, technical and creative skills: Investigate, analyse and synthesise complex information, problems and concepts.
4. Research: Critically appraise outcomes and products of research for translation into the discipline
5. Self-management: Reflect on and critically evaluate one's performance
6. Ethical and Professional Responsibility: Demonstrate ethical, legal, social and civic responsibility

**Objectives and Outcomes**

Throughout this Unit, you have learnt about how Australia's healthcare systems and the nursing profession are governed and have been introduced/re-introduced to some of the many nursing roles found in practice. In the following assessment piece, you will explore, in greater detail, an area of specific interest to you.

**The Task**

This assignment will give you the opportunity to learn more about the contemporary role of nursing you wish to return to and its broad and specific governance structures. This assignment should be presented as a portfolio under the following sections.

**Overview** (250 words)

Introduce the topic and outline the structure of the portfolio.

**Nursing Role** (500 words approx.)

Identify the type of nursing role you wish to return to (e.g. theatre nurse, mental health nurse, community health nurse, sexual and reproductive health nurse).

Describe this position in detail:

- your client/patient base their health needs
- the scope of the role (what kinds of nursing care will you provide? what is the level of autonomy? What is the major setting of the work? Etc.)

**Governance** (500 words approx.)

Explain the governance that provides a legal/procedural framework to your nursing role. You should begin this section by describing the broad Federal/State laws affecting nursing in general, then narrow your focus to the laws, guidelines, standards and frameworks which are pertinent to your area of nursing.

**Peak Bodies** (500 words approx.)

Identify the major peak nursing bodies for your area of nursing. Clarify their role and explain how they support the specific area of nursing.

Consider if the peak body appears to support a diverse nursing workforce and justify what has led you to that conclusion.

**Conclusion** (250 words)

Provide a summary to your portfolio which connects the separate items and brings the assessment to a logical conclusion.

**Reference List**

The reference list should include a minimum of 10 references; these can be from both peer-reviewed journal articles and grey literature.

**Assessment Due Date**

Week 10 Monday (21 Jan 2019) 5:00 pm AEST

This day/time has been set so that students who have difficulty uploading their assignments online can contact TaSAC for assistance.

**Return Date to Students**

Week 11 Monday (28 Jan 2019)

**Weighting**

25%

## Assessment Criteria

A comprehensive assessment marking guide is provided in Moodle.

Broadly, the assignment is marked under the following domains:

### Structure (20%):

- Efficacy and Organisation
- Presentation
- Referencing

### Approach and Argument (80%):

- Relevancy and depth
- Knowledge of Area of Nursing
- Application

## Referencing Style

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

## Submission

Online

## Submission Instructions

Assessments must be submitted through Turnitin

## Learning Outcomes Assessed

- Analyse the role of government in the provision of healthcare in Australia
- Evaluate nursing roles in contemporary models of healthcare used in Australia

## Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills

## 3 Group work

### Assessment Type

Group Work

### Task Description

**Length:** 20mins per group + 1000 word reflection per person

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and appendices. It includes in-text references and direction quotations. It excludes the cover page, abstract, contents page, reference list and appendices.

**Referencing Style:** APA 6th Edition

### Format:

VIDEO: Record your video through Zoom & upload to CloudStor. Each student is required to upload the video

Reflection (personal):

- Size 12 font (Times New Roman or Arial)
- 1.5 spacing
- 2.54cm margins
- Page numbers, name and student number on each page

## Learning Outcomes Assessed

- Evaluate nursing roles in contemporary models of healthcare used in Australia

## Graduate Attributes

1. Knowledge: Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.
2. Communication: Communicate and interact with others and in culturally diverse contexts.
3. Cognitive, technical and creative skills: Investigate, analyse and synthesise complex information, problems and concepts.
4. Self-Management: Reflect on and critically evaluate one's performance
5. Ethical and Professional Responsibility: demonstrate ethical, legal, social and civic responsibility.

## Objectives

In assignment 2, you identified the nursing role you wish to work in once you return to practice. In this assignment, you will compare and contrast the area you selected with your group members. You will present what you have found as a

video presentation. This will give you the opportunity to learn about different areas of nursing in the Australian healthcare industry.

You are encouraged to present your assessment in interesting and creative ways.

**Part A:**

Step 1. Describe the nursing roles each member of the group wishes to undertake (e.g. intensive care nurse, mental health nurse, paediatric nurse).

Compare and contrast these nursing roles. There are many areas to consider, as a suggestion:

\* Context in which the nurse works (community, hospital, urban, rural or remote)

- Extra training requirements
- Patient demographics

(this is not an exhaustive list, there are many other areas of comparison you could include).

It is expected that you will use at least 10 contemporary references, from peer-reviewed journals or grey literature, to demonstrate broad consideration of the topic.

**Part B:** (1000 words per person)

This component of the assessment is completed individually. You are required to keep and submit a reflexive piece documenting your thoughts, emotions and actions as you collaborate with your classmates. You are not required to reference your reflections. You should refer to the [Reflective Writing](#) which can be found in the Academic Learning Centre site.

**Assessment Due Date**

Week 12 Monday (4 Feb 2019) 5:00 pm AEST

This day/time has been set so that students who have difficulty uploading their assignments online can contact TaSAC for assistance.

**Return Date to Students**

Assessment will be returned on the 18th of February.

**Weighting**

25%

**Assessment Criteria**

A comprehensive assessment marking guide is provided in Moodle.

Broadly, the assignment is marked under the following domains:

**Structure (25%):**

Efficacy and Organisation  
Presentation  
Referencing

**Approach and Argument (50%):**

Relevancy and depth  
Knowledge of Area of Nursing

**Reflection (25%)**

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Video to be submitted to Cloudstor. Reflection to be submitted to Moodle.

**Learning Outcomes Assessed**

- Evaluate nursing roles in contemporary models of healthcare used in Australia

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

## 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