OCCT11002 *Introduction to Occupational Therapy Theory and Practice*
Term 1 - 2023

Profile information current as at 08/05/2024 04:36 am

All details in this unit profile for OCCT11002 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 provide you with a clear understanding of the fundamental theoretical frameworks that guide occupational therapy practice. An historical overview of the profession will be presented so that you can contrast the changes and plot the evolution of occupational therapy practice from the profession's foundations to the present day. The practical application of occupational theory as it drives contemporary occupational therapy practice will be introduced via one key occupational therapy practice model. You will be introduced to the regulatory and professional bodies guiding ethical occupational therapy practice locally and internationally. Skill development will focus on the acquisition of qualiative and quantitative information gathering techniques including interviewing and the application of standardised and non-standardised assessments.

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
There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 1 - 2023

- 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. **Written Assessment**
Weighting: 30%
2. **Practical and Written Assessment**
Weighting: 40%
3. **Presentation and Written Assessment**
Weighting: 30%

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 feedback, student informal feedback, staff observation.

Feedback

Students found engaging with the learning material challenging without the presence of an educator in the classroom.

Recommendation

It is recommended that whenever possible teaching staff are available in the classroom on both campuses for all classes.

Feedback from SUTE feedback, student informal feedback, staff observation.

Feedback

Classroom technology failures further detracted from student learning and engagement.

Recommendation

It is recommended that classroom technology is reviewed and updated when necessary prior to the commencement of teaching in 2023.

Feedback from SUTE feedback, student informal feedback, staff observation.

Feedback

Students considered the content highly relevant to their development as occupational therapists.

Recommendation

It is recommended that the unit continue providing foundational knowledge and skill development opportunities to prepare students for ongoing learning in the course.

Unit Learning Outcomes

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

1. Explain the theory and philosophy that underpins the profession of occupational therapy
2. Demonstrate an understanding of the development and scope of the occupational therapy profession over time
3. Describe the occupational therapy practice process across various contexts
4. Conduct person-centred information gathering processes.

This content contributes to the development of Occupational Therapy Australia Competencies for Entry Level Practitioners.

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 - Written Assessment - 30%	●	●	●	
2 - Practical and Written Assessment - 40%	●			●
3 - Presentation and Written Assessment - 30%			●	

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 - Written Assessment - 30%	•	•	•	•			•			
2 - Practical and Written Assessment - 40%	•	•	•	•				•		
3 - Presentation and Written Assessment - 30%	•	•	•	•		•		•		

Textbooks and Resources

Textbooks

OCCT11002

Prescribed

The Intentional Relationship : Occupational Therapy and Use of Self
Edition: 2nd (2020)
Authors: Renee R. Taylor
F.A. Davis
Philadelphia , PA , USA
ISBN: 978-0-8036-6977-2
Binding: Paperback

OCCT11002

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)

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
m.oreilly@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Unit introduction Concepts of occupation Introduction to occupational therapy	Johnson, K.R. & Dickie, V. (2018). What is occupation? In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 2-10). Wolters Kluwer. (Ch. 1) Schell, B. A. B., Gillen, G., & Coppola, S. (2018). Contemporary occupational therapy practice. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 56-70). Wolters Kluwer. (Ch. 4) Cohn, E.S. , & Crepeau, E.B. (2018). Narrative as a key to understanding. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 142-149). Wolters Kluwer. (Ch. 10)	Please check Moodle for additional Workshop topics.

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
History of occupation and the occupational therapy profession Introduction to the narrative interview	Christiansen, C. H., & Haertl, K. (2018). A contextual history of occupational therapy. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 11-42). Wolters Kluwer. (Ch. 2) Cusick, A. (2017). History of Australian occupational therapy. In T. Brown, H. Bourke-Taylor, S. Isbel, & R. Cordier (Eds.), *Occupational therapy in Australia: Professional and practice issues* (pp. 27-48). Allen & Unwin. (Ch. 3) [Available on the e-reading list] Taylor, R. (2020). *The Intentional Relationship : Occupational Therapy and Use of Self* (2nd ed., pp. 25-50). F.A. Davis. Chapter 2: "What defines a good therapist?"	Please check Moodle for additional Workshop topics

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Occupational contexts Narrative interviewing: Non-verbal communication.	Lawlor, M. C., & Mattingly, C. (2018). Family perspectives on occupation, health, and disability. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 196-211). Wolters Kluwer. (Ch. 17) Matuska, K., & Barrett, K. (2018). Patterns of occupation. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 212-222). Wolters Kluwer. (Ch. 18) Black, R.M. (2018). Culture, diversity, and culturally effective care. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 223-239). Wolters Kluwer. (Ch. 19). Taylor, R. (2020). *The Intentional Relationship : Occupational Therapy and Use of Self* (2nd ed., pp. 204-224). F.A. Davis. Chapter 8: "Therapeutic communication".	**Practical experience**: Narrative interviews with simulated clients

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Occupational therapy philosophy Ecological models of practice The International Classification of Functioning Disability, and Health (ICF) Narrative interviews: Empathic listening	Hooper, B., & Wood, W. (2018). The philosophy of occupational therapy: A framework for practice. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 43-55). Wolters Kluwer. (Ch. 3) Brown, C. E. (2018). Ecological models in occupational therapy. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 622-632). Wolters Kluwer. (Ch. 43) Burnett, S.E. (2018). Personal and social contexts of disability: Implications for occupational therapists. In H.M. Pendleton, & W. Schultz-Krohn (Eds.), *Pedretti's occupational therapy: Practice skills for physical dysfunction* (pp. 71-91). Elsevier. (Available on the e-reading list). Taylor, R. (2020). *The Intentional Relationship : Occupational Therapy and Use of Self. (*2nd ed., pp. 225-242). Davis. Chapter 9: "Establishing intentional relationships".	**Practical experience**: Narrative interviews with simulated clients

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
No classes -- public holiday		**Occupational Therapy Theory and Practice Essay (30%)** Due: Week 5 Friday (7 Apr 2023) 11:45 pm AEST

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment #2: Client case study for interview made available.

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Occupational therapy practice processes	Craik, J., Davis, J., & Polatajko, H.J. (2007). Introducing the Canadian Practice Process Framework (CPPF): Amplifying the context. In E.A. Townsend, & H.J. Polatajko (Eds.), Enabling occupation II: Advancing an occupational therapy vision for health, well-being, and justice through occupation (pp. 229-246). Canadian Association of Occupational Therapists. (Available on the e-reading list).	**Practical experience**: Narrative interviews with simulated clients
Narrative interviewing: Therapeutic relationships and the intentional use of self	Taylor, R. R. (2018). Therapeutic relationship and client collaboration: Applying the Intentional Relationship Model. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 527-538). Wolters Kluwer. (Ch. 37) Taylor, R. (2020). *The Intentional Relationship : Occupational Therapy and Use of Self.* (2nd ed., pp. 2-24). Davis. Chapter 1: "Therapeutic use of self in occupational therapy"	**Assessment #3**: Allocate presentation groups

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Assessment and evaluation Collaborative goal setting	Shotwell, M. P. (2018). Evaluating clients. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 369-389). Wolters Kluwer. (Ch. 28) Gillen, G., & Schell, B. A. B. (2018). Introduction to evaluation, intervention, and outcomes for occupations. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 710-713). Wolters Kluwer. (Ch. 49) Bowman, J., Mogensen, L., & Lannin, N. (2017). Writing occupation-focused goals. In M. Curtin, M. Egan, & J. Adams (Eds.), *Occupational therapy for people experiencing illness, injury or impairment: Promoting occupation and participation* (7th ed., pp. 308-319). Elsevier. (Available on the e-reading list)	**Practical experience**: Narrative interviews with simulated clients **Assessment #2:** nominate interview times. **Assessment #3:** Case studies for presentations allocated.

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic

Manual handling workshop:
Inter-professional session, held in conjunction with PSIO11004 (physiotherapy).

Wednesday 3 May, 8am-3pm (with breaks); location to be confirmed.

See Moodle for manual handling resources

Practical experience: learning how to safely assist people with bed mobility and transfers. **Attendance is compulsory**.

Week 9 - 08 May 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
No classes: Assessment #2 (client interviews)	See Moodle for details	**Assessment #2:** Recording of video interviews, Wednesday 10 May/ Friday 12 May. *Students to attend to record their interview on one of the above dates. Scheduling to be determined in class.*

Week 10 - 15 May 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Professional reasoning Environmental interventions Documentation and professional communication.	Unsworth, C.A. (2017). Professional reasoning in occupational therapy practice. In M. Curtin, M. Egan, & J. Adams (Eds.), *Occupational therapy for people experiencing illness, injury or impairment: Promoting occupation and participation* (7th ed., pp. 90-104). Elsevier. (Available on the e-reading list) Rigby, P.J., Trentham, B., & Letts, L. (2018). Modifying performance contexts. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 460-479). Wolters Kluwer. (Ch. 33) Sames, K. M. (2018). Documentation in practice. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 572-581). Wolters Kluwer. (Ch. 40) Gateley, C. A., & Borcherding, S. (2017). Documentation manual for occupational therapy: Writing SOAP notes (4th ed.). Slack. Chapter 4: "General guidelines for documentation" (pp.29-44). (Available on the e-reading list)	**Assessment #2**: submission of interview analysis. **Interview and communication analysis (40%)** Due: Week 10 Wednesday (17 May 2023) 11:45 pm AEST

Week 11 - 22 May 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

	Doherty, R. F. (2018). Ethical practice. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp.513-526). Wolters Kluwer. (Ch. 36)	
Ethical practice Professional behaviour and competency standards Term overview	Falk-Kessler, J. (2018). Professionalism, communication, and teamwork. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 556-571). Wolters Kluwer. (Ch. 39)	
	Taylor, R. (2020). *The Intentional Relationship : Occupational Therapy and Use of Self.*(2nd ed., pp. 309-329). F.A. Davis. Chapter 14: "Professional Behavior, Values, and ethics".	

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
No classes: preparation for Assessment #3 (In-class presentation).		

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
End of term seminar: all students **must attend** Tuesday 6 June, 9:00am-4:00pm for group presentations.		**Assessment #3:** Group presentation **Case Study Presentation (30%)** Due: Review/Exam Week Tuesday (6 June 2023) 11:45 pm AEST

Term Specific Information

OCCT11002 requires on-campus attendance for both lectures and workshops unless otherwise notified by the unit coordinator. You will sign in for every OCCT11002 class when you attend in person on campus.

To pass attendance requirements you must attend at least 80% of all workshops.

Assessment Tasks

1 Occupational Therapy Theory and Practice Essay (30%)

Assessment Type
Written Assessment

Task Description
This essay-based assessment will allow you to develop your emerging literature-searching and analysis skills and enhance your understanding of the occupational therapy profession. It is worth 30% of your total OCCT11002 mark. There are two parts to this assessment task: (1) an essay, and (2) a personal reflection.

- For the **essay** you will discuss *the history and evolution of occupational therapy*.
- For the **reflection**, you will discuss how your own understanding of the practice of occupational therapy has developed as a result of researching and writing this paper.

Please include a reference list using APA 7 referencing style and containing a **minimum of six references**. You may include prescribed readings, but **at least three of your references should come from outside sources** (i.e. refereed journal articles, books or book chapters).
Word count: 1500 words (+/- 10%), excluding reference list, personal reflection, or any appendices.
You must ensure that all the work is your own, in line with the CQUniversity requirements
See Moodle for a detailed task description.

Assessment Due Date
Week 5 Friday (7 Apr 2023) 11:45 pm AEST
Submit online via Moodle

Return Date to Students
Week 7 Monday (24 Apr 2023)
Marked assignments and rubrics will be returned via Moodle

Weighting
30%

Minimum mark or grade
15/30

Assessment Criteria

- Conceptual Knowledge - Theoretical understanding of occupational history and philosophy (10)
- Professional Knowledge - Application of theory to practice (10)
- Procedural Knowledge - Clear, concise written style and APA referencing all within word count (5)
- Professional Knowledge - Reflection on learning (5)

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Explain the theory and philosophy that underpins the profession of occupational therapy
- Demonstrate an understanding of the development and scope of the occupational therapy profession over time
- Describe the occupational therapy practice process across various contexts

Graduate Attributes

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

2 Interview and communication analysis (40%)

Assessment Type
Practical and Written Assessment

Task Description
This assessment will allow you to develop your emerging skills of interviewing and information gathering. These are critical professional skills you will use as an occupational therapist every time you interact with a client.
You will prepare an interview schedule (list of questions/themes) and conduct a **15 minute** interview with a "standardised client" (an actor plays this role). Interviews will be held on campus and scheduled to occur in Week 9; you will be given a time in which to conduct the interview, we will arrange for the "client" to be present.
The purpose of the interview is to establish a therapeutic relationship, learn about the occupational performance of this person and explore any occupational barriers they are experiencing. During the interview you are expected to draw on the theoretical knowledge and practical skills you have developed in the Unit to date. Your choice of questions and information gathering approaches should demonstrate evidence of your understanding of different forms of information gathering. Respectful and professional conduct should be evident through all of your interactions with the client.
The interview will be video-recorded and on completion of your interview you will receive an electronic copy of the recording so you can complete a reflection on your interview performance. **You will use a self-assessment to guide your reflection**.
You will submit your interview questions and your completed self-reflection by the due date.
See Moodle for detailed task description and self-reflection template.

Assessment Due Date
Week 10 Wednesday (17 May 2023) 11:45 pm AEST
Submission of interview schedule and self-reflection on this date: interview occurs in Week 9

Return Date to Students
Week 12 Monday (29 May 2023)

Marked assignments and rubrics will be returned via Moodle

Weighting
40%

Minimum mark or grade
20/40

Assessment Criteria

- Establish an effective therapeutic relationship and create a supportive environment (4)
- Use of appropriate language and questions (8)
- Active listening (8)
- Obtaining information (8)
- Appropriate closure of interview (4)
- Realistic self analysis (8)

Referencing Style

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

Submission
Offline Online

Submission Instructions
Interview schedule and self-reflection to be submitted via Moodle; interview to be recorded onsite.

Learning Outcomes Assessed

- Explain the theory and philosophy that underpins the profession of occupational therapy
- Conduct person-centred information gathering processes.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

3 Case Study Presentation (30%)

Assessment Type
Presentation and Written Assessment

Task Description
This is a **group assignment** designed to allow you to integrate the knowledge you have gained during the unit, as well as independent research, to develop a class presentation based on a case-study. Presenting to colleagues, peers and clients is an important professional skill for you to master over the course of your degree. Group allocations will occur in Week 6.

Each group will be provided with a case study containing details of a client during Week 7 (e.g., a child living with cerebral palsy, a young woman with schizophrenia, an older gentleman who has fractured his neck of femur). You are required to prepare a **10 minute presentation** for a student and professional audience that systematically outlines how you would apply occupational therapy practice processes with this client, including theoretical foundations, information gathering and assessment, identification of occupational issues, collaborative goal setting, and intervention planning.

Presentation Format
10 minute presentation suitable for a professional audience using a range of AV materials including PowerPoint; **all group members must contribute equally to preparation and presentation**. A reference list and on-slide citations must be included. Slides and individual "contribution to group" forms must be submitted to Moodle on the day of the presentation.

See Moodle for a detailed task description and contribution to group forms.

Assessment Due Date
Review/Exam Week Tuesday (6 June 2023) 11:45 pm AEST
The presentation seminar will occur in-class; slides and individual "contribution to group forms" must be submitted to

Moodle by the above deadline

Return Date to Students

Marks and feedback will be returned prior to certification of grades

Weighting
30%

Minimum mark or grade
15/30

Assessment Criteria

- Presentation Content, Structure and Organisation (10)
- Presentation Style (10)
- Use of technology and Materials (5)
- Term attendance (5)

Referencing Style

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

Submission
Offline Online

Submission Instructions
Presentation slides to be uploaded onto Moodle by one member of the group on the day of the seminar. Each member of the group must submit their completed group contribution forms by 11.45 pm on the day of the seminar.

Learning Outcomes Assessed

- Describe the occupational therapy practice process across various contexts

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem