



PSYC21002 Assessment II

Term 2 - 2019

Profile information current as at 15/05/2024 10:12 pm

All details in this unit profile for PSYC21002 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 is part of the sequence of units that culminates in the degree of Master in Clinical Psychology. This unit is intended to provide advanced knowledge in assessment research, theory and practice necessary for working as a Clinical Psychologist. The focus of Assessment II extends from Assessment I and continues to focus on the knowledge and skill development that underpins clinical psychology assessment practice and research. This unit outlines theory, research and practice including the various functions of assessment, the “how to” of assessment, and the various procedures that clinical psychologists employ to serve the various functions of assessment. In terms of techniques, Assessment II will focus on more advanced cognitive assessment techniques, including neuropsychological screening and assessment. Areas of assessment covered include executive function; orientation and attention; memory; intellectual disability; effort; capacity to make decisions; dementia; personality; psychosis and psychological distress. Skill development will include a focus on gaining additional competencies in these areas and will sit alongside continuing skill development in planning and administering assessment batteries that focus on particular referral questions. The importance of considering applications of assessment tools to different cultures is also emphasized.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

PSYC21001 Assessment I

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2019

- 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 Postgraduate 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. **Written Assessment**

Weighting: 50%

2. **Practical Assessment**

Weighting: 50%

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 Student feedback during class and in end of year internal evaluations

Feedback

Students requested more practical learning opportunities for delivering cognitive assessments

Recommendation

To include more hands-on practical opportunities to practice the delivery of tests and for this to occur earlier in the unit.

Unit Learning Outcomes

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

1. Describe the theoretical, research and practice-based processes underpinning more specialist and advanced psychological assessment and its techniques.
2. Integrate a working knowledge of more specialist and advanced assessment techniques with a variety of presenting problems in Clinical Psychology.
3. Utilise advanced knowledge and skills in the application of diagnostic classification systems within specialist psychological assessment.

The learning outcomes link with the Master's Course in Clinical Psychology accreditation standards, as defined by the Australian Psychology Accreditation Council (APAC) and the Australian Psychological Society (APS).

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 50%	•	•	•
2 - Practical Assessment - 50%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	○	○	○
2 - Communication	○	○	○
3 - Cognitive, technical and creative skills	○	○	○
4 - Research	○	○	○
5 - Self-management	○	○	○
6 - Ethical and Professional Responsibility	○	○	○
7 - Leadership			
8 - 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
1 - Written Assessment - 50%	○	○	○	○	○	○		
2 - Practical Assessment - 50%	○	○	○	○	○	○		

Textbooks and Resources

Textbooks

PSYC21002

Prescribed

Foundations of Behavioral, Social, and Clinical Assessment of Children

Edition: Sixth (2014)

Authors: Sattler, J. M.

Jerome M. Sattler Publisher Inc

La Mesa , USA

Binding: Hardcover

PSYC21002

Prescribed

Handbook of Psychological Assessment

Edition: Sixth (2016)

Authors: Groth-Marnat, G.

Wiley

New Jersey , USA

Binding: Hardcover

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Prescribed

Neuropsychological Assessment

Edition: Fifth (2012)

Authors: Lezak, M., Howieson, D., Bigler, E., & Tranel, D.

Oxford University Press

Oxford , UK

Binding: Hardcover

[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

Carol Keane Unit Coordinator

c.keane@cqu.edu.au

Schedule

Week 1: Introduction to Assessment II and Basic Concepts of Neuropsychological Assessment - 15 Jul 2019

Module/Topic

Chapter

Events and Submissions/Topic

This week we will cover:

- Introduction to Assessment II including assessment tasks and expected learning outcomes and competencies
- Cultural awareness in Neuropsychological assessment and diagnosis
- Introduction to Neuropsychology
- Behavioural geography of the brain
- Deficit measurement
- Neurobehavioural variables and issues of assessment and diagnosis

- Lezak: Chapters 1 - 8
- Sattler: Chapter 12
- Additional reading Sattler: Chapter 2

Week 2: Expansion of Neuropsychological Assessment Skills (1) Executive Function - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Components of executive function • Neuropsychometric assessment of executive function including practical experience with some tests • Construction, motor performance, concept formation, reasoning • Integration of cultural considerations with current neuropsychometric assessments 	<ul style="list-style-type: none"> • Lezak: Chapter 16 • Additional reading Lezak: Chapters 14 & 15 	

Week 3: Expansion of Neuropsychological Assessment Skills (2) Orientation, Attention and Perception - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Orientation • Attention • Working Memory • Processing Speed • Perception • Associated assessment tests and practical experience 	<ul style="list-style-type: none"> • Lezak: Chapter 9 • Additional reading Lezak: Chapter 10 	

Week 4: Expansion of Neuropsychological Assessment Skills (3) Memory - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Definitions and forms of memory • Brain systems involved • Memory assessment tools and practical experience • Integration of whole-brain function 	<ul style="list-style-type: none"> • Lezak: Chapters 11 & 12 	

Week 5: Assessment of Children (Principles and Specifics) and Assessment of The Family Unit - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Developmental Assessment and Neurodevelopmental disorders • Assessment of relationships and interpersonal dynamics within the family unit • Assessment of parents and parenting capacity • Assessment of attachment and attachment disorders • Integration of cultural considerations specific to these disorders • DSM-5 criteria 	<ul style="list-style-type: none"> • Sattler: Chapters 6 - 10 & 22 • Additional relevant readings provided on Moodle 	<p>Assignment 1 Written Assessment Part A: Due 1:00 PM AEST Thursday 15th August 2019</p>

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 6: Assessment of Distress in Children and Adults (1) Anxiety and Depressive Disorders (2) PTSD and OCD - 26 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover: <ul style="list-style-type: none"> • Anxiety Disorders • Depressive Disorders • Posttraumatic Stress Disorder and complex-PTSD • Obsessive Compulsive Disorder • DSM-V Criteria • Integration of cultural considerations specific to these disorders 	<ul style="list-style-type: none"> • Sattler: Chapter 14 • Additional background reading Sattler: Chapters 1, 3, & 5 • DSM-V • Additional relevant readings provided on Moodle 	
Week 7: Assessment of Distress in Children and Adults (3) Schizophrenia Spectrum and Other Psychotic Disorders; Bipolar Disorder - 02 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover: <ul style="list-style-type: none"> • Schizophrenia Spectrum Psychosis and Psychotic Disorders • Bipolar Disorder • Integration of cultural considerations specific to these disorders • DSM-5 criteria 	<ul style="list-style-type: none"> • DSM-5 • Additional relevant readings provided on Moodle 	
Week 8: Indigenous Assessment and Cultural Diversity Responsiveness In Neuropsychological Assessment - 09 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover: <ul style="list-style-type: none"> • Mental Health assessment in Indigenous Australians • Indigenous and cultural considerations in test selection, administration, interpretation, diagnoses and recommendations • Indigenous and cultural considerations in assessment of the family unit 	<ul style="list-style-type: none"> • Sattler: Chapter 4 • Relevant readings and resources provided on Moodle 	Assignment 1 Written Assessment Part B: Due 1:00 PM AEST Thursday 12th September 2019 Written Assessment: Case Study - Interpretation & Initial Hypotheses (Part A) and 5P Integration, Differential Diagnosis & Recommendations (Part B) Due: Week 8 Thursday (12 Sept 2019) 1:00 pm AEST
Week 9: Personality, Personality Disorders and Substance Use Disorders - 16 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover: <ul style="list-style-type: none"> • Personality Disorders - description, DSM-V criteria and assessment • Differential Diagnoses and common comorbidities • Complex trauma considerations • Assessment of Substance Use Disorders - PBL • Considerations for function of substance use/abuse behaviour • Integration of cultural considerations specific to personality disorders 	<ul style="list-style-type: none"> • Groth-Marnet (6th Ed.): Chapters 7 - 11 • Additional relevant readings provided on Moodle 	
Week 10: Assessment of Intellectual Disability, Assessment of Effort, Assessment of Decision Making Capacity - 23 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic

This week we will cover:

- The concept of Intellectual Disability (ID)
- Integration of cultural considerations specific to ID
- Assessment of ID in adults and children
- DSM-5 criteria
- Assessment of effort and malingering
- Assessment of capacity
- Sattler: Chapter 18
- Relevant readings provided on Moodle

Week 11: Assessment of Dementia - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Dementia: types and associated neurocognitive deficits • Assessment of Dementia in the general population • Assessment of Dementia in adults with Intellectual Disabilities • DSM-5 Criteria • Integration of cultural considerations specific to Dementia 	<ul style="list-style-type: none"> • Lezak: pp 249 - 289 • Additional readings provided on Moodle 	

Week 12: Presentation and Submission of Practical Assessment - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week there will be a 20-minute presentation by each student on their chosen topic - selected in Week 2 from a choice of topics prepared by the unit coordinator. Each student will present to their fellow students and the unit coordinator.</p>	<p>Students are to conduct their own research and reading based on the chosen topic. Students are to prepare the presentation in accordance with the detailed criteria that will be provided in association with this assessment task.</p>	<p>Assignment 2 Practical: Part A - Presentations delivered during scheduled class on Thursday 10th October 2019; and Part B - Submission of research summary associated with presentation Due 1:00 PM AEST Thursday 10th October 2019</p> <p>Practical Assessment: Class Presentation (Part A) and Presentation Research Summary (Part B) Due: Week 12 Thursday (10 Oct 2019) 1:00 pm AEST</p>

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 21 Oct 2019

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

This unit is part of the sequence of units that culminates in the degree of Master in Clinical Psychology. This unit is intended to provide advanced knowledge in assessment research, theory and practice necessary for working as a Clinical Psychologist. The focus of Assessment II extends from Assessment I and continues to focus on the knowledge and skill development that underpins clinical psychology assessment practice and research. This unit outlines theory, research and practice including the various functions of assessment, the “how to” of assessment, and the various procedures that clinical psychologists employ to serve the various functions of assessment. The importance of Indigenous and cultural diversity responsiveness considerations in assessment selection, implementation, interpretation, diagnosis, and recommendations is integrated throughout this unit.

In terms of techniques, compared to Assessment I, Assessment II will focus on more advanced cognitive assessment techniques, including neuropsychological screening and assessment. Areas of assessment covered include executive function; orientation and attention; memory; intellectual disability; effort; capacity to make decisions; dementia; personality; psychosis and psychological distress. Skill development will include a focus on gaining additional competencies in these areas and will sit alongside continuing skill development in planning and administering assessment batteries that focus on particular referral questions.

Assessment Tasks

1 Written Assessment: Case Study - Interpretation & Initial Hypotheses (Part A) and 5P Integration, Differential Diagnosis & Recommendations (Part B)

Assessment Type

Written Assessment

Task Description

The Written Assessment is based on a case study of Client A and will be in two parts: Part A - Interpretation and Initial Hypotheses; and Part B - 5P integration, Differential Diagnoses and Recommendations. The aim of this assessment is to integrate knowledge gained throughout the course to date and assess the unit learning outcomes and competencies.

NOTE: For both Part A and Part B you are to write in language appropriate for writing a report for a client (i.e. jargon free).

Part A - Interpretation and Initial Hypotheses. You will be provided with test-taking behaviour information and raw scores from various neuropsychometric tests, which are associated with Client A. You will be required to conduct raw score conversions and normative comparisons necessary for interpretation. You will be required to present a written summary outlining your test score interpretations and initial hypotheses based on the integration of your scoring interpretations and the test-taking behaviour. Part A will be due in Week 5. You will be provided with written feedback on Part A by Week 6.

Part B - 5P Integration, Differential Diagnoses and Recommendations. You will be provided with the reason for referral and background information for Client A. You will be required to provide a concise written summary for Client A that integrates relevant information from Part A with a 5P formulation derived from the reason for referral and background information. In addition to this written summary you will also be required to provide a) differential diagnoses, b) recommendations for intervention planning, and c) integrate cultural considerations where appropriate, based on your integrated formulation for Client A. You are to provide evidence of further reading (i.e. references) to support your integration and interpretation. Part B will be due in Week 8.

Cumulative grades for Part A and Part B, as well as written feedback for Part B, will be provided in Moodle by Week 10.

Assessment Due Date

Week 8 Thursday (12 Sept 2019) 1:00 pm AEST

Part A to be uploaded to Moodle by Week 5 (Thursday 15th Aug. 2019) 1:00pm AEST. Part B to be uploaded to Moodle by Week 8 (Thursday 12th Sept. 2019) 1:00pm AEST.

Return Date to Students

Week 10 Friday (27 Sept 2019)

Feedback and marks provided via Moodle

Weighting

50%

Minimum mark or grade

40% of total 100% for Part A and Part B combined.

Assessment Criteria

The assessment will be marked out of 100 (Part A - 40 marks + Part B - 60 marks)

Your mark for Assessment Task 1 (Written Assessment Part A + Part B) will comprise 50% of the total grade for the Assessment II unit.

Weighting will be conducted based on the cumulative total for Part A + Part B i.e. your mark out of 100.

The assessment will be marked according to the following criteria:

Part A (Total 40 marks):

1. Interpretation (25 marks)
2. Hypotheses (15 marks)
3. Quality of written summary - including a) evidence of further reading to inform interpretation and hypotheses generation and b) use of language appropriate for a client report (10 marks)

Part B (Total 60 marks):

1. 5P integration with Part A (20 marks)
2. Differential Diagnoses (10 marks)
3. Recommendations for intervention (10 marks)
4. Integration of cultural considerations where appropriate (5 marks)
5. Quality of written work - a) including appropriate use of APA 6th Ed. referencing and b) use of language appropriate for a client report (5 marks)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe the theoretical, research and practice-based processes underpinning more specialist and advanced psychological assessment and its techniques.
- Integrate a working knowledge of more specialist and advanced assessment techniques with a variety of presenting problems in Clinical Psychology.
- Utilise advanced knowledge and skills in the application of diagnostic classification systems within specialist psychological assessment.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

2 Practical Assessment: Class Presentation (Part A) and Presentation Research Summary (Part B)

Assessment Type

Practical Assessment

Task Description

This Practical Assessment will be in two parts: Part A - In-class presentation; and Part B - In-class presentation research written summary. The aim of this assessment task is to provide students with an opportunity to acquire and demonstrate specialist knowledge about a particular assessment area of interest. The task will also provide students with an opportunity to demonstrate competency in communication of evidenced-based knowledge across different communication modalities.

Part A - In-class presentation will be conducted during scheduled class time for Assessment II in Week 12. Each student will have 20-minutes (15-minutes presentation + 5-minutes Q&A with audience) to present on their topic and generate discussion. Students will be provided with a list of presentation topic choices in Week 2. Topics will be based on DSM-5 Disorder Classifications that ARE NOT directly covered during Assessment II lectures. Students will be required to cover the following aspects during their presentation: a) brief background information of the DSM-5 classification and associated disorders; b) proposed method/s of assessment - including description and strengths and weaknesses of specific assessment tools relevant to the topic; and c) cultural considerations, including identified challenges with existing standardised assessments. Students will also be required to have prepared two questions designed to generate

discussion with the audience, and play an active role on the facilitation of the 5-minute Q&A.

Part B - Presentation Research Summary. Students will be required to prepare and submit a brief (max 1500 word) summary of recent and relevant peer-reviewed literature that was sourced during the preparation of the in-class presentation. Please note: This written summary must be written in academic essay style. It is NOT sufficient to submit a word document that is a replication of your presentation. The intended learning outcomes and competencies from this task are the development of skills to: a) source peer-reviewed knowledge and critically appraise evidence appropriate to your chosen topic; b) synthesise information into a concise and cohesive narrative; and c) communicate new knowledge through multiple modalities. Appropriate APA 6th Ed. in-text citations and reference list are required. Part B is to be submitted to Moodle by Week 12 Thursday 10th Oct. 2019 at 1:00 pm AEST.

Cumulative Grades for Part A and Part B will be provided in Moodle in Week 14.

Assessment Due Date

Week 12 Thursday (10 Oct 2019) 1:00 pm AEST

Part A will be conducted during scheduled class time for Assessment II in Week 12 (10/10/19). Part B is to be uploaded to Moodle by 1pm on Thursday 10/10/19 (Week 12).

Return Date to Students

Exam Week Thursday (24 Oct 2019)

Feedback and marks provided in Moodle

Weighting

50%

Minimum mark or grade

40% of total 100% for Part A and Part B combined

Assessment Criteria

The assessment will be marked out of 100 (Part A - 60 marks + Part B - 40 marks)

Your mark for Assessment Task 2 (Practical Assessment Part A + Part B) will comprise 50% of the total grade for the Assessment II unit.

Weighting will be conducted based on the cumulative total for Part A + Part B i.e. your mark out of 100.

The assessment will be marked according to the following criteria: Part A (Total 60 marks):

1. Background - including relevance of research cited (15 marks)
2. Proposed method of assessment - including critical appraisal of strengths and weaknesses (20 marks)
3. Cultural considerations (10 marks)
4. Generation of Q & A (5 marks)
5. Quality of presentation - including slide preparation and delivery of information (10 marks)

Part B (Total 40 marks):

1. Link between presentation and written summary of research sourced is clear and evident (5 marks)
2. Quality of written work (15 marks)
3. Evidence of critical reflection - including cultural awareness considerations (10 marks)
4. Appropriate use of APA 6th Ed. referencing (5 marks)
5. Adherence to word limit (5 marks)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe the theoretical, research and practice-based processes underpinning more specialist and advanced psychological assessment and its techniques.
- Integrate a working knowledge of more specialist and advanced assessment techniques with a variety of presenting problems in Clinical Psychology.
- Utilise advanced knowledge and skills in the application of diagnostic classification systems within specialist psychological assessment.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

- Self-management
- Ethical and Professional Responsibility

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