



OCCT14003 *Transition to Professional Practice*

Term 2 - 2020

Profile information current as at 28/04/2024 02:18 am

All details in this unit profile for OCCT14003 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 capstone unit will provide you with the opportunity to examine, develop and evaluate your attributes and professional behaviours that, while not explicitly part of the profession's core knowledge and technical skills, are the professional skills required to function as a registered occupational therapist. You will have the opportunity to reflect and evaluate on and evaluate the professional socialisation that has occurred during your formal academic education and practice education, exploring the translation of that professionalism to the complex and dynamic professional sectors in which you may find yourselves practicing. Regulatory requirements for professional practice will be investigated, in addition to consolidating knowledge about the professional and competency standards expected of a new graduate registered health practitioner.

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

Pre-Requisites OCCT13006 Professional Practice 1 OCCT13005 Professional Practice 2

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 - 2020

- 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. **Objective Structured Clinical Examinations (OSCEs)**

Weighting: 45%

2. **Portfolio**

Weighting: 25%

3. **Reflective Practice Assignment**

Weighting: 30%

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

Students appreciated the practical components of the unit preparing them for professional practice including registration with AHPRA, NDIS submissions and professional indemnity insurance.

Recommendation

This content will remain for the 2020 offering.

Feedback from Have Your Say and in-class student feedback.

Feedback

The unit design, content, learning resources and engaged delivery were highlighted as positives for this unit.

Recommendation

The flow of topics, the content, workshops and the delivery by the unit coordinator will be maintained in the 2020 T2 offering.

Feedback from Have Your Say and in-class student feedback

Feedback

The addition of the motivational interviewing modules and associated practical assessment was identified by a number of students as valuable and transferable to their practice upon graduation, regardless of caseload.

Recommendation

The design of the motivational interviewing lecture and module content as well as the assessment design will be used in T2 2020.

Feedback from Have Your Say and in-class feedback

Feedback

The timing of the portfolio assessment was identified by a number of students as problematic. It was due for submission late in term, but many students felt it would be more beneficial to them to have the lecture content and the assessment earlier in term to best position them for job applications and securing a position upon AHPRA registration.

Recommendation

The timing of the portfolio assessment will be considered for change in T2 2020, in consultation with unit coordinators of the other occupational therapy capstone units. Timing of the assessment suite across each of the capstone units is an important consideration when endeavouring to optimise the student experience.

Unit Learning Outcomes

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

1. Communicate a clear understanding of contemporary contextual factors in Australia influencing the provision of occupational therapy services
2. Construct a plan for reflective practice and for ongoing learning, support and mentoring following graduation
3. Critically apply relevant legal, ethical and professional reasoning principles to professional practice situations at the level of a beginning registered occupational therapist
4. Prepare a professional portfolio to facilitate the transition from student occupational therapist to a registered, employed occupational therapist.

The new unit overview, unit learning outcomes and assessment pieces are aligned with requirements in the *Australian Occupational Therapy Competency Standards (AOTCS) 2018*. These competency standards acknowledge the diversity of roles and contexts that currently exist in occupational therapy practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Objective Structured Clinical Examinations (OSCEs) - 45%	•		•	
2 - Reflective Practice Assignment - 30%	•	•		
3 - Portfolio - 25%				•

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 - Objective Structured Clinical Examinations (OSCEs) - 45%	•	•	•				•	•		
2 - Reflective Practice Assignment - 30%	•	•	•				•	•	•	
3 - Portfolio - 25%	•			•						

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)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Desley Simpson Unit Coordinator
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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Reflecting on professional practice experiences and commencing a new graduate CPD plan according to AHPRA guidelines	Moores, A., & Fitzgerald, C. (2017). New graduate transition to practice: How can the literature inform support strategies? <i>Australian Health Review</i> , 41, pp.308-312.	
Professional reasoning at a graduate level	Murray, K., & Ward, K. (2019). Attitudes to social media use as a platform for Continuing Professional Development (CPD) within occupational therapy. <i>Journal of Further and Higher Education</i> , 43(4), 545-559. doi: 10.1080/0309877/X.2017.1378313.	Guest session by the Occupational Therapy Professional Practice Manager
	Unsworth, C. A. (2017). Professional reasoning in occupational therapy practice. In M.Curtin., M.Egan., & J. Adams (Eds.). <i>Occupational Therapy for People Experiencing Illness, Injury or Impairment: Promoting Occupation and Participation</i> . Elsevier: Edinburgh. (see Moodle for advice about accessing this reading)	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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[Occupational Therapy Board of Australia. \(2018\). Australian Occupational Therapy Competency Standards 2018.](#)

[Occupational Therapy Board of Australia Registration Standards:](#)

- continuing professional development
- professional indemnity insurance arrangements
- English language skills
- criminal history
- recency of practice

AHPRA, OT Australia - codes, registration process, OT competency standards, social media regulations

Guest session by the OT Australia Member Services Manager NT/Qld Division and OT Australia National Professional Standards Manager

[Occupational Therapy Board of Australia Codes and Guidelines](#)

- social media policy
- CPD
- supervision

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Motivational Interviewing module 1	<p>Park et.al. (2019). Model of Human Occupation as a framework for implementation of Motivational Interviewing in occupational rehabilitation. <i>Work</i>, 62, 629-641. doi: 10.3233/WOR-192895.</p> <p>Ruiz Moral, R. et.al. (2015). Effectiveness of motivational interviewing to improve therapeutic adherence in patients over 65 years old with chronic diseases: A cluster randomized clinical trial in primary care. <i>Patient Education and Counseling</i> 98, 977-983.</p>	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Motivational Interviewing module 2	<p>Alpersetein, D., & Sharpe, L. (2016). The efficacy of motivational interviewing in adults with chronic pain: A meta-analysis and systematic review. <i>The Journal of Pain</i>, 17(4), 393-403.</p> <p>Schaefer, M.R., & Kavookjian, J. (2017). The impact of motivational interviewing on adherence and symptom severity in adolescents and young adults with chronic illness: A systematic review. <i>Patient Education and Counseling</i>, 100, 2190-2199.</p>	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Hazelwood, T., Murray, C.M., Baker, A., & Stanley, M. (2019). Ethical tensions: A qualitative systematic review of new graduate perceptions. *Nursing Ethics*, 26(3), 884-902. doi: 10.1177/0969733017727154.

Ethical decision-making at a graduate level - application to case studies and workplace scenarios

Hazelwood, T., Baker, A., Murray, C.M., & Stanley, M. (2018). New graduate occupational therapists' narratives of ethical tensions encountered in practice. *Australian Occupational Therapy Journal*, 1-9. doi: 10.1111/1440-1630.12549.

Guest session from Professor Pamela Meredith, Head of Course, Occupational Therapy

Penny, N.H., & You, D. (2011). Preparing occupational therapy students to make moral decisions. *Occupational Therapy in Health Care*, 25(2-3), 150-163. doi: 10.3109/07380577.2011.565544.

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
No classes this week. Practical assessments either on campus or via Zoom as the Covid-19 restrictions and Vice Chancellor permit (to be advised).	No readings this week.	Motivational Interviewing Practical Assessment Due: Week 6 Wednesday (26 Aug 2020) 11:45 pm AEST

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Preparing to secure a job - interviewing - resume-writing	Resources will be provided on your Moodle site for this topic.	The guest panel will include a CQUni Career Hub Career Specialist and leaders and recruiters in the occupational therapy profession. Recent graduates will also attend to share their experiences of applying for jobs.

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Managing oneself in professional practice	Gardner, K., Bundy, A., & Dew, A. (2016). Perspectives of rural carers on benefits and barriers of receiving occupational therapy via information and communication technologies. <i>Australian Occupational Therapy Journal</i> , 63, 117-122. Doi: 10.1111/1440-1630.12256 Moran, M., Simpson, D., & Henwood, N. (2017). Occupational therapy practice in regional, rural and remote Australia. In T. Brown, H. Bourke-Taylor, S. Isbel, & R. Cordier (Eds.), <i>Occupational Therapy in Australia: Professional and Practice Issues</i> . Allen and Unwin: Australia.	

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Working in teams: interprofessional practice, understanding your own style, conflict management, understanding workplace bullying policies	<p>Adamson, K., Loomis, C., Cadell, S. & Verweel, L.C. (2018). Interprofessional empathy: A four-stage model for a new understanding of teamwork. <i>Journal of Interprofessional Care</i>, 32(6), 752-761. doi: 10.1080/13561820.2018.1511523.</p> <p>Kim, S., et.al. (2017) Individual, interpersonal, and organisational factors of healthcare conflict: A scoping review, <i>Journal of Interprofessional Care</i>, 31(3), 282-290, DOI: 10.1080/13561820.2016.1272558</p>	Job Application Portfolio Due: Week 9 Wednesday (16 Sept 2020) 12:00 am AEST

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Considerations for private occupational therapy practice	<p>Hudgins, E., Stover, A., & Walsh-Sterup, M. (2018). Opening a Private Practice in Occupational Therapy. <i>OT Practice</i>, 23(7), 1-9.</p> <p>Kash, B., & Deshmukh, A. (2013). Developing a strategic marketing plan for physical and occupational therapy services: A collaborative project between a critical access hospital and a graduate program in health care management. <i>Health Marketing Quarterly</i>, 30(3), 263-280.</p>	

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Australian health care systems and impact on clinical practice - featuring NDIS and MBS	<p>Dickinson, H., Carey, L. (2017). Managing care integration during the implementation of large-scale reforms: The case of the Australian National Disability Insurance Scheme. <i>Journal of Integrated Care</i>, 25 (1), pp. 6-16. DOI: 10.1108/JICA-07-2016-002.</p> <p>Lakhani, A., McDonald, D., & Zeeman, H. (2018). Perspectives of the National Disability Insurance Scheme: Participants' knowledge and expectations of the scheme. <i>Disability and Society</i>, 33(5), 783-803. doi: 10.1080/09687599.2018.1442321.</p> <p>Whitburn, B., Moss, J., O'Mara, J. The policy problem: the National Disability Insurance Scheme (NDIS) and implications for access to education (2017) <i>Journal of Education Policy</i>, 32 (4), pp. 467-479. DOI: 10.1080/02680939.2017.128018.</p>	Guest session from NDIS staff - Planner Team Leader of Service Delivery and Performance, Community Development Manager and Learning and Development Manager.

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
No lectures		Reflective Practice Submissions Due: Week 12 Friday (9 Oct 2020) 12:00 am AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 19 Oct 2020

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

Your weekly lecture and/or tutorial content for this unit will be delivered face-to-face via Zoom during regularly scheduled class time. If any of the content needs to be delivered on campus, you will be notified of the dates and times of these sessions via Moodle two weeks prior to the date. Prior to those sessions, you will be required to complete a self-declaration form regarding your current health status and COVID-19 risk factors. During these sessions, provisions for social distancing and use of PPE will be implemented in accordance with health and government guidelines. Please note that the recommencement of these practical and clinical sessions is subject to State and Federal health guidelines and may change if the situation with COVID-19 should deteriorate. Where possible, the delivery will occur online via Zoom.

Assessment Tasks

1 Motivational Interviewing Practical Assessment

Assessment Type

Objective Structured Clinical Examinations (OSCEs)

Task Description

Motivational Interviewing (MI) is a patient interview style designed to promote behavioural changes in our patients/clients/consumers. Facilitating behaviour change to promote health and wellbeing is a therapeutic skill of great benefit to patient outcomes. Following on from MI lectures, practical sessions and a simulated interview for practice, this assessment requires you to **conduct a patient interview** in which you **demonstrate the principles of motivational interviewing**. The interview will be recorded and observed by the examiner in real-time. Following completion of your interview, you are required to take the recording away and **complete a rating of your performance using the Motivational Interviewing Treatment Integrity (MITI) tool, and a written reflection**. You will be supplied with a self-assessment template to guide your reflection. The interview will be of **20 minutes duration (maximum)**. The interviews have been timetabled to occur on the Bundaberg campus and the Rockhampton campus in week 6 of term. If social distancing requires it, this assessment will be adapted to be delivered online. You will be advised closer to the time. You will be allocated your time slot by the unit coordinator. The unit coordinator will arrange for the "client" to be present.

This is assessing graduate-level skills so it is assumed you already have sound skills in setting up the interview space, developing rapport with the patient and utilising professional verbal and non-verbal communication. In this assessment, your skills in evocation, collaboration, supporting autonomy, directing, empathy and asking open-ended questions are the focus. You are demonstrating your ability to facilitate the patient's ownership of goals and actions. The patient/client/consumer will be a "standardised patient" played by an actor. You may choose one of two behaviours you want to facilitate changing as outlined in two brief case scenarios. The two choices are supplied on your Moodle site.

You must follow the guidelines supplied for your **written reflection**. There is **no word limit** for the written reflection. The assessment criteria provides guidance for you in how your content and written expression will be assessed. Those students who are able to incorporate and synthesise key content, referencing a wide range of relevant readings, and present it in a concise way are likely to score highly.

Assessment Due Date

Week 6 Wednesday (26 Aug 2020) 11:45 pm AEST
Students will be advised of the interview schedule

Return Date to Students

Week 8 Wednesday (9 Sept 2020)

Weighting

45%

Minimum mark or grade

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

Assessment Criteria

A detailed rubric is supplied for you on Moodle. The assessment criteria will cover your understanding of the principles of MI (20), synthesis of relevant material in your reflection (15), evaluation of your skills using literature and key evidence (15), reflection (20), presentation of the written reflection (10) and assessor rating of meeting MI interview goals (10).

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

You will submit two documents to Moodle. Please submit your written reflective assessment uploaded as a Word document. Please submit your completed MITI tool as a scanned PDF to accompany your reflective assessment piece.

Learning Outcomes Assessed

- Communicate a clear understanding of contemporary contextual factors in Australia influencing the provision of occupational therapy services
- Critically apply relevant legal, ethical and professional reasoning principles to professional practice situations at the level of a beginning registered occupational therapist

Graduate Attributes

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

2 Job Application Portfolio

Assessment Type

Portfolio

Task Description

There are three components to this assessment submission. **Firstly**, you will develop a curriculum vitae (four pages maximum) based on the accumulated knowledge throughout your training and reflections throughout the unit about how to frame your information. **Secondly**, you will consider your professional experiences and skills and use those considerations to prepare responses to selection criteria for a new graduate position. **Thirdly**, you will compose a cover letter addressed to the selection panel highlighting your skills and abilities in a professional and succinct manner.

This authentic assessment piece in this unit is designed to produce documents that can be used to assist in applying for professional positions upon graduation. It is expected that you will apply knowledge gained throughout the term and specifically in the week 7 session, and translate that into this assessment piece. You will be supplied with a choice of three role descriptions and may choose which one you submit your assessment piece on. The skills obtained in this assessment and the feedback provided by your lecturer may then be applied in the real-world context to job applications upon graduation. As this is an authentic assessment piece, you are not required to reference your submission.

Assessment Due Date

Week 9 Wednesday (16 Sept 2020) 12:00 am AEST

Return Date to Students

Week 11 Wednesday (30 Sept 2020)

Weighting

25%

Minimum mark or grade

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

Assessment Criteria

You will find a marking rubric on Moodle, detailing the assessment criteria and marks available. In summary, the Portfolio is graded out of 50 marks which cover the areas of:

Appearance (10)

Your curriculum vitae (CV) ought to be impressive. It should be neat, succinct and aesthetically pleasing. Think carefully about how information is organised and how headings are displayed, and which font is used. The CV, cover letter and responses to the selection criteria should make a strong first impression.

Organisation (10)

Each documents must be well organised with a clear sequence in order to allow the reader to quickly assess your competencies and attributes in order to be shortlisted.

Content (20)

You must convey your technical and interpersonal skills in an effective, succinct way.

Written expression (10)

All submitted documents must be grammatically correct and without spelling or punctuation errors. The documents must convey your knowledge, skills and abilities through high level written communication.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Students are to upload the documents on Moodle.

Learning Outcomes Assessed

- Prepare a professional portfolio to facilitate the transition from student occupational therapist to a registered, employed occupational therapist.

Graduate Attributes

- Communication
- Information Literacy

3 Reflective Practice Submissions

Assessment Type

Reflective Practice Assignment

Task Description

Five of the weekly topics in OCCT14003 are linked to a reflective practice assessment task. On each of those topics, you are required to write 500-800 words distributed across the prompt questions supplied to you. The templates of all prompt questions will be supplied to you at the commencement of term. You are to refer to the **Australian Occupational Therapy Competency Standards 2018** document in your weekly responses, as there will be at least one prompt question encouraging you to link those standards to the knowledge obtained in class. There are no right or wrong responses to these assessment pieces; rather it is important that you are **exhibiting reflective practice and decision-making of a graduate practitioner**.

There are five templates corresponding to the following topics: 1) Professional Reasoning, 2) Ethical Decision-Making, 3) National Disability Insurance Scheme and the Medicare Benefits Schedule, 4) Managing Oneself as a New Practitioner and 5) Working in Teams. Each of the five weekly topics has an overall mark available of 6 and will in total contribute to 30% of the overall unit mark.

Assessment Due Date

Week 12 Friday (9 Oct 2020) 12:00 am AEST

Return Date to Students

Students will receive the marks for this final assessment piece after certification of grades

Weighting

30%

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

A marking rubric detailing the assessment criteria and marks available is on Moodle. In summary, the reflective practice submission assessment is graded out of 30 marks. Each of the five topics is awarded a maximum of 6 marks with the following assessment criteria:

- reflection on personal impact
- knowledge translation of relevance to practice with strategies for future practice
- reflection on competency standards

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please ensure each template is saved into one Word document and submitted as one overall document. Please save and upload in a Word format (.doc or .docx) rather than PDF

Learning Outcomes Assessed

- Communicate a clear understanding of contemporary contextual factors in Australia influencing the provision of occupational therapy services
- Construct a plan for reflective practice and for ongoing learning, support and mentoring following graduation

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice
- Social Innovation

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