



OCCT12002 Occupational Justice: Local and Global

Term 2 - 2019

Profile information current as at 06/05/2024 12:16 am

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 - 2019

- Bundaberg
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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 and in-class feedback across both campuses.

Feedback

Engagement with local community service organisations as part of the final assessment piece received much positive feedback.

Recommendation

It is recommended that the assessment task and associated requirements will remain for the 2019 offering.

Feedback from Have Your say and in-class feedback across both campuses.

Feedback

The addition of an interactive tutorial afternoon focusing on social innovation and human-centred design strategies as well as incorporation of the i-Change module were highlighted as positive feature of this Unit.

Recommendation

This interactive tutorial will again be included in the Unit design for 2019 and the i-Change module will again be included as a task, with links make to the unit content and design.

Feedback from Have Your Say and in-class feedback across both campuses.

Feedback

Students reported that this Unit enhanced their self-exploration and growth, expanded knowledge to support them in other Units and will impact on their future professional practice.

Recommendation

The flow, readings and content in the unit will remain similar for the 2019 offering, with updates in literature for the 2019 reading list as new publications are released. The unit coordinator and sessional lecturer will continue to highlight the links between knowledge in this Unit and applicability to other OCCT studies as well as areas of practice.

Feedback from Have Your Say Unit Coordinator peer review

Feedback

A number of students provided specific feedback about ways to improve the delivery of the lecture content from the Rockhampton campus including strategies such as more effective use of the ISL operating and microphone systems.

Recommendation

It is recommended that each of these important elements of delivery of content will be addressed for the 2019 offering.

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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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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.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Full licenced version of Microsoft Office 2013 or Office 2016 (including Word, Excel and Powerpoint) or Microsoft Office 2011 for Mac.

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
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Schedule

Week 1 - 15 Jul 2019

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.
Links to Social Innovation - becoming a changemaker	Maltifano, A.P.S., de Souza, R.G., & Lopes, R.E. (2016). Occupational justice and its related concepts: An historical and thematic scoping review. <i>OTJR: Occupation, Participation and Health</i> , 36(4), 167-178.	Link to CQUniversity's Social Innovation for Students website

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Occupational Justice part 2	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. https://doi.org/10.1111/1440-1630.12347	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Applying models and frameworks for occupational justice in everyday occupational therapy practice	<p>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.</p> <p>Whiteford, G., & Townsend, E. (2011). Participatory Occupational Justice Framework (POJF 2010): Enabling occupational participation and inclusion. In F. Kronenberg, N. Pollard, & D. Sakellariou (Eds.), <i>Occupational therapies without borders - Volume 2: Towards an ecology of occupation-based practices</i> (pp.65-84). London, UK: Elsevier.</p>	Follow up on iChange module

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Exploring occupation beyond the individual - considering family and collective occupations	<p>Kantartzis, S., & Molineux, M. (2017). Collective occupation in public spaces and the construction of the social fabric. <i>Canadian Journal of Occupational Therapy</i>, 84(3), 168-177. doi: 10.1177/0008417417701936.</p> <p>Lauckner, H., Leclair, L. & Yamamoto, C. (2019). Moving beyond the individual: Occupational therapists' multi-layered work with communities. <i>British Journal of Occupational Therapy</i>, 82(2), 101-111. doi: 10.1177/03080222618797249</p>	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>Application of occupational justice concepts in practice:</p> <ul style="list-style-type: none"> • homelessness • intellectual/physical disabilities • refugees/asylum seekers • dementia care settings • residential mental health 	<p>No readings</p> <p>Students will present on their allocated papers for the scheduled assessment day</p>	<p>Application of Occupational Justice Concepts to Occupational Therapy Practice Due: Week 5</p> <p>Friday (16 Aug 2019) 8:00 am AEST</p>

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Occupations to support social and occupational justice for individuals with disability

Tomar, N., & Bailliard, A.L. (2019). Understanding the moral economics of occupational engagement. *Journal of Occupational Science*, doi: 10.1080/14427591.2019.1591297.

White, C., Lentin, P., & Farnworth, L. (2013). An investigation into the role and meaning of occupation for people living with on-going health conditions. *Australian Occupational Therapy Journal*, 60, 20-29. doi: 10.1111/1440-1630.12023

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Human-Centred Design Approach - an approach to socially innovate with complex problems	<p>Henderson, C. & Gronholm, P.C. (2018). Mental health related stigma as a 'wicked problem': The need to address stigma and consider the consequences. <i>International Journal of Environmental Research and Public Health</i>, 15, 1158, doi: 10.3390/ijerph15061158.</p> <p>Twinley, R. (2013). Viewpoint - The dark side of occupation. <i>Australian Occupational Therapy Journal</i>, 60, 301-301. doi:10.1111/1440-1630.12026</p>	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Understanding occupational deprivation, marginalisation, alienation and imbalance - special topics part 1	<p>Yzdani, F., Harb, A., Rassafiani, M, Nobakht, L. & Yazdani, N. (2018). Occupational therapists' perception of the concept of occupational balance. <i>Scandinavian Journal of Occupational Therapy</i>, 25(4), 288-297. doi: 10.1080/11038128.2017.1325934</p> <p>George, E., & Stanley, M. (2018). Exploring the occupational injustices of human trafficking. <i>Journal of Occupational Science</i>, doi: 10.1080/14427591.2018.1515104</p>	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Understanding occupational deprivation, marginalisation, alienation and imbalance - special topics part 2	<p>Ekelman, B.A., et.al. (2017). A wellness program for men with spinal cord injury: Participation and meaning. <i>OTJR: Occupation, Participation and Health</i>, 37(1), 30-39. doi: 10.1177/1539449216672170</p> <p>Sofo, F., & Wicks, A. (2017). An occupational perspective of poverty and poverty reduction. <i>Journal of Occupational Science</i>, 24(2), 244-249. https://doi.org/10.1080/14427591.2017.1314223</p>	<p>Occupational Justice at the Collective Level Due: Week 9 Friday (20 Sept 2019) 12:00 pm AEST</p>

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Addressing Occupational Injustices by applying perspectives from life course, social justice and anthropology	Bailliard, A. (2016). Justice, difference and the capability to function. <i>Journal of Occupational Science</i> , 23(1), 3-16. doi: 10.1080/14427591.2014.957886	

Week 11 - 30 Sep 2019

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

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Occupational therapists as advocates, innovators and social changemakers	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	

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Advocacy, Changemaking and Social Innovation via an Occupational Justice Lens Due: Review/Exam Week Thursday (17 Oct 2019) 5:00 pm AEST

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks**1 Application of Occupational Justice Concepts to Occupational Therapy Practice****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 assessment is designed to facilitate early engagement in the unit material.

You are required to present on one journal paper as allocated in week 1 by the unit coordinator. This reading list will be supplied to you in week 1 and your allocated paper is separate to the weekly reading list. Use of powerpoint or similar to prepare the key points is recommended for effective communication of your content to the audience. Individual marks will be allocated to students based on presentation skills and ability to respond to peer and examiner questions. These may occur throughout the presentation or at the conclusion of the presentation, dependant on the flow of the content. All sources must be acknowledged using APA referencing style.

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 – what are the implications for occupational therapy practice? What are the possible implications for future occupational therapy research? (up to 6 slides)

5. Identification of questions you have as a result of this article (up to 6 slides). How has this article enhanced your knowledge? What more do you need to know? What were you surprised by? How has this impacted your worldview? (Individual group members must each contribute to this as there will be a corresponding assessment criterion where each group member is allocated an individual mark).

You will not be able to effectively complete steps 3, 4 and 5 in the guide above without drawing on literature from the OCCT12002 reading list and other relevant references. In order for a thorough analysis and reflection to be presented, it is recommended that you draw upon approximately five pieces of literature, which must be included in your reference list.

The presentation is required to be for a length of 20 minutes. Penalties will be applied if the presentation is less than 19 minutes and if it exceeds 25 minutes. There must be time to allow for individual group members to respond to questions.

Assessment Due Date

Week 5 Friday (16 Aug 2019) 8:00 am AEST

You will be grouped on Moodle. Please submit your group presentation to Moodle by 0800 hours on the morning of the assessment.

Return Date to Students

Week 7 Thursday (5 Sept 2019)

Weighting

20%

Minimum mark or grade

Students must achieve 50% of the total available marks for this assessment piece to pass the unit overall

Assessment Criteria

- Identification and explanation of relevant occupational injustices (10)
- Ability to link the occupational injustices to occupational therapy practice and future research opportunities (10)
- Reflection on learning and knowledge gaps - individual mark (10)
- Presentation structure and referencing (5)
- Professionalism in presentation style (5)

Referencing Style

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

Submission

Online Group

Submission Instructions

You will be grouped on Moodle. Please submit your group presentation to Moodle by 0800 hours on the morning of the assessment.

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 Collective Level

Assessment Type

Written Assessment

Task Description

You are required to complete a 2000 word written essay on 'Occupational Justice at the Collective Level'. This task is designed to give you understanding and perspective of occupational injustices affecting groups. It develops your consideration of moving beyond the individual and identifying collective occupations and working with groups/communities. 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 select 10-15 contemporary papers to make your work as up-to-date as possible and to obtain the best possible mark. Your essay must include the following:

- a description of the issues including a summary of any relevant and contemporary media coverage
- identification of any advocacy groups who work to present facts, raise awareness and move people to action on this issue
- presentation and explanation of occupational injustices featured in this collective issue
- explanation of how you would apply the POJF and/or the CORE approach to this issue to ensure inclusive and occupation-focused practice
- concluding with a proposal of the occupational therapy role or opportunities for occupational therapy contribution to promoting occupational justice

You have three global/collective topics from which to choose. They are:

1. those with mental illness in forensic settings
2. child soldiers
3. communities in post-conflict circumstances (anywhere in the world)

Please note the following additional details:

- as a guideline, the length of the main body of your essay should be approximately 2000 words excluding references. Essays that are substantially longer (e.g. 2500 words) or shorter than this (1500 words) are unlikely to score as highly as those that make the best use of the 2000 word length. Marks will not be deducted based on word count.
- you are required to use APA 6th edition guidelines for style and formatting. This includes your font size, spacing, indents and any use of headings and tables. Please refer to your CQUniversity APA 6th edition style guide.
- please save and upload your file in a Word format (.doc or .docx) rather than PDF

1.

Assessment Due Date

Week 9 Friday (20 Sept 2019) 12:00 pm AEST

Return Date to Students

Week 11 Friday (4 Oct 2019)

Weighting

35%

Minimum mark or grade

Students must achieve 50% of the total available marks for this assessment piece in order to pass the unit overall

Assessment Criteria

Quality of description and quality of analysis of the global/collective issue (10)

Ability to draw upon the literature to highlight how these issues relate to occupational justice concepts (10)

Application of frameworks/approaches to analyse the issue and present a framework for solutions (15)

Identification of appropriate occupational therapy interventions/advocacy/education to promote occupational justice in this specific context (5)

Written communication skills (5)

Referencing Style

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

Submission

Online

Submission Instructions

Submit 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 via an Occupational Justice Lens

Assessment Type

Report

Task Description

Your report has two components, the first of which is a professional executive summary to your peers in week 12, followed by a written report of 1500 words due the week after lectures have finished. In the Central Queensland and Wide Bay communities, there are a range of community service organisations that are addressing unmet need in the community, raising awareness and funds to manage disadvantage and providing services to members of the community who may be alienated, deprived of opportunity and meaning and/or marginalised. Your task is to research the mission and vision of one of these organisations (lists supplied in week 1 of term), the clientele it serves and the nature of the programs and services it provides. This may involve online research to understand the organisation's structure, vision, mission statements, target population and staffing. The organisation may be one that you already volunteer with and it may or may not be on the list supplied to you in week 1 - please check with the lecturing team about suitability in the context of OCCT12002. You may wish to consider volunteering in the organisation you choose throughout term 2. Volunteering is not a compulsory requirement of you as part of OCCT12002, but it would enhance the depth of your learning and you are asked to consider it as an option. All students will complete the following for their report:

Part A of the report: develop your own original brochure or leaflet capturing the essence of the service/organisation which includes the mission, values, description of the clientele and other relevant information. This will be ready and available in week 12 of term. You will submit your electronic copy to the unit coordinator of OCCT12002 by midday on Wednesday 9th October. You will present the electronic copy only in a brief presentation to your classmates in the scheduled classtime in week 12 of term. Please provide a professional executive summary of your chosen service organisation to your peers (do not exceed 5 minutes).

Part B of the report: The written report of 1500 words must cover the following -

- identify and describe the situations where people accessing the local services are experiencing occupational injustice and why that may be the case
- consider why they require the services of this organisation and how is it supporting them - would they otherwise experience occupational marginalisation, alienation, deprivation etc.?
- explain how the services being provided promote occupational engagement and participation
- analyse this organisation's contribute 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 this organisation does. How could you be a changemaker in this context

Please note the following additional details:

- as a guideline, the length of the main body of your report should be 1500 words excluding references. Report that are substantially longer (e.g. 2000 words) or shorter than this (1000 words) are unlikely to score as highly as those that make the best use of the 1500 word length. Marks will not be deducted based on word count.
- you may use headings to structure your report
- you are required to use APA 6th edition guidelines for style and formatting. This includes your font size, spacing, indents and any use of headings and tables. Please refer to your CQUniversity APA 6th edition style guide.
- please save and upload your file in a Word format (.doc or .docx) rather than PDF

Assessment Due Date

Review/Exam Week Thursday (17 Oct 2019) 5:00 pm AEST

Return Date to Students

Exam Week Friday (25 Oct 2019)

Weighting

45%

Minimum mark or grade

Students must receive 50% and over of the total available marks in order to pass the unit overall

Assessment Criteria

Description and analysis of the occupational injustices targeted by the service organisation (10)

Analysis of the service organisation's contribution to advocacy, social innovation and change-making (15)

Translation of the role of OT into this context to promote occupational justice (10)

Written communication skills (5)

Reflection and knowledge translation via oral report (5)

Referencing Style

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

Submission

Online

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