



# PSYC13017 Foundations of Psychopathology

## Term 1 - 2024

Profile information current as at 02/05/2024 03:55 am

All details in this unit profile for PSYC13017 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

The human brain is a marvelous and complex organ that allows us to perceive the environment, plan courses of action, and engage in adaptive behaviours. Most of the time, these processes are carried out smoothly and efficiently allowing us to function optimally. However, there are times and circumstances where the brain does not operate as it should. In this unit you will examine mental health disorders which frequently have significant adverse impacts. Mental illness will be explored in the context of major diagnostic systems and treatment models. Using a bio-psycho-social approach, you will explore the aetiology and course of psychopathology and consider evidence-based treatments used to facilitate recovery.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

96 credit points in CC43, CF59, CL51, CL55, CC13, CB66, CG93 or CA10

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 1 - 2024

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

### 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. **Online Quiz(zes)**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 40%

#### 3. **Presentation**

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 SUTE Unit comments report

**Feedback**

Some students stated that they found material in the lectures and tutorials "triggering."

**Recommendation**

Routinely provide warnings to students at the beginning of lectures and tutorials that the content being discussed may trigger emotional reactions or distress for some students.

#### Feedback from SUTE Unit comments report

**Feedback**

One student recommended providing a list of questions (that might later be covered in assessment quizzes) prior to tutorials.

**Recommendation**

Provide a list of potential quiz review questions for each tutorial.

#### Feedback from SUTE Unit comments report

**Feedback**

Some found family commitments impacted on live attendance for lectures and tutorials that were scheduled late in the day.

**Recommendation**

Consider diversity in student schedules, particularly those with family commitments, when making timetable requests. Remind students who are unable to attend live classes that they can engage in content through class recordings and forums.

## Unit Learning Outcomes

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

1. Explain and apply mental health diagnostic criteria used in the International Classification of Diseases and the Diagnostic and Statistical Manual.
2. Apply acquired knowledge of the aetiology and course of mental health disorders to the development of a bio-psycho-social formulation.
3. Evaluate evidence-based treatment options that facilitate recovery from mental health disorders.

This unit addresses Foundational Competencies as specified by the Australian Psychology Accreditation Council (APAC) and specifically aligns to:

- 1.1 Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics:
  - (i) the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology
  - (ii) individual differences in capacity, behaviour and personality
  - (iii) psychological health and well-being
  - (iv) psychological disorders and evidence-based interventions
  - (v) learning and memory
  - (vi) cognition, language and perception
  - (viii) neuroscience and the biological bases of behaviour
  - (xi) culturally appropriate psychological assessment and measurement
- 1.2 Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals
- 1.3 Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
- 1.6 Demonstrate self-directed pursuit of scholarly inquiry in psychology.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 30%	•	•	•
2 - Written Assessment - 40%	•	•	•
3 - Presentation - 30%	•	•	•

### 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			

## Textbooks and Resources

### Textbooks

PSYC13017

#### Prescribed

##### **Abnormal Psychology First Australasian Edition**

Edition: 1st (2018)

Authors: Kring, A. M., et al.

Wiley

Milton, QLD, Australia

ISBN: 9780730363408, 9780730363088

Binding: eBook

#### Additional Textbook Information

The E-Text of Abnormal Psychology can be purchased from Wiley Direct:

<https://www.wileydirect.com.au/blog/buy/abnormal-psychology/#terms>

The E-Text uses the VitalSource app and can be downloaded to your computer or other device for offline reading.

(A hard copy of the text can be purchased from the same link.)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer or laptop with a camera and microphone suitable for a Zoom recording

## 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

**Chris Crawford** Unit Coordinator

[c.j.crawford@cqu.edu.au](mailto:c.j.crawford@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Introduction to psychopathology</b> <ul style="list-style-type: none"><li>• History of psychopathology</li><li>• Andragogy</li><li>• Assessments: quizzes, written formulation &amp; diagnosis, video presentation of treatment plan</li></ul>	Chapter 1 - Introduction to psychopathology	

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>What do you have?</b> <ul style="list-style-type: none"><li>• Assessment</li><li>• Diagnostic systems</li><li>• Bio-psycho-social model</li></ul>	Chapter 2 - Diagnosis and assessment	

**Week 3 - 18 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Getting low (and getting high)</b> <ul style="list-style-type: none"> <li>• Depression</li> <li>• Bipolar disorder</li> </ul>	Chapter 3 - Mood disorders	

**Week 4 - 25 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Don't go out tonight</b> <ul style="list-style-type: none"> <li>• Common elements of anxiety</li> <li>• Trauma-related disorders</li> </ul>	Chapter 4 - Anxiety, OCD and trauma-related disorders	

**Week 5 - 01 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>The divided mind</b> <ul style="list-style-type: none"> <li>• Hallucinations &amp; delusions</li> <li>• Deficits</li> </ul>	Chapter 5 - Schizophrenia	

**Vacation Week - 08 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 15 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Want a drink?</b> <ul style="list-style-type: none"> <li>• Why we use psychoactive substances</li> <li>• Types of addictions</li> </ul>	Chapter 7 - Substance use disorders	<b>Online Quizzes</b> Due: Week 6 Friday (19 Apr 2024) 11:45 pm AEST

**Week 7 - 22 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Who am I?</b> <ul style="list-style-type: none"> <li>• Dissociative disorders</li> <li>• Somatic disorders</li> </ul>	Chapter 5 - Dissociative disorders, somatic symptoms and related disorders	<b>Written formulation and diagnosis</b> Due: Week 7 Monday (22 Apr 2024) 9:00 am AEST

**Week 8 - 29 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Food for thought</b> <ul style="list-style-type: none"> <li>• Anorexia</li> <li>• Bulimia</li> <li>• Excess</li> </ul>	Chapter 8 - Eating disorders	

**Week 9 - 06 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>I can't get no...</b> <ul style="list-style-type: none"> <li>• Sexual dysfunction</li> <li>• Paraphilias</li> </ul>	Chapter 9 - Sexual disorders	

**Week 10 - 13 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>A brand-new brain</b> <ul style="list-style-type: none"> <li>• Congenital disorders</li> <li>• Developmental disorders</li> </ul>	Chapter 10 - Disorders of childhood	

**Week 11 - 20 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
<b>She / he's got personality</b> <ul style="list-style-type: none"> <li>• What do we mean personality?</li> <li>• Personality disorders</li> </ul>	Chapter 12 - Personality and personality related disorders	<b>Video presentation - treatment plan</b> Due: Week 11 Monday (20 May 2024) 9:00 am AEST

**Week 12 - 27 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic

**Getting old**

- Challenging stereotypes
- Types of dementia
- Managing neurocognitive disorders

Chapter 11 - Late life and neurocognitive disorders

**Online Quizzes** Due: Week 12 Friday (31 May) 11:45 pm AEST

**Review/Exam Week - 03 Jun 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 10 Jun 2024**

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

Trigger warning:

- Please note that Foundations of Psychopathology contains material that some may find distressing.
- There is a focus on the diagnosis and treatment of mental illness which includes discussions on depressive disorders, psychosis, eating disorders, and suicide risk assessment.
- If you have any questions or concerns, please contact the unit coordinator.

## Assessment Tasks

### 1 Online Quizzes

**Assessment Type**

Online Quiz(zes)

**Task Description**

Two quizzes make up this assessment item.

Quiz 1A - Week 6 - will open Thursday 18 April December at midday / close Friday 19 April at 11:45 pm AEST and cover material from weeks 1 to 6.

Quiz 1B - Week 12 - will open Thursday 30 May at midday / close Friday 31 May at 11:45 pm AEST and cover material from weeks 7 to 12.

There are 60 items in each quiz and all items are multiple choice.

Once you start the quiz, you will have 60 minutes to complete the quiz.

At the end of 60 minutes, all answered questions will be automatically submitted.

**Number of Quizzes**

2

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 6 Friday (19 Apr 2024) 11:45 pm AEST

Complete quiz online via the Assessment tab in Moodle.

**Return Date to Students**

Week 8 Friday (3 May 2024)

Online grading.

**Weighting**

30%

**Assessment Criteria**

Each quiz is worth 15% of the final grade.

The two quizzes are worth 30% of the final grade.

Each correct answer is awarded 0.25 marks.

Each quiz has a maximum possible grade of 15 marks.

## Referencing Style

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

## Submission

Online

## Submission Instructions

Complete the quizzes online via the Assessment tab in Moodle.

## Learning Outcomes Assessed

- Explain and apply mental health diagnostic criteria used in the International Classification of Diseases and the Diagnostic and Statistical Manual.
- Apply acquired knowledge of the aetiology and course of mental health disorders to the development of a bio-psycho-social formulation.
- Evaluate evidence-based treatment options that facilitate recovery from mental health disorders.

## 2 Written formulation and diagnosis

### Assessment Type

Written Assessment

### Task Description

The written formulation and diagnosis is due at the beginning of Week 7 - Monday 22 April at 9am AEST.

Your task is to watch one film where the main character has a diagnosable mental illness that will respond to treatment.

- This character will be your client.
- Films include: A beautiful mind, Silver linings playbook, Girl interrupted, The aviator, The electric life of Louis Wain, Perks of being a wallflower, The soloist, Precious, Good Will hunting, Shine, Black swan.
- If you are using a film outside of the list above, you must contact the unit coordinator for approval early in the term.
- Organise viewing the movie as soon as possible - possible sources include DVD, YouTube, services such as Netflix, Prime, etc.
- Note that the character / client must have an illness that will respond to treatment as this is the focus of the next assessment.

Use of generative artificial intelligence

- You may use generative artificial intelligence in developing ideas for the assessment and for checking spelling, grammar and syntax.
- Include a statement in your assessment regarding how you have used generative artificial intelligence and which system you have used.
- However, do not use generative artificial intelligence to write the assessment.
- If you have any questions, please feel free to contact me.

Components of the assessment:

- A very brief introduction to your client and the strategy you will use. (See the points immediately below.)
- The main focus of this assessment is to utilise the 5P factor model to develop a case formulation.
- It is essential to read the article by Macneil et al., (2012): Is diagnosis enough to guide interventions in mental health? Using case formulation in clinical practice.
- The formulation must consist of the following elements: presenting, precipitating, perpetuating, predisposing, and protective factors.
- Next, using either the Diagnostic and Statistical Manual (DSM) or the International Classification of Diseases (ICD), identify the primary diagnosis and identify any secondary diagnoses/comorbidities (e.g., comorbid substance use disorder, etc).
- Utilise peer reviewed journal articles to support your formulation and diagnosis throughout.
- Conclude with a brief reflection on how the film impacted on you and your views of mental illness, and whether the film reinforces or challenges stigma.
- The word count will be between 1800-2200 words.

### Assessment Due Date

Week 7 Monday (22 Apr 2024) 9:00 am AEST

Submit assessment as a MS Word document online via the Assessment tab at the top of the Moodle page



## Return Date to Students

Week 9 Monday (6 May 2024)

Online grading and comments

## Weighting

40%

## Assessment Criteria

Assessment Criteria

This written formulation and diagnosis is worth 40% of your total grade.

The 40 marks will be allocated to the following components:

### Formulation (15 marks)

0 There is no clear formulation, essential elements of the case are missing.

4 The formulation is present but not well supported by elements of the case.

8 The formulation is clear and includes major elements of the case.

12 The formulation is clear and includes all elements of the case.

15 The formulation is clear and creatively captures all elements of the case.

### Diagnosis (5 marks)

0 There is no diagnosis or use of the DSM or ICD.

2 The diagnosis is incorrect or does not utilise the DSM or ICD.

3 The diagnosis is clear, but not well supported by the criteria of the DSM or ICD.

4 The diagnosis is correct, clear, and supported by the criteria of the DSM or ICD.

5 The diagnosis is correct, clear, and expertly supported by the criteria of the DSM or ICD.

### Secondary disorders and comorbidities (5 marks)

0 Secondary disorders and comorbidities not identified / no utilisation of the DSM or ICD.

2 Secondary disorders and comorbidities partially correct / minimal utilisation of the DSM or ICD.

3 Secondary disorders and comorbidities mostly correct, and supported by the DSM or ICD.

4 Secondary disorders and comorbidities are correct, clear, and well supported by the DSM or ICD.

5 Secondary disorders and comorbidities are correct, clear, and expertly supported by the criteria of the DSM or ICD.

### Use of external sources (5 marks)

0 External sources were not used.

2 External sources were not relevant or unrelated.

3 Relevant external sources were adequately utilised.

4 Relevant external sources clearly and effectively used in support of formulation and diagnosis.

5 Relevant external sources clearly, effectively, and creatively utilised in support of the formulation and diagnosis.

### Reflection (5 marks)

0 No reflection present.

2 Reflection present but not well related to the film.

3 Reflection present and relevant to the film.

4 Reflection clearly and comprehensively related to the film.

5 Reflection clearly, comprehensively, and creatively related to the film.

### APA formatting and style (3 marks)

0 APA formatting and style not present

1 Attempt made with APA formatting and style but contained many errors

2 Adequate APA formatting and style but with errors

3 Exceptional APA formatting and style with minimal errors

### Word count (2 marks)

0 Assessment not within 1800-2200 words

2 Assessment within 1800-2200 words

## Referencing Style

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

## Submission

No submission method provided.

## Learning Outcomes Assessed

- Explain and apply mental health diagnostic criteria used in the International Classification of Diseases and the Diagnostic and Statistical Manual.
- Apply acquired knowledge of the aetiology and course of mental health disorders to the development of a bio-psycho-social formulation.

- Evaluate evidence-based treatment options that facilitate recovery from mental health disorders.

### 3 Video presentation - treatment plan

#### Assessment Type

Presentation

#### Task Description

This assessment is due at the beginning of Week 11 - Monday 20 May at 9 am AEST.

Your task is to video-record a presentation which describes a treatment plan for the client from your formulation and diagnosis assessment.

Your intended audience is an interdisciplinary mental health team.

- The actual audience may be a colleague, a family member, or friend.
- The audience must also be visible on the recording (same room, or screen on Zoom).

In addition to content, you will be assessed on your delivery and presentation.

- Delivery and presentation will be evaluated on factors including audio quality and speech clarity, excessive use of notes, audience engagement, etc.
- Use Zoom to record your submission which shows both you and the audience.

Use of generative artificial intelligence

- You may use generative artificial intelligence in developing ideas for the assessment and for checking spelling, grammar and syntax.
- Include a statement in your assessment regarding how you have used generative artificial intelligence and which system you have used.
- However, do not use generative artificial intelligence to write the assessment.
- If you have any questions, please feel free to contact me.

The video presentation will be based on your previous formulation and diagnosis.

- Start with a brief summary of the formulation.
- The majority of the presentation will describe a treatment plan for your client utilising evidence-based strategies.
- The plan will include some form of psychotherapy delivered by a psychologist.
- The plan will also consider the broader bio-psycho-social needs of the client.
- In other words, the rest of the inter-disciplinary team will contribute to the client's treatment (i.e. social work, occupational therapy, nursing, psychiatry, etc).
- Finally, allow the audience to ask a question and provide a brief response.

Additional notes

- Please note, you may use written prompts during the recording, but do not simply read from your notes.
- Consider time allocation for each part of the presentation (i.e., the treatment plan is worth twice the marks of the summary).
- Video length should be between 9 to 11 minutes.
- You must also submit a Word document containing your references when you submit the video file.

#### Assessment Due Date

Week 11 Monday (20 May 2024) 9:00 am AEST

Submit video file and word document via Moodle / Echo360 following instructions in the Assessment 3 section

#### Return Date to Students

Review/Exam Week Monday (3 June 2024)

Online grading and comments

#### Weighting

30%

#### Assessment Criteria

The video presentation of the treatment plan is worth 30% of your final grade. Marks are allocated according to the following criteria

#### Summary of formulation (3 marks)

- 0 The summary did not relate to the formulation.
- 1 The summary did not clearly relate to the formulation and missed key elements.
- 2 The summary related to the formulation and included most elements.
- 3 The summary skilfully and creatively related to the formulation including all key elements.

**Proposed treatment plan (10 marks)**

- 0 The treatment plan was not present or did not relate to the case.
- 3 The treatment plan was present but only loosely related to the case with poor support from the evidence base.
- 6 The treatment plan clearly related to the case but needed more support from the evidence base.
- 8 The treatment plan was skilfully related to the case and well supported by the evidence base, good consideration given ethical and cultural factors.
- 10 The treatment plan was expertly related to the case, rigorously supported by the evidence base, excellent consideration given to ethical and cultural factors.

**Delivery and quality of presentation (10 marks)**

- 0 The presentation was unclear or inaudible, there was no audience engagement.
- 3 The presentation was halting, with minimal engagement of audience.
- 5 Presentation was clear, but not confident, the use of notes was distracting and impacted on engagement.
- 8 Presentation was confident, clear, and engaging with minimal use of notes.
- 10 Presentation was confident, clear, engaging, expertly delivered, with no visible use of notes.

**Response to audience question (3 marks)**

- 0 There was not response, or the response did not answer the question.
- 1 The response partially answered the question but was not clear and missed key elements.
- 2 The response answered the question clearly.
- 3 The response was expertly and confidently delivered.

**References list (2 marks)**

- 0 No references list was included
- 1 References list included but incomplete or does not use APA formatting.
- 2 References list included, complete and uses APA formatting.

**Length of video presentation (2 marks)**

- 0 Video length not within 9-11 minutes.
- 2 Video length within 9-11 minutes.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit the video file via Echo360/Moodle by following the instructions in Assessment 3.

**Learning Outcomes Assessed**

- Explain and apply mental health diagnostic criteria used in the International Classification of Diseases and the Diagnostic and Statistical Manual.
- Apply acquired knowledge of the aetiology and course of mental health disorders to the development of a bio-psycho-social formulation.
- Evaluate evidence-based treatment options that facilitate recovery from mental health disorders.

## 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