# OCCT11001 *Introduction to Activity and Occupation*

## Term 2 - 2019

Profile information current as at 12/10/2024 01:11 pm

All details in this unit profile for OCCT11001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit will build on knowledge and skills gained in OCCT11002 (Introduction to Occupational Therapy Theory and Practice) through exploration of occupational therapy assessment and intervention processes involving activity and occupation as core concepts. You will become familiar with a range of common meaningful occupations and learn how to undertake an occupational therapy activity analysis. Concepts of participation limitations at the person level will be introduced. You will engage in a variety of workshop activities that link key theoretical concepts to occupational therapy practice contexts for activity analysis. You will explore ways of grading and adapting activities to enable client participation.

### Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

### Pre-requisites or Co-requisites

Pre-requisite: OCCT11002Co-requisite: BMSC11008
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

### Offerings For Term 2 - 2019

- Bundaberg
- 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. **Practical Assessment**
Weighting: 20%
2. **Written Assessment**
Weighting: 40%
3. **Group Work**
Weighting: 40%

### 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 "Have your say" Informal student feedback Staff observation

**Feedback**
Workshops provided valuable practical learning experiences.

**Recommendation**
It is recommended that the workshops continue to be offered to students as they are a key component of the unit.

#### Feedback from "Have your say" Staff reflection

**Feedback**
Assessment items aided learning.

**Recommendation**
It is recommended that the assessment items are retained, with linkages to class content continued.

#### Feedback from "Have your say" Staff reflection

**Feedback**
Some assessment instructions were unclear.

**Recommendation**
Recommended review of assessment task instructions to ensure clarity, in particular Assessment #2, which required the most clarification for students.

#### Feedback from "Have your say" Staff reflection

**Feedback**
Relevance of some lecture content was not understood by students; further explanation of activity analysis components was required.

**Recommendation**
Recommend review of lecture content to ensure information is clear and relevance to practice is understood..

#### Feedback from "Have your say" Informal student feedback Staff reflection

**Feedback**
Assessment feedback was delayed.

**Recommendation**
It is recommended that particular attention be paid to marking time frames and assignment due dates to ensure timely return of assessment feedback and results.

## Unit Learning Outcomes

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

1. Use relevant terminology to define and classify concepts related to human performance in activity and occupation
2. Choose suitable methods for grading common meaningful occupations
3. Reflect on personal participation in meaningful occupations to integrate theoretical and practical knowledge
4. Use occupational therapy processes for comprehensive activity analysis.

This unit feeds directly into Occupational Therapy Australia Competencies for unit accreditation requirements:
1.4 Promotes and facilitates occupation through application of knowledge, skills, attitudes and evidence appropriate to the practice context.
2.1 Performs relevant, comprehensive assessment of occupational performance
3.2 Promotes client occupational performance and participation
4.2 Demonstrates ability to understand and conduct multiple evaluation methods and techniques

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ∘ Professional Level | ∘ Advanced Level

### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Practical Assessment - 20% | • | | • | |
| 2 - Written Assessment - 40% | • | • | • | • |
| 3 - Group Work - 40% | | • | | • |

### Alignment of Graduate Attributes to Learning Outcomes

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

### Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Practical Assessment - 20% | • | • | • | • | | | • | • | | |
| 2 - Written Assessment - 40% | • | • | • | • | • | • | • | • | • | |

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **3 - Group Work - 40%** | • | • | • | • | • | • | • | • | • | |

## Textbooks and Resources

### Textbooks

OCCT11001

**Prescribed**

**Occupation-based activity analysis**
Edition: 2nd (2015)
Authors: Heather Thomas
Slack Inc.
Thorofare , NJ , USA
ISBN: 978-1-61711-967-5
Binding: Paperback
OCCT11001

**Prescribed**

**Willard and Spackman's Occupational Therapy**
Edition: 13th (2018)
Authors: Barbara Schell , Glen Gillen
Wolters Kluwer
Baltimore, , MD , USA
ISBN: 9781975106584
Binding: Hardcover

**View textbooks at the CQUniversity Bookshop**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Access to PowerPoint or similar

## 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

**Maria O'Reilly** Unit Coordinator
m.oreilly@cqu.edu.au

## Schedule

**Week 1 - 15 Jul 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| | | |
|---|---|---|
| Occupation: Basic concepts<br>Working in a team | Christiansen, C.H., & Townsend, E.A. (2010). Chapter 1: An introduction to occupation. In C.H. Christiansen, & E.A. Townsend (Eds.), *Introduction to occupation: the art and science of living* (2nd ed., pp. 1-34). Upper Saddle River, N.J.: Pearson. Available as a CRO.<br><br>**See Moodle for additional readings.** | |

**Week 2 - 22 Jul 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Therapeutic utilisation of activity | Creighton, C (1992). The Origin and Evolution of Activity Analysis. *The American Journal of Occupational Therapy, 46*(1), 45-48. (See Moodle)<br><br>Coffey, M.S. (2015). Expressions of creativity in occupational therapy. In M.S. Coffey, N.K. Lamport, & G.I. Hersch (Eds.). *Creative engagement in occupation: Building professional skills* (pp.9-38). Thorofare, NJ: Slack Inc. (Available as a CRO)<br><br>**See Moodle for additional readings.** | |

**Week 3 - 29 Jul 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Physical Function in Occupation | Thomas, H. (2015). *Occupation-based activity analysis* (2nd ed.). Thorofare, NJ: Slack Inc. Chapters 6 & 7.<br><br>**See Moodle for additional readings.** | |

**Week 4 - 05 Aug 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Activity Analysis | Thomas, H. (2015). *Occupation-based activity analysis* (2nd ed.). Thorofare, NJ: Slack Inc. Chapter 1.<br><br>Schell, B. A. B., Gillen, G., Crepeau, E.B., & Scaffa, M.S. (2018). Analyzing occupations and activity. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 320-334). Philadelphia, PA: Wolters Kluwer. (Ch. 25)<br><br>**See Moodle for additional readings.** | |

**Week 5 - 12 Aug 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Dimensions of activity<br>Performance skills | Thomas, H. (2015). *Occupation-based activity analysis* (2nd ed.). Thorofare, NJ: Slack Inc. Chapters 2,3 & 8.<br><br>**See Moodle for additional readings.** | Notify presentation groups<br><br>**"What is Occupational Therapy?" Poster** Due: Week 5 Wednesday (14 Aug 2019) 4:00 pm AEST |

**Vacation Week - 19 Aug 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| No classes | | |

**Week 6 - 26 Aug 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Occupational Behaviour | **See Moodle for readings.** | |

**Week 7 - 02 Sep 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Social aspects of occupation- group dynamics | Thomas, H. (2015). *Occupation-based activity analysis* (2nd ed.). Thorofare, NJ: Slack Inc. Chapter 5.<br><br>**See Moodle for additional readings.** | Notify presentation activity and condition choice |

**Week 8 - 09 Sep 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Occupational perspective on development | Humphry, R., & Womack, J. (2018). Transformations of occupations. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 100-112). Philadelphia, PA: Wolters Kluwer. (Ch. 7)<br><br>**See Moodle for additional readings.** | |

**Week 9 - 16 Sep 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Occupational Participation | Hocking, C.(2018). Contribution of occupation to health and wellbeing. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 113-123). Philadelphia, PA: Wolters Kluwer. (Ch. 8)<br><br>**See Moodle for additional readings.** | **Workshop Activity Analysis Report** Due: Week 9 Friday (20 Sept 2019) 11:45 pm AEST |

**Week 10 - 23 Sep 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Occupational Deprivation | Reitz, S.M., & Graham, K. (2018). Health promotion theories. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 675-679). Philadelphia, PA: Wolters Kluwer. (Ch. 47)<br><br>**See Moodle for additional readings.** | |

**Week 11 - 30 Sep 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| | | |
|---|---|---|
| Activity Limitation and Adaptation | Thomas, H. (2015). *Occupation-based activity analysis* (2nd ed.). Thorofare, NJ: Slack Inc. Chapter 9.<br><br>Unit 5. Activity Gradation and Adaptation. In Hersch, G., Lamport, N. K., & Coffey, M. S. (2005). *Activity analysis : Application to occupation*. Thorofare, NJ : Slack (pp 63-72). (Available as a CRO)<br><br>**See Moodle for additional readings.** | No workshop Monday (1.00-4.00).<br><br>Inter-professional workshop with physiotherapy to be held Friday 8,00-11.00am. |

**Week 12 - 07 Oct 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Public holiday: no classes.<br>Preparation for presentations | | |

**Review/Exam Week - 14 Oct 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| All students **must** attend Monday 14 October, 10am-2.00pm for Group Presentations. | | **Occupational Therapy & Activity Analysis Presentation** Due: Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST |

**Exam Week - 21 Oct 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

## Term Specific Information

Classes for this unit consist of lectures and workshops. Primary theoretical content will be provided in the lectures, which will be reinforced by practical applications within the workshops. Workshop activities will include practical experience with activity analysis and other key skills, and non-attendance will greatly diminish your abilities to adequately complete assessment tasks.

## Assessment Tasks

### 1 "What is Occupational Therapy?" Poster

**Assessment Type**
Practical Assessment

**Task Description**
*Scenario:*
CQUniversity Open days occur regularly in August each year. You You are tasked with creating a poster that can be used at Open Day to generate interest in studying occupational therapy.

Posters should include:

- A definition of occupational therapy, including our central focus on occupation
- A description of how we use activity and occupation in therapy
- An explanation of activity analysis and its place in occupational therapy and a simple example

Your poster should explain the concepts in an organised and attractive way, using good poster design principles. You can be as creative as you wish with its design, but also ensure it contains useful information.

**It is NOT expected that you will produce a professionally printed poster for this task** - a large format cardboard sheet with elements drawn, written, or printed and securely attached will suffice. You may choose the size and colour of your poster - however it should be easily readable from a distance of 3-4 metres.

You are to ensure your name is on the BACK of the poster, along with a bibliography of at least five literature sources. While it's not expected that you include in-text citations on the poster, you must base your information on readings from textbooks and beyond.

The poster should be submitted in hard copy to nominated campus staff at Bundaberg and Rockhampton by close of business on the due date. A selection of posters will be chosen for display at the Bundaberg or Rockhampton Open Day, and/or the classroom.

**Assessment Due Date**
Week 5 Wednesday (14 Aug 2019) 4:00 pm AEST

**Return Date to Students**
Week 6 Wednesday (28 Aug 2019)

Feedback will be provided via Moodle; students can collect posters once marked.

**Weighting**
20%

**Minimum mark or grade**
50% (10/20)

**Assessment Criteria**
Each poster will be given marks reflecting the quality of work as below:
85-100% **Exemplary** work that demonstrates clear, accurate, detailed and comprehensive understanding of the relevant facts and is attractive and well organised in presentation.
75-84% **Accomplished** work that demonstrates mastery of the relevant facts and is organised in presentation
65-74% **Commendable** work that is reflecting progress towards mastery of the relevant facts and organisation of content.
50-64% **Acceptable** work that shows limited depth of understanding of facts and limited organisation of presented content.
<50% **Inadequate** understanding of facts and poorly organized content

**Referencing Style**

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

**Submission**
Offline

**Submission Instructions**
Please hand in to nominated staff on each campus.

**assessmentOutcome**

- Use relevant terminology to define and classify concepts related to human performance in activity and occupation
- Reflect on personal participation in meaningful occupations to integrate theoretical and practical knowledge

**assessmentGradAttribute**

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

# 2 Workshop Activity Analysis Report

**Assessment Type**
Written Assessment

**Task Description**
*Scenario*:
You will take part in a variety of practical activities in the weekly class workshops.

You will choose **one of the activities in which you have participated during the weekly class workshops**. You will complete a written activity analysis report for your chosen activity. This assessment task contributes to your development as a reflective practitioner by requiring reflection about your personal activity participation, and also help you develop skills for client assessment and intervention through application of the activity analysis process.

After the workshop sessions, you will individually complete an activity analysis report focusing on one activity. This report will have three sections, as described below:

**Part 1**: Briefly describe the activity, including when, where and by whom it is typically performed (up to 200 words).

**Part 2**: Use the Activity Analysis Form found in **Appendix A of your textbook** (Thomas, 2015, pp. 189-189). **You must cite the complete APA reference for the source of this template in your reference list.**

You are to complete the analysis from the perspective of how someone without any significant health condition would usually perform the activity. There is no prescribed length for this section; **complete all template sections except "body structures".**

**Part 3:** You are to write a brief narrative paragraph (up to 500 words) reflecting on the following questions:

- What **feelings** did you experience prior to, during and after doing the activity?
- What **meaning** did doing this activity have for you?
- Describe anything that **surprised** you about your participation.
- What did you think about the **therapeutic potential** of this activity for working with clients? Cite 2-3 APA style references from the professional literature (textbooks or relevant published journal articles) to support your opinion.

Include a reference list in APA format.

**Assessment Due Date**
Week 9 Friday (20 Sept 2019) 11:45 pm AEST

**Return Date to Students**
Week 11 Friday (4 Oct 2019)

**Weighting**
40%

**Minimum mark or grade**
50% (20/40)

**Assessment Criteria**
Marks will be allocated as follows (Total = 40):

- Task description **(5 marks)**
- Objects used, Space requirements, and Social Demands (**10 marks**)
- Sequence, Function, and Performance skills **(10 marks)**

- Reflective Narrative **(10 marks)**
- Professional presentation and References **(5 marks)**

A detailed marking rubric will be available on Moodle.

**Referencing Style**

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

**Submission**
Online

**Submission Instructions**
Upload document to Moodle

**assessmentOutcome**

- Use relevant terminology to define and classify concepts related to human performance in activity and occupation
- Choose suitable methods for grading common meaningful occupations
- Reflect on personal participation in meaningful occupations to integrate theoretical and practical knowledge
- Use occupational therapy processes for comprehensive activity analysis.

**assessmentGradAttribute**

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

## 3 Occupational Therapy & Activity Analysis Presentation

**Assessment Type**
Group Work

**Task Description**
***Scenario:***

In groups of 3 or 4, you will take part in the Occupational Therapy and Activity Analysis seminar at the end of term.

Students will select your own group members for this task. **Groups must consist of at least 3 students**. You are to advise the unit coordinator the names of students in your group in the Week 5 class.

Each group will prepare and present an analysis of an Activity of Daily Living (ADL) **or** Instrumental Activity of Daily Living (IADL) task for a person with a condition that would likely be referred to occupational therapy. This task will allow you to demonstrate your emerging professional reasoning skills for information gathering, identifying occupational issues and possible interventions, as part of the occupational therapy practice process.

Groups must select from ADL categories of

- bathing/showering
- bowel and bladder management
- dressing
- eating and feeding
- personal hygiene and grooming
- toilet hygiene

**OR** IADL categories of

- meal preparation
- shopping
- community mobility

Groups must choose one of the conditions listed below:

- Amputation
- Arthritis
- Cerebral Palsy
- CVA (Stroke)
- Orthopaedic conditions-hip or knee replacement
- Spinal cord injury
- Traumatic brain injury
- Visual impairments

Your *Willard & Spackman's Occupational Therapy* textbook (Schell & Gillen, 2018) is a good place to start to find out about these conditions.

***Groups must submit their choice of activity and condition to the unit coordinator by end of Week 7 for approval.***

As the task is a valuable peer learning activity, it is important for there to be a range of conditions and tasks presented to the class. Groups who have selected the same condition and task as another group may be asked to modify their selection.

The maximum time allowed for each group presentation will be **20 minutes ± 2 minutes**. All students are expected to attend the symposium, and each group member should speak for at least one section of the oral presentation.

A PowerPoint to accompany the group oral presentation should be prepared and submitted to Moodle by 11.45pm on the day of presentation.

The oral presentation should include:

- A brief description of the chosen condition (citing your evidence-based sources on your slides and in your reference list)
- An explanation of the likely impact of the condition on the person's ability to participate in the activity. (citing your evidence-based sources on your slides and in your reference list)
- A detailed description of the chosen task and an occupational analysis using an occupational therapy template of your choice – for example, Appendix B, Thomas, 2015 (cite your occupational analysis template source on your slide and in your reference list)
- A description of 3 ways the task could be adapted to facilitate participation, and 3 ways it could be graded to increase the challenge for the person with the chosen condition (cite evidence for your suggestions on your slide and in your reference list)
- Include a reference list at the end, written in APA format

Each group member should also submit an **individual reflection** about the group process and your role in it.  This will be worth 20% of the Seminar Presentation marks.

**Assessment Due Date**
Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST

Seminar scheduled for 10.00am-2.00pm; slides and reflections to be submitted by 11.45pm

**Return Date to Students**

Marks and feedback will be posted in Moodle after certification of grades

**Weighting**
40%

**Minimum mark or grade**
50% (20/40)

**Assessment Criteria**
Marks will be allocated as follows (Total = 40 marks):

- Comprehensive Occupational Analysis using referenced occupational therapy template or method **(8 marks)**
- Appropriate and realistic grading of task for both decreasing and increasing challenge **(8 marks)**
- Accurate evidence based information from professional journals or textbooks about the condition and likely impact on participation **(8 marks)**
- Correct on slide APA style citations and reference list for 4-6 sources **(4 marks)**
- Professional oral delivery and presentation of visual material (PowerPoint and handout) including spelling, terminology and grammar **(4 marks)**
- Individual reflection on group process **(8 marks)**

**Referencing Style**

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

**Submission**
Offline Online

**Submission Instructions**
Submit slides, handouts and individual group process reflections by 11.45pm on the day of presentation.

**assessmentOutcome**

- Choose suitable methods for grading common meaningful occupations
- Use occupational therapy processes for comprehensive activity analysis.

**assessmentGradAttribute**

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

## 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