



# OCCT12002 Occupational Justice: Local and Global

## Term 2 - 2018

Profile information current as at 17/05/2024 09:14 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 practice models. You will develop an understanding of how occupational justice sits with social justice concepts and considerations, including concepts such as social innovation.

### 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 the following units as essential pre-requisites: OCCT11002 OCCT12006

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 - 2018

- 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. **Report**

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 Have Your Say

##### Feedback

Engaged delivery of unit material - overall theme of this feedback indicates students want a balance of content delivery across the ISL from both campuses.

##### Recommendation

The delivery of the content will be reviewed by the unit coordinator for the T2 2018 offering. There will be additional opportunities for engaging learning activities such as in-class debates, interactive topics on Moodle forums and workshops designed to consolidate the theoretical content.

#### Feedback from Have Your Say

##### Feedback

Communication of assessment requirements

##### Recommendation

In addition to strategies already utilised (Unit Profile, Moodle and in-class questions and answers), specific content will be devoted to explaining assessment requirements in the first week of term in T2 2018.

#### Feedback from Have Your Say and in-class feedback

##### Feedback

Content and design elements such as videos, debates, student-led Moodle forum discussions and visits to community agencies were highlighted by students as positives from this unit.

##### Recommendation

These features of the unit will remain in the T2 2018 offering.

#### Feedback from Have Your Say and in-class feedback

##### Feedback

Assessment Design and Assessment Feedback was highlighted as contributing to learning objectives

##### Recommendation

Feedback strategies as utilised by the unit coordinator and casual lecturer will continue to be implemented in T2 2018 and the general range of assessments will also remain, with some minor updates and improvements.

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

## 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 - Report - 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@cgu.edu.au](mailto:desley.simpson@cgu.edu.au)

## Schedule

**Week 1 - 09 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Occupational Justice part 1	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	OCCT12002 students are required to complete the iChange module on Moodle developed by the CQUniversity's Office of Social Innovation (OSI) prior to week 3. Information will be provided in week 1 lectures. Link is attached here: <a href="https://www.cqu.edu.au/industry-and-partnerships/engagement/social-innovation/ichange">https://www.cqu.edu.au/industry-and-partnerships/engagement/social-innovation/ichange</a>
Links to Social Innovation - becoming a changemaker	Whalley Hammell, K.R. & 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. Galheigo, S.M. , (2011) "What needs to be done? OT responsibilities & challenges regarding human rights", <i>Australian Occupational Therapy Journal</i> , 58, pp 60-66.	

**Week 2 - 16 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to Occupational Justice part 2

Malfitano, A.P.S., de Souza, R.G. & Lopes, R.E. (2016). Occupational justice and its related concepts: An historical and thematic scoping review. *OTJR: Occupation, Participation and Health*, 36(4), 167-178.

Wolfensberger, W. (2011). Social Role Valorization: A Proposed New Term for the Principle of Normalization. *Intellectual and Developmental Disabilities*, 49 (6), pp. 435-440. doi.org/10.1352/1934-9556-49.6.435

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Deprivation part 1	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 Occupational Therapy Australia (2016). OT Australia Position Statement: Occupational Deprivation. <a href="https://doi.org/10.1111/1440-1630.12347">https://doi.org/10.1111/1440-1630.12347</a>	Follow up on iChange module

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Deprivation part 2	Pereira, R.B. (2017). Towards inclusive occupational therapy: Introducing the CORE approach for inclusive and occupation-focused practice. <i>Australian Occupational Therapy Journal</i> , 64(6), 429-435. doi: 10.1111/1440-1630.12394 Crawford, E., Turpin, M., Nayar, S., Steel, E. & 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. 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	

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Groupwork Assessment	Assigned assessment readings	This week will be dedicated to the student presentations during class time

### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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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>
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#### Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Marginalisation part 2	<p>Fisher, G. &amp; Hotchkiss, A. (2008) "A model of occupational empowerment for marginalised populations", <i>Occupational Therapy in Health Care</i>, 22(1), pp 55-71.</p> <p>Gruhl, K. (2009). The politics of practice: strategies to secure our occupational claim and to address occupational injustice. <i>New Zealand Journal of Occupational Therapy</i>, 56(1), 19-26.</p>	

#### Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Imbalance part 1	<p>Hodgetts, S., McConnell, D., Zwaigenbaum, L., &amp; 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.</p> <p>Anaby, D., Jarus, T., Backman, C.L., &amp; 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</p>	

#### Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Imbalance part 2	<p>Bejerholm, U. (2010). Occupational balance in people with schizophrenia. <i>Occupational therapy in Mental Health</i>, 26(1), 1-17. doi: 10.1080/01642120802642197</p> <p>Pepin, G. &amp; 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</p>	<p><b>Occupational Justice at the global/collective level</b> Due: Week 9 Friday (14 Sept 2018) 5:00 pm AEST</p>

#### Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Occupational Alienation	<p>White, C., Lentin, P., &amp; 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</p> <p>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</p>	
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**Week 11 - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Rights & Justice in Action	<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>Hammell, K. &amp; Began, B. (2017). Occupational injustice: A critique. <i>Canadian Journal of Occupational Therapy</i>, 84(1), 58-68. doi: 10.1177/0008417416638858.</p>	

**Week 12 - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Occupational therapists as advocates, innovators and social changemakers	<p>Hammell, K.R.W., (2017). Critical reflections on occupational justice: Towards a rights-based approach to occupational opportunities. <i>Canadian Journal of Occupational Therapy</i>, 84(1), 47-57. doi: 10.1177/0008417416654501</p>	

**Review/Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		<p><b>Advocacy, Changemaking and Social Innovation in Our Local Communities</b> Due: Review/Exam Week Monday (8 Oct 2018) 11:45 pm AEST</p>

**Exam Week - 15 Oct 2018**

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

**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.

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

These presentations will occur during week 5

## Return Date to Students

## 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

Online Group

## Submission Instructions

Please submit your presentation to Moodle on by 0800 hours on the morning of the assessment. One member of the group may be nominated to do this.

## Learning Outcomes Assessed

- 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 Occupational Justice at the global/collective level

### Assessment Type

Written Assessment

### Task Description

This task is designed to give you understanding and perspectives when whole communities may be affected by occupational injustices. It will assist you to develop skills in reflection, analysis, professional reasoning and report-writing, particularly in relation to occupational justice. 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 be structured by 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
- Explanation of how you would apply the POJF or the CORE approach to this issue to ensure inclusive and occupation-focused practice

Please use headings in your report in accordance with the points above. You may use tables, figures and diagrams. You may choose to develop a topic from the following list of general themes where there is a 'collective' issue rather than just a focus on an individual issue.

Occupational justice issues at the collective level. You may take a global perspective if you choose.

1. Children and young people at risk (due to e.g. poverty, war, marginalisation)
2. Gender and sexual identity e.g. violence against women, mothering roles
3. Refugees – impact of fleeing war conditions, detention centres, resettlement, restricted play, access to employment and housing
4. Indigenous peoples and communities – health and cultural strategies
5. Social inclusion – groups with disabilities (school, work, recreation and leisure)

### Assessment Due Date

Week 9 Friday (14 Sept 2018) 5:00 pm AEST

### Return Date to Students

Week 11 Monday (24 Sept 2018)

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/collective issue (10)

Quality of description and analysis of the 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 (15)

Application of frameworks to analyse the issue (5)

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.

## Graduate Attributes

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

# 3 Advocacy, Changemaking and Social Innovation in Our Local Communities

## Assessment Type

Report

## Task Description

This assessment focuses you on occupational justice issues at the local level. You are required to research and engage with a local community volunteer/service organisation in the Central Queensland and Wide Bay regions. You will be issued with relevant lists by the teaching team at the commencement of term.

Choose one of the organisations.

Research the organisation's mission, the clientele it serves and the nature of programs and services it provides.

Commence a journal to document your research and engagement with the organisation. A template will be provided to guide you.

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. Please note that you may have to provide relevant paperwork checks to that organisation, and undergo their orientation process.

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.

At the conclusion of this process, and by the end of term, you will submit a report. There are two phases to this report. It includes:

*Phase One:*

1. you will develop an original brochure or leaflet which captures the essence of the service/organisation. This includes the mission, values, description of clientele, and other relevant information.
2. you will have this ready and available in Week 12 of term. You will submit your electronic copy via email to the unit coordinator by midday on Thursday 4th October.
3. you will show the electronic copy in a brief presentation to your classmates in the scheduled classtime in week 12 of term (Friday 5th October). Please provide a professional executive summary to your peers (do not exceed 5 minutes).

*Phase Two:*

1. Your journal reflections – this occurs each time you have contact with the organisation. This includes your initial research of their website, for example, your first phone call to them, visits and subsequent engagement with the organisation.

2. Description and analysis of your experiences (1500 word minimum/2000 word maximum). The description and analysis must cover the following:

- Identify and describe the situations where people accessing the local services are experiencing occupational injustice and explore the causes
- Consider why they require the services of this organisation and how is it supporting them (would they otherwise experience occupational alienation, marginalisation, imbalance etc?)
- Identify and describe how the services being provided are promoting occupational participation and engagement (and relate these to occupational justice concepts)
- Analyse the local organisation's contribution to social innovation, change-making and advocacy

- Identify and describe ways in which your skills and knowledge as an occupational therapist might contribute to the work and services that are being offered by this organisation. How could you be a changemaker?

**Assessment Due Date**

Review/Exam Week Monday (8 Oct 2018) 11:45 pm AEST

**Return Date to Students****Weighting**

45%

**Minimum mark or grade**

A minimum of 50% of the available marks must be achieved to pass this assessment piece

**Assessment Criteria**

Reflective skills (10)

Description and analysis of occupational injustices being addressed (10)

Analysis of the local organisation's contribution to advocacy, social innovation and changemaking (10)

Application of knowledge of OT models and theory to the service provided (10)

Written expression (5)

**Referencing Style**

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

**Submission**

Offline Online

**Submission Instructions**

Submit the phase one component via email and present in week 12; submit the phase two report component 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.
- Identify and describe occupational injustice 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