



# OCCT12002 Occupational Justice: Local and Global

## Term 2 - 2017

Profile information current as at 04/05/2024 04:03 pm

All details in this unit profile for OCCT12002 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit, you will be introduced to the evolving concept of occupational justice and explore situations where people are deprived of meaningful occupation. You will use an occupational justice lens to look from a local and global perspective at situations where people are experiencing challenges with occupational participation and engagement. The role of the occupational therapist as a facilitator of occupational justice will be examined, using both an occupational justice framework and also occupational therapy models such as the KAWA Model.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Successful completion of all year 1 units in the Bachelor of Occupational Therapy (Honours)

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 - 2017

- 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. **Presentation**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 35%

#### 3. **Presentation and Written Assessment**

Weighting: 45%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from student feedback and teaching staff self-evaluation

##### Feedback

Student engagement in the Hurdle Task (pass/fail) was noted to be high and some students reported they believed the effort involved deserved a weighting as an assessment task.

##### Recommendation

The Hurdle Task will become a weighted assessment item in T2 2017.

#### Feedback from student feedback and teaching staff self-evaluation.

##### Feedback

Moodle Navigation received a good satisfaction rating of 4.3, however a couple of students noted that they found the format difficult to navigate due to being organised by topic rather than by week.

##### Recommendation

Continue with the broad format of the course as it is on Moodle, but attend to some design elements to enhance its accessibility.

## Unit Learning Outcomes

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

1. Articulate the concept of occupational justice at a local and global level.
2. Identify and describe situations where people are deprived of meaningful occupation and explore the causes.
3. Articulate the role of the occupational therapy in promoting occupational justice.
4. Identify and describe occupational injustice (e.g. occupational deprivation, occupational marginalisation, occupational alienation, occupational imbalance) occurring in a local community and the programs and measures being taken to address those injustice issues.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Presentation - 20%</b>	•	•	•	
<b>2 - Written Assessment - 35%</b>	•	•	•	
<b>3 - Presentation and Written Assessment - 45%</b>	•	•	•	•

### 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 - Presentation - 20%	•		•	•	•	•				
2 - Written Assessment - 35%	•	•	•	•			•	•		
3 - Presentation and Written Assessment - 45%	•	•	•	•		•	•	•		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

No textbook is required for this unit. Students will be provided with citations for a range of contemporary readings from the occupational therapy literature to support the weekly topics.

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Desley Simpson** Unit Coordinator

[desley.simpson@cqu.edu.au](mailto:desley.simpson@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Occupational Justice part 1	<p>Gupta, J. (2016). Mapping the evolving ideas of occupational justice: A critical analysis. <i>OTJR Occupation, Participation and Health</i>, 36(4), 179-194. doi: 10.1177/1539449216672171</p> <p>Whalley Hammell, K.R. &amp; Iwama, M.K., (2012) "Well-being and occupational rights: An imperative for critical occupational therapy", <i>Scandinavian Journal of Occupational Therapy</i>, 19, pp385 -394.</p> <p>Galheigo, S.M. , (2011) "What needs to be done? OT responsibilities &amp; challenges regarding human rights", <i>Australian Occupational Therapy Journal</i>, 58, pp 60-66.</p>	

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Occupational Justice part 2	<p>Crawford, E., Aplin, T &amp; Rodger, S. (2017). Human rights in occupational therapy education: A step towards a more occupationally just global society. <i>Australian Occupational Therapy Journal</i>, 64(2), 129-136. doi: 10.1111/1440-1630.12321</p> <p>Sherwin, J. (2011) "The desire for friendship comes quickly, friendship does not: An exploration of valued roles &amp; relationships", <i>SRV Journal</i> (2), pp 22-31.</p> <p>Whiteford, G., &amp; Townsend, E. (2011). Participatory occupational justice framework (POJF 2010): enabling occupational participation and inclusion (pp.65-84). In Kronenberg, F., Pollard, N., &amp; Sakellariou, D. (Eds). <i>Occupational therapies without borders, Volume 2: Towards an ecology of occupation-based practices</i>. Edinburgh: Churchill Livingstone. (this reading will be made available as a CRO)</p>	

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Deprivation part 1	<p>Hocking, C. (2017). Occupational justice as social justice: The moral claim for inclusion. <i>Journal of Occupational Science</i>, 24(1), 29-42. doi: 10.1080/14427591.2017.1294016</p> <p>Rebeiro Gruhl, K. "The politics of practice: Strategies to secure our occupational claim &amp; to address occupational injustice", <i>NZJOT</i>, Vol 55 (1), pp 19-26.</p> <p>Brown, C. (2008) "The implications of occupational deprivation experienced by elderly female immigrants", <i>Diversity in Health &amp; Social Care</i>, 5 pp 65-69.</p>	

#### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Deprivation part 2	<p>Crawford, E., Turpin, M., Nayar, S., Steel, E. &amp; Durand, J-L. (2016). The structural-personal interaction: Occupational deprivation and asylum seekers in Australia. <i>Journal of Occupational Science</i>, doi: 10.1080/14427591.2016.115310.</p> <p>Channon, A. (2014). Intellectual disability and activity engagement: Exploring the literature from an occupational perspective. <i>Journal of Occupational Science</i>, 21(4), 443-458. doi: 1080/14427591.2013.829398</p>	

#### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
GroupWork Assessment	Assigned assessment readings	<p><b>Group Work Presentation - article</b>            Due: Week 5 Thursday (10 Aug 2017)            9:00 am AEST</p>

#### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

#### Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Marginalisation part 1	<p>Lauckner, H., et al (2011) "Conceptualising community development: OT practice at the intersection of health services &amp; community", <i>Canadian Journal of Occupational Therapy</i>, 78 (4) Oct, pp 260-268.</p> <p>Hutchinson, K., Roberts, C., Daly, M., Bulsara, C. &amp; Kurrle, S. (2016). Empowerment of young people who have a parent living with dementia: a social model perspective. <i>International Psychogeriatrics</i>, 28(4), 657-668. doi: 10.1017/S1041610215001714</p>	

#### Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Occupational Marginalisation part 2

Fisher, G. & Hotchkiss, A. (2008) "A model of occupational empowerment for marginalised populations", *Occupational Therapy in Health Care*, 22(1), pp 55-71.

Gruhl, K. (2009). The politics of practice: strategies to secure our occupational claim and to address occupational injustice. *New Zealand Journal of Occupational Therapy*, 56(1), 19-26.

#### Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Imbalance part 1	Hodgetts, S., McConnell, D., Zwaigenbaum, L., & Nicholas, D. (2014). The impact of autism services on mothers' occupational balance and participation. <i>OTJR: Occupation, Participation and Health</i> , 34(2), 81-93.	<b>Written Assessment (2000 words)</b> Due: Week 8 Friday (8 Sept 2017) 11:45 pm AEST
	Anaby, D., Jarus, T., Backman, C.L., & Zumbo, B.D. (2010). The role of occupational characteristics and occupational imbalance in explaining well-being. <i>Applied Research Quality Life</i> , 5, 81-104. doi: 10.1007/s11482-101-9094-6	

#### Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Imbalance part 2	Bejerholm, U. (2010). Occupational balance in people with schizophrenia. <i>Occupational therapy in Mental Health</i> , 26(1), 1-17. doi: 10.1080/01642120802642197	
	Pepin, G. & Deutscher, B. (2011). The lived experience of Australian retirees: 'I'm retired, what do I do now?' <i>British Journal of Occupational Therapy</i> , 74(9), 419-426. doi: 10.4276/030802211X1315305556	

#### Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Alienation	White, C., Lentin, P., & Farnworth, L. (2013). An investigation into the role and meaning of occupation for people living with on-going health conditions. <i>Australian Occupational Therapy Journal</i> , 60, 20-29. doi: 10.1111/1440-1630.12023	
	Bejerholm, U. (2010). Relationship between occupational engagement and status of and satisfaction with sociodemographic factors in a group of people with schizophrenia. <i>Scandinavian Journal of Occupational Therapy</i> , 17(3), 244-254. doi: 10.3109/11038120903254323	

#### Week 11 - 25 Sep 2017

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

Occupational Rights & Justice in Action

Hammell, K. & Began, B. (2017). Occupational injustice: A critique. *Canadian Journal of Occupational Therapy, 84*(1), 58-68. doi: 10.1177/0008417416638858.  
Townsend, E., & Polatajko, H. (2007). Enabling occupation II: Advancing an occupational therapy vision for health, well-being and justice through occupation. Ottawa: CAOT Publications. Pp. 153-171  
Durocher, E., Rappolt, S., Gibson, B.E. (2014) "Occupational justice: Future directions", *Journal of Occupational Science, 21*(4), 431-442. doi: 10.1080/14427591.2013.775693

#### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Presentation Assessment	No required readings	<b>Presentation and Written Assessment</b> Due: Week 12 Thursday (5 Oct 2017) 9:00 am AEST

#### Review/Exam Week - 09 Oct 2017

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

#### Exam Week - 16 Oct 2017

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

## Assessment Tasks

### 1 Group Work Presentation - article

#### Assessment Type

Presentation

#### Task Description

This assessment requires you to undertake a Group Work task based on an analysis of a piece of occupational justice literature. This is a presentation activity. This assessed Group Work Presentation assessment is designed to facilitate early engagement in the unit material.

You are required, in pairs or small groups as allocated in week 1 by the unit coordinator, to present on ONE journal paper from the OCCT12002 material reading list for tutorial discussion in the relevant learning module. This reading list will be supplied to you in week 1 and is in addition to the weekly readings. Use of Powerpoint to prepare the key points is recommended, so as to facilitate creating a summary for posting on Moodle.

Up to four key questions should be prepared to facilitate tutorial discussion about this journal paper including its findings, strengths, limitations and implications. All sources must be acknowledged using APA referencing style. Each student within a pair/group will receive the same mark based upon the delivery of the assessment presentation, so it is important that work allocations are shared equally, that your partner/group is accountable for their contribution to the overall assessment. As part of this assessment, student peers will be expected to read the paper, provide constructive feedback and discuss questions raised as part of the tutorial discussion on each paper presented. This will occur across the weeks identified in your schedule to ensure early student engagement in the occupational justice literature.

Use the following as a guide to prepare your powerpoint presentation slides:

1. Study title & aim of the paper (1 slide)
2. Background - key literature that provides justification for the paper (2 slides max)
3. The occupational justice issues raised (2-4 slides)
4. Your appraisal - strengths, limitations, contribution to your understanding of occupational justice and implications for occupational therapy (2 slides) - use your skills from EBP here
5. Issues/questions - up to 4 questions that you have identified for discussion (1 slide)

The presentation is required to be for a length of 20 minutes, which includes facilitating the class discussion.



**Assessment Due Date**

Week 5 Thursday (10 Aug 2017) 9:00 am AEST

These presentations will occur during week 5

**Return Date to Students**

Week 7 Thursday (31 Aug 2017)

**Weighting**

20%

**Minimum mark or grade**

Students must achieve a minimum of 50% of the overall marks for this assessment in order to pass the unit overall

**Assessment Criteria**

Content - analysis of occupational justice issues

Appraisal skills

Presentation structure

Presentation style

Facilitation of Q&A session with peers

**Referencing Style**

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

**Submission**

Offline

**Learning Outcomes Assessed**

- Articulate the concept of occupational justice at a local and global level.
- Identify and describe situations where people are deprived of meaningful occupation and explore the causes.
- Articulate the role of the occupational therapy in promoting occupational justice.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

## 2 Written Assessment (2000 words)

**Assessment Type**

Written Assessment

**Task Description**

This assessment is designed to assist you to develop skills in reflection, analysis, professional reasoning and report-writing. You will complete a written report based on your research of either a) disadvantaged indigenous communities located anywhere throughout the world or b) post-conflict areas anywhere in the world. This task is designed to give you understanding and perspectives when whole communities may be affected by occupational injustices. Your research must include journal articles and text book sources as provided in the unit materials and you must demonstrate evidence of wider reading of the professional, peer-reviewed literature. Please include a minimum of fifteen references in your reference list. Your report must include an analysis of the following:

- Description of the issue
- The occupational injustice themes that have arisen as a result of this
- The occupational challenges experienced by the group/population in question
- An analysis of the occupational therapy role or opportunities for occupational therapy contribution to promoting occupational justice and any relevant theoretical frameworks/models supporting that role

**Assessment Due Date**

Week 8 Friday (8 Sept 2017) 11:45 pm AEST

**Return Date to Students**

Week 10 Friday (22 Sept 2017)

Via student email

**Weighting**

35%

### Minimum mark or grade

Students must achieve a minimum of 50% of the overall marks for this assessment in order to pass the unit overall

### Assessment Criteria

Quality of description and analysis of the global issue (10)

Quality of description and analysis of the global issue as an occupational injustice issue (10)

Evidence of research and investigation into the role of OT in promoting occupational justice as it applies to this issue (20)

Effective written communication (10)

Refer to Moodle for full details and assessment rubric

### Referencing Style

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

### Submission

Online

### Submission Instructions

via Moodle

### Learning Outcomes Assessed

- Articulate the concept of occupational justice at a local and global level.
- Identify and describe situations where people are deprived of meaningful occupation and explore the causes.
- Articulate the role of the occupational therapy in promoting occupational justice.

### Graduate Attributes

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

## 3 Presentation and Written Assessment

### Assessment Type

Presentation and Written Assessment

### Task Description

This assessment is designed to allow you to integrate the knowledge you have gained during this unit with the information you have sourced from community-based services. Presenting to colleagues, peers and clients is an important professional skill for you to master over the duration of your Bachelor of Occupational Therapy course. You will share your final report and insights in a 15 minute presentation to your teaching staff and peers. In addition, you will design a 4-page compendium/prospectus/brochure (front cover, back cover and contents on the two middle pages) that highlight your chosen organisation, their mission, the services they provide and to whom those services are offered, and then your interpretation of how those services are addressing occupational injustices. This is a visual summary of your reflections on this assessment activity.

Preparation steps are required before you present your final assessment. This will involve researching local community volunteer and service organisations in the Central Queensland and Wide Bay local areas. You will be issued with relevant lists by the teaching team at the commencement of term. Choose one of those organisations. Research the organisation's mission, the clientele it serves and the nature of programs and services it provides. Attendance at the organisation will be required (at the organisation's convenience). Many of these organisations do not have occupational therapy staff or volunteers and so will not see the services through the same 'occupational justice' lens that we do, so it will be your task to translate the information you gather and apply that 'occupational justice' lens. Consider the following in your preparation and collating your presentation:

Preparation and planning for contact/background research

- You may start out doing online research to understand the organisation's structure, vision, mission statements, target client/consumer population and staffing
- The organisation may be one that you already volunteer with- please check with the lecturing team about suitability in the context of OCCT12002
- As part of immersing yourself in the occupational justice experience, *you may wish to consider volunteering* in your chosen organisation. Although volunteering is not a requirement of you as part of OCCT12002, it would enhance the depth of your learning and you are asked to consider it as an option
- At the very least, you are expected to organise a meeting and spend some time at the service (at the

- convenience of the organisation and its' personnel)
- It is recommended that you approach the organisation (with a letter of introduction - template supplied by the unit coordinator) and request an interview with a service manager/program manager/CEO in order to obtain more details and enrich your knowledge about their services
- Your lecturing team will post a list of suitable organisations across ROK & BDG

#### During your visits/interviews/observations at the organisation

- Identify and describe the situations where people accessing the services are experiencing occupational injustice and explore the causes
- Consider why they require the services of this organisation and how is it supporting them
- Identify and describe how the services being provided are in some way promoting occupational participation and engagement (and relate these to occupational justice concepts)
- Identify and describe one way in which the work, skills and knowledge of an occupational therapist might contribute to the work and services that are being offered by this organisation

#### Following your visit/s

- Consider maintaining a reflection journal to identify and monitor your observations and learning that occur during your visits/interviews
- Relate what you have learned to occupational justice concepts
- Compile your presentation in a way that demonstrates your understanding of the concepts in this unit, with focus on occupational justice/injustice issues, the ways in which the services are promoting occupational participation and engagement, and ways in which occupational therapy could contribute to the everyday functioning of these organisations

Compile all of this information into a Power-point presentation, and present the PDF handout to your lecturers on the morning of the assessment.

#### **Assessment Due Date**

Week 12 Thursday (5 Oct 2017) 9:00 am AEST

During scheduled OCCT12002 time in week 12. Students will be allocated a presentation time via Moodle.

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

Exam Week Friday (20 Oct 2017)

#### **Weighting**

45%

#### **Minimum mark or grade**

Students must achieve a minimum of 50% of the overall marks for this assessment in order to pass the unit overall

#### **Assessment Criteria**

Content & Conceptual Knowledge of "Occupational Justice at the Local Level" (10)

Quality of analysis (10 )

Skill in relating the description & analysis to the OT role (15)

Facilitation of Q & A session (5 marks)

Presentation delivery and quality (10 marks)

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Please submit a PDF handout of your powerpoint (which must include your reference list) on Moodle by 8am on the presentation morning.

#### **Learning Outcomes Assessed**

- Articulate the concept of occupational justice at a local and global level.
- Identify and describe situations where people are deprived of meaningful occupation and explore the causes.
- Articulate the role of the occupational therapy in promoting occupational justice.
- Identify and describe occupational injustice (e.g. occupational deprivation, occupational marginalisation, occupational alienation, occupational imbalance) occurring in a local community and the programs and measures being taken to address those injustice issues.

#### **Graduate Attributes**

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

## Academic Integrity Statement

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

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

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

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

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

### **What is a breach of academic integrity?**

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

### **Why is academic integrity important?**

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

### **Where can I get assistance?**

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### **What can you do to act with integrity?**



**Be Honest**

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



**Seek Help**

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



**Produce Original Work**

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