



# PSYC21004 *Advanced Clinical Intervention*

## Term 1 - 2024

Profile information current as at 30/04/2024 05:47 pm

All details in this unit profile for PSYC21004 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 intended to provide clinical training in the implementation of culturally-responsive, evidence-based, clinical psychology interventions to meet the needs of culturally and linguistically diverse populations, including Aboriginal and Torres Strait Islander peoples. Specifically, this unit will focus on developing competencies in working with complex presentations with a strong emphasis on the skill of case conceptualisation and treatment planning.

### 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

Prerequisite: PSYC20058 and PSYC20059 for CG17 Master of Clinical Psychology students. The CM49 Master of Clinical Psychology (Advanced Entry) students do not require these prerequisites.

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

- 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: 25%

#### 2. **Direct observation of procedural skills (DOPs)**

Weighting: 25%

#### 3. **Group Work**

Weighting: 25%

#### 4. **Presentation**

Weighting: 25%

### 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 to supervisors on internal placement

**Feedback**

Students report that having a unit dedicated to learning Acceptance and Commitment Therapy (ACT) allowed them to develop sufficient competency in using ACT to effectively use this intervention on placement.

**Recommendation**

Consider retaining a significant portion of ACT in PSYC20059, the unit that will replace PSYC21004. Students in the first year of CG17 Master of Clinical Psychology will take the unit PSYC20059 instead of this unit.

#### Feedback from Clinical Psychology teaching team.

**Feedback**

This unit should extend students' clinical intervention skills in preparation for the registrar program leading to a Psychology Board of Australia Area of Practice Endorsement in Clinical Psychology.

**Recommendation**

This unit will focus on skill acquisition for a variety of models of intervention, thereby extending students' ability beyond the CBT and ACT models taught in the first year of study in clinical psychology.

#### Feedback from Clinical Psychology teaching team.

**Feedback**

The unit name does not reflect the advanced level of the content that will be taught in this unit in the second (final) year of study in clinical psychology.

**Recommendation**

Rename this unit to become 'Advanced Clinical Interventions' to reflect the advanced level of the content and the unit being taught in the second (final) year of study in clinical psychology.

## Unit Learning Outcomes

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

1. Explain and demonstrate the appropriate selection and implementation of evidence-based interventions for complex case presentations.
2. Adjust therapeutic interventions, based on evolving case formulations, for complex presentations, using processes that are responsive to the cultural context.
3. Apply evidence-based interventions in working with adults with complex case presentations.

The Learning Outcomes for this unit are consistent with the 2019 Australian Psychology Accreditation Council (APAC) Accreditation Standards, in particular, Section 4.2.3 regarding application of advanced psychological knowledge to culturally responsive interventions in the area of clinical psychology.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 25%	•	•	
2 - Direct observation of procedural skills (DOPs) - 25%			•
3 - Group Work - 25%			•
4 - Presentation - 25%	•	•	

### 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			

## Textbooks and Resources

### Textbooks

PSYC21004

#### Prescribed

##### **DBT Skills Training Handouts and Worksheets**

Edition: Second (2015)

Authors: Linehan, M.

The Guilford Press

New York , United States of America

ISBN: 9781572307810

Binding: Paperback

PSYC21004

#### Prescribed

##### **DBT Skills Training Manual, Second Edition**

Edition: Second (2014)

Authors: Linehan, M.

The Guilford Press

New York , United States of America

ISBN: 9781462516995

Binding: Paperback

PSYC21004

#### Supplementary

##### **Deliberate Practice in Dialectical Behavior Therapy**

Edition: First (2022)

Authors: Boritz, T., McMain, S., Vaz, A., & Rousmaniere, T.

American Psychological Association

ISBN: 9781433837890

Binding: eBook

PSYC21004

#### Supplementary

##### **Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings**

Edition: Second (2021)

Authors: Dimeff, L. A., Rizvi, S. L., Koerner, K., & Linehan, M. M.

The Guilford Press

ISBN: 1-4625-4608-0

Binding: eBook

#### Additional Textbook Information

The supplementary textbooks are available as eBooks in the CQUniversity library.

### 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

**Leonie Lorien** Unit Coordinator  
[l.lorien@cqu.edu.au](mailto:l.lorien@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>Welcome to Advanced Intervention: Dialectical Behavioural Therapy (DBT) Skills Training</b></p> <p>This is not a didactic teaching class. Please come prepared (having done the readings and skills practice required each week) to contribute to the discussion and participate in student-led group activities. The lecturer will guide the discussion about DBT skills and your development of competencies through skills practice. However, in Advanced Intervention, it is expected that you will actively participate (both in class and between sessions) to develop/extend your DBT skills across the term.</p> <ul style="list-style-type: none"><li>• Introduction to Advanced Intervention</li><li>• Evaluation of Current Knowledge</li><li>• Overview of DBT Skills Training</li><li>• Mindfulness Skills</li></ul>	<p>Readings and between-session skills practice are to be completed <u>before</u> the lecture each week so that students are prepared to participate in discussions and class activities. Chapters 1, 2, and 7 in Linehan (2015) DBT Skills Training Manual, Second Edition.</p> <p>No skills practice is required before the Week 1 class.</p>	<p>Students will be randomly allocated to the week they will be completing their DOPs assessments and presentations. In-class Mindfulness Skills DOPs will commence in Week 2, and Other DBT Skills DOPs in Week 3.</p>

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>Topic: Setting up a Standard DBT Skills Program</b></p> <ul style="list-style-type: none"><li>• Mindfulness skills 1 (student-led)</li><li>• Review/discussion of between-session readings and skills practice</li><li>• Preparation for skills practice/group work</li><li>• Mindfulness skills 2 (student-led)</li></ul>	<p>Chapters 3-5 Linehan (2015) DBT Skills Training Manual, Second Edition.</p> <p>Boritz et al. (2022) Deliberate Practice in Dialectical Behavior Therapy Mindfulness skills practice</p>	<p>See the class schedule in Moodle for students presenting mindfulness skills (DOPs) this week.</p>

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>Topic: Interpersonal Effectiveness Skills 1</b></p> <ul style="list-style-type: none"><li>• Mindfulness skills 3 (student-led)</li><li>• Review/discussion of readings/skills practice</li><li>• Interpersonal effectiveness skills 1 (student-led)</li><li>• Skills practice/group work</li><li>• Mindfulness skills 4 (student-led)</li></ul>	<p>Chapter 8 Linehan (2015) DBT Skills Training Manual, Second Edition. Relevant Handouts and Worksheets. Mindfulness skills practice Interpersonal effectiveness skills practice/group work</p>	<p>See the class schedule in Moodle for students presenting mindfulness skills and interpersonal effectiveness skills (DOPs) this week.</p>

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Public Holiday - No Class this week.

Mindfulness skills practice

**DBT Intervention Plan** Due: Week 4  
Thursday (28 Mar 2024) 5:00 pm AEST

### Week 5 - 01 Apr 2024

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

#### Topic: Interpersonal Effectiveness Skills 2

- Mindfulness skills 5 (student-led)
- Review/discussion of readings/skills practice
- Interpersonal effectiveness skills 2 (student-led)
- Skills practice/group work
- Mindfulness skills 6 (student-led)

Chapter 8 Linehan (2015) DBT Skills Training Manual, Second Edition.  
Relevant handouts and worksheets.  
Mindfulness skills practice  
Interpersonal effectiveness skills practice/group work

See the class schedule in Moodle for students presenting mindfulness skills and interpersonal effectiveness skills (DOPs) this week.

### Vacation Week - 08 Apr 2024

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

No Class this week

### Week 6 - 15 Apr 2024

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

#### Topic: Emotional Regulation Skills 1

- Mindfulness skills 7 (student-led)
- Review/discussion of readings/skills practice
- Emotional regulation skills 1 (student-led)
- Skills practice/group work

Chapter 9 Linehan (2015) DBT Skills Training Manual, Second Edition.  
Relevant handouts and worksheets.  
Mindfulness skills practice  
Emotional regulation skills practice/group work

See the class schedule in Moodle for students presenting mindfulness skills and emotional regulation skills (DOPs) this week.

### Week 7 - 22 Apr 2024

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

#### Topic: Emotional Regulation Skills 2

- Mindfulness skills 8 (student-led)
- Review/discussion of readings/skills practice
- Emotional regulation skills 2 (student-led)
- Skills practice/group work

Chapter 9 Linehan (2015) DBT Skills Training Manual, Second Edition.  
Relevant handouts and worksheets.  
Mindfulness skills practice  
Emotional regulation skills practice/group work

See the class schedule in Moodle for students presenting mindfulness skills and emotional regulation skills (DOPs) this week.

### Week 8 - 29 Apr 2024

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

#### Topic: Distress Tolerance 1

- Mindfulness skills 9 (student-led)
- Review/discussion of readings/skills practice
- Distress tolerance skills 1 (student-led)
- Skills practice/group work

Chapter 10 Linehan (2015) DBT Skills Training Manual, Second Edition.  
Relevant Handouts and Worksheets.  
Mindfulness skills practice  
Distress tolerance skills practice/group work

See the class schedule in Moodle for students presenting mindfulness skills and distress tolerance skills (DOPs) this week.

### Week 9 - 06 May 2024

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

#### Topic: Distress Tolerance 2

- Mindfulness skills 10 (student-led)
- Review/discussion of readings/skills practice
- Distress tolerance skills 2 (student-led)
- Skills practice/group work

Chapter 10 Linehan (2015) DBT Skills Training Manual, Second Edition.  
Relevant Handouts and Worksheets.  
Mindfulness skills practice  
Distress tolerance skills practice/group work

See the class schedule in Moodle for students presenting mindfulness skills and distress tolerance skills (DOPs) this week.

## Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic: Adapting DTB Across Settings/Populations 1</b> <ul style="list-style-type: none"><li>• Mindfulness skills 11 (student-led)</li><li>• Student presentations/discussion x 4</li><li>• DBT skills practice/group work</li></ul>	Dimeff et al. (2021) Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings Mindfulness skills practice DBT skills practice/group work	See the class schedule in Moodle for students presenting mindfulness skills (DOPs) and presentations/topics for this week.

## Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic: Adapting DTB Across Settings/Populations 2</b> <ul style="list-style-type: none"><li>• Mindfulness skills 11 (student-led)</li><li>• Student presentations/discussion x 4</li><li>• DBT skills practice/group work</li></ul>	Dimeff et al. (2021) Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings Mindfulness skills practice DBT skills practice/group work	See the class schedule in Moodle for students presenting mindfulness skills (DOPs) and presentations/topics for this week.

## Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic: Adapting DTB Across Settings/Populations 3</b> <ul style="list-style-type: none"><li>• Mindfulness skills 12 (student-led)</li><li>• Student presentations/discussion x 4</li><li>• Review of learning</li></ul>	Dimeff et al. (2021) Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings Mindfulness skills practice	See the class schedule in Moodle for students presenting mindfulness skills (DOPs) and presentations/topics for this week. <b>DBT Skills Demonstrations Due:</b> Week 12 Friday (31 May 2024) 12:00 pm AEST <b>Group Skills Practice Due:</b> Week 12 Friday (31 May 2024) 12:00 pm AEST <b>DBT Intervention Pitch Due:</b> Week 12 Friday (31 May 2024) 12:00 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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## Assessment Tasks

### 1 DBT Intervention Plan

#### Assessment Type

Written Assessment

#### Task Description

Plan a DBT Intervention (group or individual) for an external placement site. The plan needs to include a rationale for the Intervention, adaptations for the specific population and setting, implementation plan, session structure, topics and resources, and how the intervention will be evaluated. The plan needs to be written as a proposal that could be presented to a service. 2000 words (excluding references).

#### Assessment Due Date

Week 4 Thursday (28 Mar 2024) 5:00 pm AEST

Submit to Moodle

#### Return Date to Students

Week 6 Friday (19 Apr 2024)

Marks and feedback available in Moodle



**Weighting**

25%

**Minimum mark or grade**

50 marks out of 100 is required to pass this assessment. Students must pass this assessment to pass the unit.

**Assessment Criteria**

The plan for a DBT intervention will include the following:

1. A rationale for the Intervention, including adaptations for the specific population and setting (20 marks)
2. An implementation plan including preparation required before the intervention commences (20 marks)
3. The DBT intervention session structure, topics, and resources required (40 marks)
4. How the intervention will be evaluated (10 marks)
5. Professional presentation in APA style, without grammatical or spelling errors, including relevant references, and within the word limit (10 marks)

This assessment is marked out of 100.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit to Moodle

**Learning Outcomes Assessed**

- Explain and demonstrate the appropriate selection and implementation of evidence-based interventions for complex case presentations.
- Adjust therapeutic interventions, based on evolving case formulations, for complex presentations, using processes that are responsive to the cultural context.

## 2 DBT Skills Demonstrations

**Assessment Type**

Direct observation of procedural skills (DOPs)

**Task Description**

The student will demonstrate two DBT skills in class as though they were teaching the skill in a DBT group intervention. The lecturer and other students will role-play the group participants.

The first DBT skill to be demonstrated is Mindfulness (10-minute session at the beginning of class).

The second DBP skill to be demonstrated is one of the following: Interpersonal Effectiveness, Emotional Regulation, or Distress Tolerance (15-20 minutes during class).

Each student will demonstrate a different mindfulness exercise and another DBT skill. The lecturer will advise students in week 1 about which skill/activity each student will demonstrate. Demonstrations will take place across the term, from week 2 to week 12. A schedule will be available in Moodle.

**Assessment Due Date**

Week 12 Friday (31 May 2024) 12:00 pm AEST

DOPs Assessments will take place in class, in the weeks allocated to each student in the schedule available in Moodle (Weeks 2-12).

**Return Date to Students**

Review/Exam Week Friday (7 June 2024)

Student marks will be available in Moodle a week after each DOPs assessment.

**Weighting**

25%

**Minimum mark or grade**

50 marks out of 100 is required to pass this assessment. Students must pass this assessment to pass the unit.

**Assessment Criteria**

Each DOPs DBT skills demonstration will be marked on the following criteria:

1. Presentation/teaching of the skill to the group (50 marks)
2. Group facilitation to maximise the participation of all group members (30 marks)
3. Participant ratings of the session, moderated by the lecturer (20 marks)

This assessment is marked out of 100. The DOPs mindfulness skills demonstration is worth 5% and the other DOPs skills demonstration is worth 20%, making a total of 25% for this Assessment.

### Referencing Style

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

### Submission

Offline

### Submission Instructions

In-class skills demonstration. No submission to Moodle.

### Learning Outcomes Assessed

- Apply evidence-based interventions in working with adults with complex case presentations.

## 3 Group Skills Practice

### Assessment Type

Group Work

### Task Description

The student must demonstrate active engagement in the practice of DBT interventions in class and between-session skills practice. In Weeks 3 - 12, students will receive a group participation rating each week for class participation in DBT skills demonstrations and skills practice, and for keeping a journal of between sessions practice skills practice with another student/s. The journal will include the time, date, who was involved, the skill practiced, and reflection on skill implementation.

### Assessment Due Date

Week 12 Friday (31 May 2024) 12:00 pm AEST

Practice Journal to be submitted to Moodle

### Return Date to Students

Review/Exam Week Friday (7 June 2024)

Marking available in Moodle

### Weighting

25%

### Minimum mark or grade

50 marks out of 100 is required to pass this assessment. Students must pass this assessment to pass the unit.

### Assessment Criteria

Group skills practice will be marked on the following criteria:

1. Participation in skills practice activities (5 marks x 10 weeks = 50 marks)
2. Participation in between session skills practice (5 marks x 10 weeks = 50 marks for journal entry of practice including details of the practice session and a reflection)

This assessment is marked out of 100. 50 marks for in-class group participation and 50 marks for between-session skills practice.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Between-sessions practice journal to be submitted in Moodle.

### Learning Outcomes Assessed

- Apply evidence-based interventions in working with adults with complex case presentations.

## 4 DBT Intervention Pitch

### Assessment Type

Presentation

### Task Description

Each student will present a pitch for a DBT intervention to the group in class, as though the lecturer and other students

were a manager and staff at an external placement site. The pitch is designed to present a business idea for a DBT intervention to a group of people who can help turn your idea into a reality.

The pitch will include a 20-minute presentation and a 10-minute discussion with the group to answer questions and discuss implementation in the setting. At the end of the discussion, group members will provide a rating on the quality of the presentation, and the suitability of the idea pitched for the setting/population.

The presentation will be for a setting/population not covered in the Written Assessment (1. DBT Intervention Plan).

**Assessment Due Date**

Week 12 Friday (31 May 2024) 12:00 pm AEST

In-class presentation in weeks 10 - 12.

**Return Date to Students**

Review/Exam Week Friday (7 June 2024)

Marks available in Moodle.

**Weighting**

25%

**Minimum mark or grade**

50 marks out of 100 is required to pass this assessment. Students must pass this assessment to pass the unit.

**Assessment Criteria**

The pitch will include a 20-minute presentation and a 10-minute discussion with the group to answer questions and discuss implementation in the setting. The following criteria will be assessed

1. A professional presentation of the aims, implementation plan, and structure of the intervention, as well as resources and time required to facilitate the intervention. (50 marks)
2. Effective facilitation of the group discussion to answer questions and address issues related to alignment with service aims, benefits for clients, and resources available to support the intervention (30 marks).
3. Suitability of the idea pitched for the setting/population (20 marks)

This assessment is marked out of 100.

**Referencing Style**

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

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Explain and demonstrate the appropriate selection and implementation of evidence-based interventions for complex case presentations.
- Adjust therapeutic interventions, based on evolving case formulations, for complex presentations, using processes that are responsive to the cultural context.

## 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