



# OCCT11001 *Introduction to Activity and Occupation*

## Term 2 - 2022

Profile information current as at 27/04/2024 05:06 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: OCCT11002 Co-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 - 2022

- 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 SUTE responses, informal student feedback, staff observation

**Feedback**

The workshops were an enjoyable and useful learning experience.

**Recommendation**

It is recommended that the workshops continue being an integral component to the unit.

#### Feedback from SUTE responses, staff observation and reflection.

**Feedback**

The activity analysis portfolio was very lengthy, which some students found challenging.

**Recommendation**

It is recommended that the portfolio assessment will be reviewed and revised as appropriate.

#### Feedback from SUTE responses, staff observation,

**Feedback**

Students did not always engage well with lectures, particularly when online.

**Recommendation**

It is recommended that the content and format of the lectures be revised, including the use of videos and class activities, and new ideas for engagement be trialled.

#### Feedback from SUTE responses, staff observation,

**Feedback**

Students did not feel "well connected" between campuses.

**Recommendation**

It is recommended that strategies for enhancing connection and integration between campuses be explored, including ensuring audio-visual technology is adequate.

## 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





## 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Maria O'Reilly** Unit Coordinator

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**Jenn Stanley** Unit Coordinator

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## Schedule

### Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Occupation: Basic concepts  
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* (2<sup>nd</sup> ed., pp. 1-34). Pearson. Available on the e-Reading list.

Thomas, H. (2015). *Occupation-based activity analysis* (2nd ed.). Slack Inc. Chapters 1 & 2.

**See Moodle for additional readings.**

## Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Creighton, C (1992). The origin and evolution of activity analysis. <i>The American Journal of Occupational Therapy</i> , 46(1), 45-48. (Available on the e-Reading list).	
Therapeutic utilisation of activity	Coffey, M.S. (2015). Expressions of creativity in occupational therapy. In M.S. Coffey, N.K. Lampion, & G.I. Hersch (Eds.). <i>Creative engagement in occupation: Building professional skills</i> (pp.9-38). Slack Inc. (Available on the e-reading list)	
	Thomas, H. (2015). <i>Occupation-based activity analysis</i> (2nd ed.). Slack Inc. Chapter 3.	
	<b>See Moodle for additional readings.</b>	

## Week 3 - 25 Jul 2022

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

## Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Activity Analysis	Thomas, H. (2015). <i>Occupation-based activity analysis</i> (2nd ed.). Slack Inc. Chapter 4.	
	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.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 320-334). Wolters Kluwer. (Ch. 25)	
	<b>See Moodle for additional readings.</b>	

## Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Dimensions of activity Performance skills	Thomas, H. (2015). <i>Occupation-based activity analysis</i> (2nd ed.). Slack Inc. Chapter 8.  <b>See Moodle for additional readings.</b>	Presentation group allocations due by end of Week 5.  <b>"What is Occupational Therapy?" Poster</b> Due: Week 5 Friday (12 Aug 2022) 11:45 pm AEST

#### Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
No classes		

#### Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Behaviour	Thomas, H. (2015). <i>Occupation-based activity analysis</i> (2nd ed.). Slack Inc. Chapter 2.  <b>See Moodle for additional readings.</b>	Presentation topic allocated

#### Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Social aspects of occupation- group dynamics	Thomas, H. (2015). <i>Occupation-based activity analysis</i> (2nd ed.). Slack Inc. Chapter 5.  <b>See Moodle for additional readings.</b>	

#### Week 8 - 05 Sep 2022

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.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 100-112). Wolters Kluwer. (Ch. 7)  <b>See Moodle for additional readings.</b>	Notify presentation condition choice

#### Week 9 - 12 Sep 2022

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.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 113-123). Wolters Kluwer. (Ch. 8)  Thomas, H. (2015). <i>Occupation-based activity analysis</i> (2nd ed.). Slack Inc. Chapter 9.  <b>See Moodle for additional readings.</b>	<b>Workshop Activity Analysis Report</b> Due: Week 9 Friday (16 Sept 2022) 11:45 pm AEST

#### Week 10 - 19 Sep 2022

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). Wolters Kluwer. (Ch. 47)

Thomas, H. (2015). *Occupation-based activity analysis* (2nd ed.). Slack Inc. Chapter 9.

**See Moodle for additional readings.**

#### Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Thomas, H. (2015). <i>Occupation-based activity analysis</i> (2nd ed.). Slack Inc. Chapter 9.	
Activity Limitation and Adaptation	Unit 5. Activity Gradation and Adaptation. In Hersch, G., Lamport, N. K., & Coffey, M. S. (2005). <i>Activity analysis : Application to occupation</i> . Slack (pp 63-72). (Available on the e-reading list)	<b>Inter-professional workshop with physiotherapy</b> - time and place to be confirmed. <b>Please refer to Moodle for more details.</b>
	<b>See Moodle for additional readings.</b>	

#### Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
No classes. Preparation for presentations		

#### Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
All students <b>must</b> attend the Activity Analysis Seminar Tuesday 12 October, 9.00am-4.00pm for Group Presentations.		See Moodle for more details. <b>Occupational Therapy &amp; Activity Analysis Presentation</b> Due: Review/Exam Week Tuesday (11 Oct 2022) 11:45 pm AEST

## Term Specific Information

OCCT11001 requires **on-campus attendance** for both lectures and workshops unless otherwise notified by the unit coordinator. You will sign in for every OCCT11001 class using a QR code or sign-in sheet only available when you attend in person on campus.

Watching a recording will not count as in person attendance. To **pass attendance requirements you must attend at least 80% of all workshops and all of the final seminar.**

## Assessment Tasks

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

#### Assessment Type

Practical Assessment



## Task Description

### Scenario:

CQUniversity Open days occur regularly in late August each year. You are tasked with creating a poster that could be used at Open Day to generate interest in studying occupational therapy. The poster should be created on PowerPoint, Publisher or similar software and converted to a PDF document for submission.

### 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. There are many places on the internet with tips for poster design, for example [here](#). You can be as creative as you wish with its design, but also ensure it contains useful information.

**It is NOT expected that students will produce a professionally printed poster for this task** - however, you will need to create something with the *potential* to be printed. You may choose the layout and orientation (i.e. portrait/landscape) of your poster - however it should be easily readable from a distance of 3-4 metres (paper size should be A1 or A2 - see this website for information about international paper sizes: <https://www.papersizes.org/a-paper-sizes.htm>)

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. To this end, include a bibliography of at least **five literature sources**. This can be submitted as an extra document if there isn't enough room on the poster.

A selection of posters will be chosen for display at the Bundaberg or Rockhampton Open Day, and/or the classroom. Please see Moodle for detailed instructions.

### Assessment Due Date

Week 5 Friday (12 Aug 2022) 11:45 pm AEST

### Return Date to Students

Week 7 Monday (29 Aug 2022)

Feedback will be provided via Moodle

### Weighting

20%

### Minimum mark or grade

50% (10/20)

### Assessment Criteria

Marks will be allocated as follows (Total = 20):

- Definition of occupational therapy and use of activity and occupation (8 marks).
- Explanation of how and why occupational therapists use activity analysis, including simple example (8 marks).
- Presentation and layout (4 marks)

Detailed marking rubrics can be found on Moodle.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit to Moodle as a PDF document

### Learning Outcomes Assessed

- 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

### Graduate Attributes

- 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 be required to engage in a variety of practical activities while attending the weekly workshops, during which you will explore the properties of these activities and complete prescribed activity analysis tasks. You will be required to photograph yourself engaged in the activity, as well as the finished product. During class you will complete a set activity analysis component based on the activity completed that week. This will contribute to your skill development for this assessment report.

You will choose **one of the activities you participated in during the workshops in weeks 3-8** and 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.

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. 189-199). You must cite the complete APA 7 reference for the source of this template in your reference list. See Moodle for a Word version of the template.

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”** (pp 195-197).

**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.
- Based on its properties and information from occupational therapy literature (i.e. textbooks or relevant published journal articles) describe the **potential therapeutic applications** of this activity. Include a reference list in APA 7 format with **at least three references**.

### Assessment Due Date

Week 9 Friday (16 Sept 2022) 11:45 pm AEST

### Return Date to Students

Week 12 Monday (3 Oct 2022)

Marks and feedback will be made available through Moodle

### Weighting

40%

### Minimum mark or grade

50% (20/40)

### Assessment Criteria

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

- Task descriptions and illustrations (**5 marks**)
- Objects used, Space requirements, and Social Demands (**5 marks**)
- Task step sequence, Function, and Performance skills (**10 marks**)
- Reflective Narrative, including therapeutic application of chosen activity (**10 marks**)
- Professional presentation and References (**10 marks**)

A detailed marking rubric will be available on Moodle.

### Referencing Style

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

## Submission

Online

## Submission Instructions

Upload document to Moodle

## Learning Outcomes Assessed

- 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.

## Graduate Attributes

- 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 three or four, you will take part in the OCCT11001 Occupational Therapy and **Activity Analysis Seminar** at the end of term.

Students can form their own groups. **Groups will consist of 3 or 4 students and should be finalised by the end of Week 5.**

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 will be randomly allocated a task from either of the two categories:

#### ADL tasks

- bathing/showering
- toileting
- dressing
- eating
- personal hygiene and grooming (i.e. brushing hair and applying makeup/shaving)

OR

#### IADL tasks

- meal preparation
- shopping
- community mobility (i.e. driving or using public transport)

Groups will also be randomly allocated one of the categories listed below:

- Degenerative conditions (e.g. arthritis)
- Neurological conditions (e.g. CVA)
- Orthopaedic conditions (e.g. hip or knee replacements)
- Traumatic injury (e.g. brain injury, spinal cord injury)
- Congenital disorder (e.g. cerebral palsy)
- Sensory or processing impairments (e.g. low vision, dementia)

You must **choose one condition from your allocated category** to research and consider the implications for task completion. You should then create a simple case study of a potential client for use in the presentation.

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

### **Groups will be allocated their task and category by the end of Week 6.**

Please **notify the unit coordinator of the condition you will be researching by the end of Week 8.**

The maximum time allowed for each group presentation will be **20 minutes ± 2 minutes**; 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 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). *Create a brief case study to contextualise this.*
- A detailed description of the chosen task and an occupational analysis using the template in Appendix B, Thomas, 2015. You should note the aspects of the task that will be a challenge for your client, and those that will be manageable.
- 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 7 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; a template is provided with the task information on Moodle.

All students must attend the entire symposium.

### **Assessment Due Date**

Review/Exam Week Tuesday (11 Oct 2022) 11:45 pm AEST

Seminar scheduled for 9.00am-4.00pm; slides and reflections to be submitted by 11.45pm

### **Return Date to Students**

Marks and feedback will be posted in Moodle prior to 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 **(8 marks)**
- Accurate evidence based information from professional journals or textbooks about the condition and likely impact on participation **(4 marks)**
- Appropriate and realistic adaptation and grading of task **(8 marks)**
- Quality of visual material including spelling, terminology and grammar. Correct on slide APA style citations and reference list for 4-6 sources **(4 marks)**
- Professional oral delivery and presentation **(4 marks)**
- Individual reflection on group process **(8 marks)**
- Term attendance **(4 marks)**

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submit slides and individual group process reflections by 11.45pm on the day of presentation.

### **Learning Outcomes Assessed**

- Choose suitable methods for grading common meaningful occupations

- Use occupational therapy processes for comprehensive activity analysis.

### **Graduate Attributes**

- 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