



# OCCT12004 Occupational Performance Across the Lifespan 2

## Term 2 - 2018

Profile information current as at 28/04/2024 07:44 pm

All details in this unit profile for OCCT12004 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit continues the analysis of the lifespan through an occupational lens. You will build on foundation knowledge of lifespan development to understand the occupational roles of adults from young adulthood to end of life. Selected issues impacting upon occupational performance during these periods of development will be explored using an overarching health framework (International Classification of Functioning, Disability and Health, also known as ICF) and occupational therapy practice models. The potential contribution of the occupational therapist during each phase will be highlighted, and the role of the occupational therapist in the facilitation of occupationally-inclusive interventions will be explored. You will be introduced to professional reasoning and evidence-based practice in the context of working with adults and older people. You will also attend a series of fieldwork sessions, working with older people in the community, which will enhance learning and provide the opportunity to practice application of the occupational therapy process in a real-world situation.

### 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

Pre-requisites: OCCT12003 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: 25%

#### 2. **Research Assignment**

Weighting: 35%

#### 3. **Portfolio**

Weighting: 40%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from Have Your Say Informal student feedback Staff reflection and discussion

**Feedback**

A coordinated and supportive teaching team with presence on both campuses facilitated learning.

**Recommendation**

Access to a staff member “in the room” on both campuses was greatly appreciated by the students, and was particularly essential during the interactive tutorials that are a component of this unit. This teaching team format should continue.

#### Feedback from Have Your Say Informal student feedback

**Feedback**

The use of guest speakers enhanced unit content and engaged students.

**Recommendation**

Guest speakers will continue to form an integral component to this unit as a means of extending and contextualising content.

#### Feedback from Have Your Say Informal student feedback Staff observations

**Feedback**

In-class discussions, paper reviews and clinical assessment practice were valuable for learning and enjoyed by the students.

**Recommendation**

These activities will remain an integral part of the unit.

#### Feedback from Have Your Say Informal student feedback Staff observations

**Feedback**

In response to feedback from 2016, on-campus classes were split into two, 2-hour sessions held on different days. This format worked very well for both students and instructors.

**Recommendation**

This timetabling arrangement (2 x 2hr classes) should continue into 2018.

#### Feedback from Have Your Say Informal student feedback Staff observations Discussions with staff from partner organisation

**Feedback**

Fieldwork continued to be highly valued

**Recommendation**

Fieldwork will continue in its current format in 2018.

#### Feedback from Have Your Say Informal student feedback Staff reflection and discussion

**Feedback**

Timing of assessments clashed with other units and did not allow sufficient time for feedback between the last two assessment tasks.

**Recommendation**

Timing of assessment due dates is currently under review in consultation with other occupational therapy staff members in order to minimise the number of assessments due simultaneously for different units, and to more evenly space the due dates for the OCCT12004 assessment tasks.

## Unit Learning Outcomes

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

1. Analyse the cultural and developmental expectations and relevant environmental supports and barriers related to occupational performance from early adulthood to older age and end of life.
2. Analyse the implications for selected impairments commonly seen by occupational therapists in terms of activity limitations and participation in society.
3. Select appropriate assessment tools to understand the impact of impairment on occupational performance and identify how the occupational therapist might intervene.
4. Set client-centred goals based on information obtained from clients and their significant others.
5. Plan an evidence-based intervention with appropriate clinical justification for a person from young adulthood through to older age.
6. Describe the occupational therapist role in promoting occupationally inclusive opportunities for people across the lifespan.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Presentation - 25%</b>	•	•	•			•
<b>2 - Research Assignment - 35%</b>	•	•			•	•
<b>3 - Portfolio - 40%</b>			•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Communication</b>				•	•	
<b>2 - Problem Solving</b>	•	•	•	•	•	•
<b>3 - Critical Thinking</b>	•	•	•	•	•	•
<b>4 - Information Literacy</b>	•	•	•	•	•	
<b>5 - Team Work</b>			•	•	•	•
<b>6 - Information Technology Competence</b>	•	•	•	•	•	
<b>7 - Cross Cultural Competence</b>	•	•	•	•	•	•
<b>8 - Ethical practice</b>	•	•	•	•	•	•

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
<b>9 - Social Innovation</b>						
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>						

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>1 - Presentation - 25%</b>	•	•	•	•	•	•	•	•		
<b>2 - Research Assignment - 35%</b>	•	•	•	•			•	•		
<b>3 - Portfolio - 40%</b>	•	•	•		•		•	•		

## Textbooks and Resources

### Textbooks

OCCT12004

#### Prescribed

#### **Lifespan Development: A chronological approach (Australasian edition)**

Edition: 3rd ed. (2016)

Authors: Hoffnung, M, Hoffnung, RJ, Seifert, KL, Hine, A, Ward, L, Pause, C, Swabey, K, Yates, K

John Wiley & Sons Australia

Milton, QLD, Australia

Binding: Paperback

OCCT12004

#### Prescribed

#### **Willard & Spackman's occupational therapy**

Edition: 12th ed. (2014)

Authors: Schell, B., Gillen, G., & Scaffa, M.

Lippincott Williams & Wilkins

Philadelphia, PA, USA

ISBN: 9781451110807

Binding: Hardcover

#### **Additional Textbook Information**

Students should have purchased these texts in their previous units OCCT11002.& ALLH11006

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

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

## Referencing Style

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Maria O'Reilly** Unit Coordinator  
[m.oreilly@cqu.edu.au](mailto:m.oreilly@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to unit. Preparation and planning for fieldwork.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Chapters 1 & 2. Details of additional weekly readings will be provided on Moodle	Confirmation of professional practice requirements. Professional practice schedule to be finalised.

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Adolescent Development. The occupational therapist role in working with young people.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.10 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Adolescent Development continued. The occupational therapist role in working with young people continued.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.11 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Student Presentations		Planning for or attending professional practice  <b>Occupational therapy role in promoting occupationally inclusive opportunities for adolescents</b> Due: Week 4 Wednesday (1 Aug 2018) 11:45 pm AEST

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Early Adulthood Development. The occupational therapist role in working with people in early adulthood.	Hoffnung, M., et al.(2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.12 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice <b>IPE Session:</b> Thursday 1.00-2.30pm (no tutorial Wednesday).

**Vacation Week - 13 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		Ensure portfolio is up to date.

**Week 6 - 20 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Early Adulthood Development continued. The occupational therapist role in working with people in early adulthood continued.	Hoffnung, M., et al.(2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.13 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice <b>IPE Session:</b> Thursday 1.00-2.30pm (no tutorial Wednesday).

**Week 7 - 27 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Middle Adulthood Development. The occupational therapist role in working with people in middle adulthood.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.14 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice

**Week 8 - 03 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Middle Adulthood Development continued. The occupational therapist role in working with people in middle adulthood continued	Hoffnung, M., et al.(2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.15 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice

**Week 9 - 10 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Late Adulthood Development. The occupational therapist role in working with people in late adulthood.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.16 Details of additional weekly readings will be provided on Moodle	Planning for or attending professional practice

**Week 10 - 17 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Late Adulthood Development continued. The occupational therapist role in working with people in late adulthood continued.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.17 Details of additional weekly readings will be provided on Moodle	Planning for or attending professional practice <b>Occupational performance in middle adulthood: The challenge of chronic disease</b> Due: Week 10 Friday (21 Sept 2018) 11:45 pm AEST

**Week 11 - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Life limiting situations and end of life. The occupational therapist role in working with people with life limiting conditions and at end of life.	Hoffnung, M., et al. (2015). <i>Lifespan Development: A chronological approach. Third Australasian Edition.</i> Ch.18 Details of weekly readings will be provided on Moodle	Planning for or attending professional practice

**Week 12 - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic

Life limiting situations and end of life continued.

The occupational therapist role in working with people with life limiting conditions and at end of life.  
Term review and looking forward.

Details of weekly readings will be provided on Moodle

Finalising professional practice

### Review/Exam Week - 08 Oct 2018

Module/Topic

Chapter

Events and Submissions/Topic

**Professional Practice Portfolio** Due:  
Review/Exam Week Friday (12 Oct 2018) 11:45 pm AEST

### Exam Week - 15 Oct 2018

Module/Topic

Chapter

Events and Submissions/Topic

## Term Specific Information

As part of this unit you will be participating in fieldwork with older people living in the community engaged with CentacareCQ.

You will also be required to attend two Inter-professional Education sessions, in which you'll work through the case study of an older client. These sessions will be held on Thursday from 1.00-2.30pm in Weeks 5 and 6. Attendance for these sessions is compulsory, with outcomes required for your portfolio assessment.

You will not be required to attend the Wednesday afternoon session during those two weeks (i.e. Weeks 5 & 6).

## Assessment Tasks

### 1 Occupational therapy role in promoting occupationally inclusive opportunities for adolescents

#### Assessment Type

Presentation

#### Task Description

This assessment is designed to allow you to present the knowledge you have gained in class and via independent research regarding the occupational therapist's role with young people using a class presentation. Presenting to colleagues, peers and clients is an important professional skill for you to master over the course of your degree, and this task is designed to further develop the presenting skills you have already obtained in prior units.

Working in **pairs** you are required to prepare a **25 minute** professional presentation based on an article you have sourced from a **peer reviewed occupational therapy journal no more than 10 years old**. Twenty minutes will be dedicated to the presentation, and a full five minutes will be dedicated to a question and answer session. This article, from the recent occupational therapy literature, should focus on the role of occupational therapy in promoting occupationally inclusive opportunities for young people, between the ages of 12 and 18 years, who have identified disabilities that impact on their occupational performance and participation. This is an opportunity for you to explore a topic in detail and share this knowledge with your student peers.

Working together you will be required to:

- Provide the audience with a summary of the purpose of the paper, and describe the participants.
- Identify and analyse the environmental and person factors impacting upon the occupational performance of the participants.
- Identify the OT model and/or frame of reference that guided the paper.
- Identify and explain any assessment tools that were described and used to understand the impact of the person-level-impairment and environmental barriers on occupational performance and participation
- Describe the occupational therapy intervention to promote occupational performance and participation (this will



build on your emerging professional reasoning skills) with particular focus on the transitions associated with adolescence.

- You are expected to research the condition as noted in the paper, and the appropriate evidence-based assessments and interventions that would be applicable.
- In light of this research, comment on the success/appropriateness of the occupational therapy intervention described in the paper.
- Foster discussion with your peers by posing some questions to them arising from your presentation.

### **Assessment Due Date**

Week 4 Wednesday (1 Aug 2018) 11:45 pm AEST

Presentations will take place during class on Tuesday and Wednesday. Students will be allocated a presentation time via Moodle. Slides and speaker notes are to be uploaded to Moodle by the due date.

### **Return Date to Students**

Week 6 Tuesday (21 Aug 2018)

Students will receive written feedback on their individual and group performance on this task via Moodle.

### **Weighting**

25%

### **Minimum mark or grade**

12.5/25

### **Assessment Criteria**

1. Presentation content, structure and organisation (15 marks)
2. Facilitation of class discussion and Q&A session (5 marks)
3. Presentation delivery, quality, adherence to APA (5 marks)

**Refer to Moodle for full details and assessment rubric**

### **Referencing Style**

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

### **Submission**

Offline Online

### **Submission Instructions**

Speaker notes and slides (including reference list) to be submitted online via Moodle on day of presentation

### **Learning Outcomes Assessed**

- Analyse the cultural and developmental expectations and relevant environmental supports and barriers related to occupational performance from early adulthood to older age and end of life.
- Analyse the implications for selected impairments commonly seen by occupational therapists in terms of activity limitations and participation in society.
- Select appropriate assessment tools to understand the impact of impairment on occupational performance and identify how the occupational therapist might intervene.
- Describe the occupational therapist role in promoting occupationally inclusive opportunities for people across the lifespan.

### **Graduate Attributes**

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

## 2 Occupational performance in middle adulthood: The challenge of chronic disease

### **Assessment Type**

Research Assignment

### **Task Description**

This **2000 word** written paper will allow you to review the literature on the lived experience and occupational performance and participation challenges for people in middle adulthood experiencing a chronic disease process (between 6-10 papers). You will review and synthesise the occupational therapy literature addressing one of the following topics, all of which have relevance to the regions in which we live and work:

- Type 2 diabetes
- Depression in men
- Breast cancer
- Younger onset dementia
- Chronic musculoskeletal pain
- Rheumatoid arthritis

Your paper will include

- A description of your search strategy
- A review of the papers you sourced, including description of the participants and the study location (country and context).
- The range of occupational therapy practice models and/or frames of reference that you observed being used with this population
- Description of the person-level-impairment and environmental barriers to occupational performance and participation for this population, and how these impairments were assessed.
- A detailed summary of the occupational therapy role identified within the literature, including specific interventions and the evidence that support them.
- A review of the occupational therapy services that are available in your local area to support this population, including the occupational assessments and interventions used in your local area by occupational therapists.

### **Assessment Due Date**

Week 10 Friday (21 Sept 2018) 11:45 pm AEST

### **Return Date to Students**

Week 12 Friday (5 Oct 2018)

### **Weighting**

35%

### **Minimum mark or grade**

17.5/35

### **Assessment Criteria**

1. Quality of description and analysis of relevant literature (10)
2. Evidence of research and investigation of local services (5)
3. Identification of assessments, outcome measures and occupational therapy role (15)
4. Effective written communication (5)

**Refer to Moodle for full details and assessment rubric**

### **Referencing Style**

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

### **Submission**

Online

### **Learning Outcomes Assessed**

- Analyse the cultural and developmental expectations and relevant environmental supports and barriers related to occupational performance from early adulthood to older age and end of life.
- Analyse the implications for selected impairments commonly seen by occupational therapists in terms of activity limitations and participation in society.
- Plan an evidence-based intervention with appropriate clinical justification for a person from young adulthood through to older age.
- Describe the occupational therapist role in promoting occupationally inclusive opportunities for people across the lifespan.

### **Graduate Attributes**

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

### 3 Professional Practice Portfolio

#### Assessment Type

Portfolio

#### Task Description

Over the course of fieldwork this term you will generate a professional portfolio using the *OTCA Occupational Therapy Practice Process* as your guide. This document will include the following sections:

- **Background**, including a description of the service and the clients who usually use it (de-identified).
- **Step by step enactment of the occupational therapy practice process** you engaged in using de-identified clients to evidence your work including
  - Information gathering processes
  - Occupational therapy practice model/s
  - Assessments you used and the results
  - Collaborative goal setting and intervention planning you conducted
  - Activities and interventions you researched, planned and conducted
  - Evaluations you conducted to establish the impact of your interventions
  - "Discharge" and recommendations
- The **group plan** for a session led by your student group, including Risk Assessment.
- **Weekly reflections** on fieldwork events with clients, impact on own learning, future learning needs/gaps and plan to meet those needs/gaps.
- Completed **documentation from both IPE sessions**, including a personal reflection of the process.
- **Bibliography**: List of readings and resources used to support your learning, in APA format.

#### Assessment Due Date

Review/Exam Week Friday (12 Oct 2018) 11:45 pm AEST

Via Moodle

#### Return Date to Students

Via Moodle, after certification of grades

#### Weighting

40%

#### Minimum mark or grade

20/40

#### Assessment Criteria

1. Enactment of the Occupational Therapy Practice Process (15)
2. Effective professional communication (5)
3. Ethical practice and professional behaviour (10)
4. Reflection on performance and learning needs (10)

**Further details and assessment rubric will be available on Moodle**

#### Referencing Style

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

#### Submission

Online

## Submission Instructions

Via Moodle

### Learning Outcomes Assessed

- Select appropriate assessment tools to understand the impact of impairment on occupational performance and identify how the occupational therapist might intervene.
- Set client-centred goals based on information obtained from clients and their significant others.
- Plan an evidence-based intervention with appropriate clinical justification for a person from young adulthood through to older age.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- 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