OCCT14002 *Specialisation in Occupational Therapy*
Term 2 - 2018

Profile information current as at 12/05/2024 02:23 pm

All details in this unit profile for OCCT14002 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 builds upon the foundation knowledge and practice experience you have built throughout the occupational therapy course. The focus of this unit is to equip you to undertake autonomous, evidence-based practice as a new graduate in regional Australia. It is comprised of various modules which will advance your professional skills for independent practice. Each module will be offered in semi-block mode to enable immersion in a specialised area of clinical practice. The range of modules will be subject to resources including availability of experts to contribute. Depending on the number and scope of modules offered, there may be some choice in which modules you undertake. However, a compulsory module will focus on research and evidence based practice in occupational therapy, and you will work on a research project that follows on from the Evidence Review you undertook in OCCT13006, and then further developed in OCCT13005.

Details

Career Level: *Undergraduate*
Unit Level: *Level 4*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Prerequisites: OCCT13005 and OCCT13006
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. **Research Proposal**
Weighting: 50%
2. **Written Assessment**
Weighting: 30%
3. **Presentation**
Weighting: 20%
4. **Case Study**
Weighting: Pass/Fail

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

Having various clinicians delivering specialised content was extremely valuable - the information delivered helped me as a student and I can see how beneficial the content will be to apply in practice.

Recommendation

Continue to offer a variety of specialist workshops, taught by national and international experts

Feedback from Have your say

Feedback

Being a specialisation course with honours entwined, it was at times tricky to focus on content due to it feeling unrelated to assessment tasks. I would have loved to have been able to focus more on the specialised content and perhaps in future, students could be provided with the option to continue their honours projects over term 3 of 3rd year and/or to include an assessment task related to the specialist content.

Recommendation

While continuing the course into Term 3 is not possible, it may be possible to more closely link the assessment tasks to the specialist workshops. However, this would mean reducing student choice in their assessment topic, and focussing the assessment topics on the specialist workshops. Further consideration will be given to this possibility, and students may be offered the choice of relating their assessment task to the specialist workshop topics.

Unit Learning Outcomes

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

1. Develop client-centered, evidence-based intervention plans for clients in specialty areas
2. Prepare research plans (including protocols and ethics applications) for projects that provide evidence to improve occupational therapy practice in specialist areas
3. Communicate evidence orally to a wide range of stakeholders to improve occupational therapy practice in emerging or specialist areas.

Per NPC1301

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ○ Introductory Level ○ Intermediate Level ● Graduate Level ○ Professional Level ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Research Proposal - 50%	●	●	
2 - Written Assessment - 30%		●	
3 - Presentation - 20%			●

Assessment Tasks	Learning Outcomes		
	1	2	3
4 - Case Study - 0%	•		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - Research Proposal - 50%	•	•	•	•	•			•		
2 - Written Assessment - 30%	•				•			•		
3 - Presentation - 20%	•		•		•	•				
4 - Case Study - 0%	•	•	•							

Textbooks and Resources

Textbooks

OCCT14002

Prescribed

The Essential Guide to Doing Your Research Project
Edition: 2nd Revised (2013)
Authors: O'Leary, Zina
Sage Publications
London , UK
ISBN: 9781446258972
Binding: Paperback

Additional Textbook Information
A range of readings will be made available to support student learning relating to the four units of study that make up this unit.

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

Carolyn Unsworth Unit Coordinator
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Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Research and Evidence based Practice Class 1 Wednesday 11 July: Writing a Research Proposal 9am-4pm	O'Leary, Z. (2017). *The Essential Guide to doing your research project.* (3rd ed). Thousand Oaks CA: Sage. Chapter 3. DePoy, E., & Gitlin, L.N. (2016). *Introduction to Research: Understanding and applying multiple strategies* (5th ed). New York: Elsevier. Portney, L., & Watkins, M. (2015). *Writing a research Proposal* In Foundations of clinical research (3rd ed.) (pp759-768) Upper Saddle River, NJ: Prentice-Hall Inc. Portney, L., & Watkins, M. (2015). *Asking the research question* In Foundations of clinical research (3rd ed.) (pp121-138) Upper Saddle River, NJ: Prentice-Hall Inc. Talbot, Lyn, and G. Verrinder. "Turn a stack of papers into a literature review: useful tools for beginners." Focus on Health Professional Education: A Multi-disciplinary Journal 10.1 (2008): 51. Also: Review your own Evidence Review Parts 1 and 2 from last year. Conduct updated literature search on topic and review previous articles included in the review, as well as any new articles. Begin talking with your partner about what research is required in this field.	

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Research and Evidence based Practice Class 2 Wednesday 18 July: Writing a Research Proposal 9am-4pm	O'Leary, Z. (2017). *The Essential Guide to doing your research project.* (3rd ed). Thousand Oaks CA: Sage. Chapters 5 and 7.	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
No Scheduled Class		

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic

Research and EBP:
O'Leary, Z. (2017). *The Essential Guide to doing your research project.* (3rd ed). Thousand Oaks CA: Sage. Chapter 4.
Fitzgerald, M. H., Phillips, P. A., & Yule, E. (2006). The research ethics review process and ethics review narratives. Ethics & Behavior, 16(4), 377-395.
Dementia:
See Moodle for full reading list and resources
Portney, L., & Watkins, M. (2015). *Ethical issues in Clinical Research* In Foundations of clinical research (3rd ed.) (pp121-138) Upper Saddle River, NJ: Prentice-Hall Inc.
DePoy, E., & Gitlin, L. N. (2015). *Research Ethics* Introduction to research: Understanding and applying multiple strategies. Elsevier Health Sciences.
Dementia:
Alzheimer's Australia. *Behaviour Changes.*
https://fightdementia.org.au/about-dementia-and-memory-loss/about-dementia/behaviour/behaviour-changes
Cerejeira, J., Lagarto, L., & Mukaetova-Ladinska, E. (2012). Behavioral and psychological symptoms of dementia. *Frontiers in Neurology, 3*, 73. doi:10.3389/fneur.2012.00073

Algase, D. L., Beck, C., Kolanowski, A., Whall, A., Berent, S., Richards, K., & Beattie, E. (1996). Need-driven dementia-compromised behavior: An alternative view of disruptive behavior. *American Journal of Alzheimer's Disease and Other Dementias, 11*(6), 10-19.

Smith, M., Gerdner, L. A., Hall, G. R., & Buckwalter, K. C. (2004). History, development, and future of the progressively lowered stress threshold: A conceptual model for dementia care. *Journal of the American Geriatrics Society, 52*(10), 1755-1760.
Swaffer, K. (2015). *Who's got the Challenging Behaviours?* Blog Retrieved from
https://kateswaffer.com/2015/04/28/whos-got-the-challenging-behaviours/
Alzheimer's Australia. *Behaviour Changes.*
https://fightdementia.org.au/about-dementia-and-memory-loss/about-dementia/behaviour/behaviour-changes
Cerejeira, J., Lagarto, L., & Mukaetova-Ladinska, E. (2012). Behavioral and psychological symptoms of dementia. *Frontiers in Neurology, 3*, 73. doi:10.3389/fneur.2012.00073

Algase, D. L., Beck, C., Kolanowski, A., Whall, A., Berent, S., Richards, K., & Beattie, E. (1996). Need-driven dementia-compromised behavior: An alternative view of disruptive behavior. *American Journal of Alzheimer's Disease and Other Dementias, 11*(6), 10-19.

Smith, M., Gerdner, L. A., Hall, G. R., & Buckwalter, K. C. (2004). History, development, and future of the progressively lowered stress threshold: A conceptual model for dementia care. *Journal of the American Geriatrics Society, 52*(10), 1755-1760.
Swaffer, K. (2015). *Who's got the Challenging Behaviours?* Blog Retrieved from
https://kateswaffer.com/2015/04/28/whos-got-the-challenging-behaviours/

Module 1: Research and Evidence based Practice
Class 2 Wednesday 1st August: Writing an Ethics Application and Preparing for a conference
9am-4pm
Module 2: Dementia
Class 1 Thursday 2nd August: Introduction to Dementia. Effects of Dementia on Function
9am-4pm

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Research and Evidence Based Practice Class 3 Wednesday 8th August 9am-4pm Module 2: Dementia Class 2 Thursday 9th September: The lived experience. Rights and advocacy. 9am-4pm	**Research and EBP:** Individual sessions with students: Face to face in Bundaberg and Zoom in Rockhampton to work on individual research Proposals	

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
No Scheduled Classes		

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Dementia Class 3 Thursday 23rd August: Care contexts. Cognitive assessments 9am-4pm	Resources on Moodle	

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Advanced Home Modifications Classes: Wed 29, Thurs 30, Fri 31 August (9am- 4pm) Clinical reasoning, technical drawing, working with architects and builders, measurement, reporting, prescribing minor modifications and discussions on major modifications. A full schedule is available on Moodle.	Ainsworth, E. & de Jonge, D. (2011). An occupational therapist's guide to home modification practice. Thorofare, NJ: SLACK Inc. Specific chapters will be nominated on Moodle. Parts of the following documents as loaded onto Moodle: Standards Australia. (2009). AS 1428.1. Design for access and mobility – General requirements for access – New building work. Standards Australia. (1995). AS 4299 – Adaptable Housing. Standards Australia. (1992). AS 1428.2. Design for access and mobility – Enhanced and additional requirements – Buildings and facilities	Mini Quiz 1: Home Modifications

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Dementia Class 4 Thursday 6th September: The impact of the environment. Interventions, occupational therapy and principles of care. 9am- 4pm.	Resources available on Moodle	

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Pain Classes on Monday 10th (short session) and, Wednesday 12th and Thursday 13 September (9am- 4pm)	Scanlan, J.N., & Novak, T. (2015). Sensory approaches in mental health: A scoping review, *Australian Occupational Therapy Journal, 62,* 277-285. Czyzewski et al (2016) Maintenance of pain in children with functional abdominal pain, *Journal of Pediatric Gastroenterolgy & Nutrition, 62,* 393-398 Van Griensven, H., Strong, J., & Unruh, A.M. (2014). *Pain, A textbook for health professionals, Second edition,* Churchill Livingstone Elsevier, Edinburgh. Chapter 1- Introduction to pain pp1-8 Chapter 6- Neurophysiology of pain 77-90 Chapter 7- Assessing pain 91- 114. Additional readings will be provided	Mini Quiz 2: Pain

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic

| Module 2: Dementia- Special populations and issues. The 3Ds Dementia- Depression and Delirium Class 5 Thursday 20th September (9am- 4pm) | Resources on moodle | Mini Quiz 3: Dementia |

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
No Classes		Research proposal due **Research Proposal** Due: Week 11 Friday (28 Sept 2018) 11:45 pm AEST

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Conference Wednesday 03 October		Ethics application due **Ethics Application** Due: Week 12 Friday (5 Oct 2018) 11:45 pm AEST **Presentation** Due: Week 12 Wednesday (3 Oct 2018) 5:00 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Research Proposal

Assessment Type
Research Proposal

Task Description
Writing a Research Proposal. As a clinician, there are many opportunities to undertake research to gather evidence to support practice. This assessment task provides you with an opportunity to write a research proposal in the format typically used in the health care system. The research proposal template used is similar to the templates used for community grant applications that you might apply for in the future.
Students are required to develop a Research Proposal using the template supplied in Moodle. Max. length is 4,000 words.
The Proposal covers the following:
1) Names, 2) Supervisors, 3) Title, 4) Statement of research problem, 5) Statement of the purpose of the study, 6) Define key terms, 7) Literature review, 8) Method, 9) Scope and limitations, 10) Significance and contribution to knowledge, 11) Presentation and References.

Assessment Due Date
Week 11 Friday (28 Sept 2018) 11:45 pm AEST

Return Date to Students

Returned after certification of grades

Weighting
50%

Minimum mark or grade
Students are required to be awarded a minimum of 25/ 50 marks for this assessment in order to pass. Students must pass this assessment item to pass the unit.

Assessment Criteria

A marking rubric is available on Moodle. The rubric guides the student through the information required for successful completion of each section.

In summary, the Research Proposal is graded out of 80 marks which covers the areas of: Statement of the problem (5 marks), purpose of the study (5 marks), key terms (2.5 marks), literature review (25 marks), method (25 marks), scope and limitations (5 marks), significance and contribution to knowledge (10 marks), presentation and references (2.5 marks).

Referencing Style

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

Submission

Group

Submission Instructions

Submitted through Moodle

Learning Outcomes Assessed

- Develop client-centered, evidence-based intervention plans for clients in specialty areas
- Prepare research plans (including protocols and ethics applications) for projects that provide evidence to improve occupational therapy practice in specialist areas

Graduate Attributes

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

2 Ethics Application

Assessment Type

Written Assessment

Task Description

Any research undertaken by students and clinicians in the healthcare sector or the university must be carried out following the national guidelines for the ethical conduct of research. In this assessment task, students are required to write an ethics application for their research proposal, using the CQU ethics template.The CQU ethics template is similar to the template used by many universities, and is also similar to the Human Research Ethics Application (HREA), which is used in many heath care facilities.

The CQU ethics template (modified specifically for the purpose of OCCT14002) is located on the Moodle site. The CQU ethics template application ask students to describe the project, identify the participants, and outline any ethics concerns or risks and how these will be managed.

Assessment Due Date

Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Return Date to Students

After certification of grades

Weighting

30%

Minimum mark or grade

Students are required to be awarded a minimum of 15/ 30 marks for this assessment in order to pass. Students must pass this assessment item to pass the unit.

Assessment Criteria

The Ethics Application task is graded out of 30 marks and a grading rubric is available on Moodle. In summary, students are provided marks for their description of the project, risk, participant recruitment, consent process and forms, information protection and dissemination of results.

Referencing Style

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

Submission
Online Group

Learning Outcomes Assessed

- Prepare research plans (including protocols and ethics applications) for projects that provide evidence to improve occupational therapy practice in specialist areas

Graduate Attributes

- Communication
- Team Work
- Ethical practice

3 Presentation

Assessment Type
Presentation

Task Description
Disseminating research proposals and findings through conference-style presentations is an important way to ensure cutting-edge research ideas and evidence are translated into practice.
In pairs, students will present their Research Proposal to fellow students, CQUniversity staff and members of the occupational therapy profession.
A conference will be convened to showcase these presentations, and presentations from the Unit OCCT14004.
Students have 15 minutes to present their work and 5 minutes for discussion. The following slide headings are suggested to students (with a total of 10-20 slides): Title of Project – including, student and supervisor names, Background to the study (could be more than one slide), Aims of the study, Literature Review, Methods (a. Research Design, b. Participants & Sampling Strategy, c. Data collection methods and d) Data analysis methods), Significance, Potential Limitations, Ethical considerations and Questions.

Assessment Due Date
Week 12 Wednesday (3 Oct 2018) 5:00 pm AEST
Completed in-class. Provide copy of presentation and notes to lecturer at the start of the presentation.

Return Date to Students

After certification of grades

Weighting
20%

Minimum mark or grade
Students are required to be awarded a minimum of 10/ 20 marks for this assessment in order to pass. Students must pass this assessment item to pass the unit.

Assessment Criteria
The Conference Presentation is graded out of 20 marks, and the grading rubric is available on Moodle. In summary, the conference proposal is graded on the overall structure of the presentation (6 marks) presentation style (8 marks) and the manner in which the students manage and respond to questions about their work (6 marks).

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline

Submission Instructions
Conference presentation

Learning Outcomes Assessed

- Communicate evidence orally to a wide range of stakeholders to improve occupational therapy practice in emerging or specialist areas.

Graduate Attributes

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

4 Mini Case Study Quizzes

Assessment Type
Case Study

Task Description
Following completion of each of the Dementia, Home Modification and Pain Modules, students will complete a brief case study quiz (three in total). Each of the 3 quizes will be 'open book' and take place at the end of the final class of the module. Each of the 3 quizzes will present case study information and then students will answer 5 brief questions. The final mark for this assessment item is the combined marks achieved for each quiz.

Assessment Due Date

Return Date to Students

Weighting
Pass/Fail

Minimum mark or grade
Students are required to achieve a minimum of 7/ 15 marks for this assessment in order to achieve a "pass" grade. Students must pass this assessment item to pass the unit.

Assessment Criteria
Information about the 3 case study quizzes will be provided on Moodle. Each quiz will present case study information and ask students to complete 5 short questions. Each quiz will be graded out of 5 marks.
For the 3 quizzes, there is a total of 15 marks, and students are required to score 7/15 to pass this assessment task.

Referencing Style

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

Submission
Offline

Submission Instructions
Students will complete the quiz in the final session of the module.

Learning Outcomes Assessed

- Develop client-centered, evidence-based intervention plans for clients in specialty areas

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

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