



# PSYC22002 *Health Psychology and Rehabilitation*

## Term 2 - 2019

Profile information current as at 04/05/2024 12:00 pm

All details in this unit profile for PSYC22002 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 health psychology, behavioural medicine, and rehabilitation practice necessary for working as a Clinical Psychologist.

### 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

Academic Course = CG17

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

- Online
- 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. **Presentation**

Weighting: 15%

#### 2. **Practical Assessment**

Weighting: 40%

#### 3. **Presentation and Written Assessment**

Weighting: 45%

### 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 identified differing examples on Moodle

##### Feedback

The format of the Health Manual assessment task was unclear.

##### Recommendation

Ensuring the correct and desired format of the Health Manual is available and upload previous examples of this format.

## Unit Learning Outcomes

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

1. Utilise evidence based interventions for management of major clinical health problems including substance use and obesity problems.
2. Demonstrate clinical skills in motivational interviewing and relapse prevention
3. Integrate the current literature, of relevance to the intersection between physical and psychological health, into clinical practice.
4. Understand models of behaviour change and implications for clinical practice

The learning outcomes described for this unit align with APS College and APAC course approval guidelines.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Presentation - 15%</b>	•		•	
<b>2 - Practical Assessment - 40%</b>	•	•	•	•
<b>3 - Presentation and Written Assessment - 45%</b>	•		•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>1 - Knowledge</b>	○	○	○	○
<b>2 - Communication</b>	○	○	○	○

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Presentation - 15%	○	○	○	○	○	○		
2 - Practical Assessment - 40%	○	○	○	○	○	○		
3 - Presentation and Written Assessment - 45%	○	○	○	○	○	○		

## Textbooks and Resources

### Textbooks

PSYC22002

#### Prescribed

#### health Psychology in Australia

(2017)

Authors: Dorrian, Thorsteinsson, Benedetto, Lane-Krebs, et al

Cambridge

Port Melbourne , VIC , Australia

Binding: Paperback

PSYC22002

#### Supplementary

#### Motivational Interviewing in Healthcare: Helping Patients Change Behaviour

Authors: Rollnick, Miller & Butler

Guilford press

New York , USA

Binding: Paperback

### 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](mailto:c.keane@cqu.edu.au)

## Schedule

### Week 1: Overview and Theories of Health - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"><li>• Overview of the course</li><li>• Assessment tasks</li><li>• Introduction to models and theories of health behaviour</li><li>• Health Psychology research and evaluating change</li><li>• Select topics for body systems presentation assessment to be held in-class during Week 3</li></ul>	<p>Chapters 1 - 4 Health Psychology in Australia Additional material on Moodle</p>	<p>Assessment 1: Body Systems Presentation <a href="#">topic selection</a></p>

### Week 2: Indigenous Health and Cultural Responsiveness in Health Psychology - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"><li>• Health psychology in Indigenous Australians</li><li>• Cultural responsiveness in health psychology - practice and professional</li><li>• Two ways of knowing</li></ul>	<p>Chapter 13 Health Psychology in Australia Additional material on Moodle</p>	

### Week 3: Key Body Systems presentations - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"><li>• Key biological processes involved in health of the human body. These will be explored through in-class presentations</li></ul>	<p>Various journal articles to be provided by each student. Articles linking particular body system with the work of a clinical psychologist. All students encouraged to read these articles to consolidate learning in these key areas.</p>	<p>Assessment Task 1: In-class (Week 3) presentations on Key Body Systems. Lecture slides/notes and one key peer-reviewed article to be uploaded to Moodle by <a href="#">Wednesday 31st July 2019 1.00pm</a>.</p> <p><b>Key Body Systems Presentation</b> Due: Week 3 Thursday (1 Aug 2019) 1:00 pm AEST</p>

### Week 4: Motivational Interviewing and Medication Adherence - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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This week we will cover:

- Motivational Interviewing
- Medication adherence
- Cultural sensitivity and responsiveness

Textbook - Motivational Interviewing in Healthcare: Helping patients change behaviour. (Rollnick, Miller & Butler)  
 The textbook is available as an on-line resource through the CQUni library. You are encouraged to read this textbook before the Motivational Interviewing Skills workshop, which will be held during Residential Week (Week 6). This textbook will also assist you with your Motivational Interviewing Skills & Critique assessment task (Assessment 2 - due in Week 7).

### Week 5: Health and Stress/Traumatic Stress - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover: <ul style="list-style-type: none"> <li>• The physiology and health consequences of stress</li> <li>• Traumatic stress Health risk behaviours within the context of maladaptive coping</li> <li>• Cultural sensitivity and responsiveness</li> </ul>	Chapters 7 & 8 Health Psychology in Australia Additional material on Moodle	

### Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
No lecture this week		

### Week 6: Residential School: Complex Trauma Assessment and Intervention - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Residential Week: <ul style="list-style-type: none"> <li>• Complex trauma overview</li> <li>• CT assessment</li> <li>• CT interventions</li> <li>• CT and comorbid presentations</li> <li>• Cultural sensitivity and responsiveness</li> </ul>	Additional readings and sources of information available on Moodle	

### Week 7: Eating Disorders - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover: <ul style="list-style-type: none"> <li>• Eating Disorders</li> <li>• Feeding Disorders</li> <li>• Cultural sensitivity and responsiveness</li> </ul>	Chapter 5 Health Psychology in Australia Additional material on Moodle	Assessment Task 2: Motivational Interviewing Skills Assessment Due  <b>Motivational Interviewing Skills - Video</b> Due: Week 7 Thursday (5 Sept 2019) 1:00 pm AEST

### Week 8: Cancer - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover: <ul style="list-style-type: none"> <li>• Cancer</li> <li>• Preventative behaviours e.g. sun safe</li> <li>• Cultural sensitivity and responsiveness</li> </ul>	Chapter 10 Health Psychology in Australia Additional material on Moodle	

### Week 9: Chronic Disease - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover: <ul style="list-style-type: none"> <li>• Chronic Diseases</li> <li>• Cultural sensitivity and responsiveness</li> </ul>	Chapters 9 Health Psychology in Australia Additional material on Moodle	

**Week 10: Chronic Pain - 23 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover: <ul style="list-style-type: none"> <li>• Physiology of Pain</li> <li>• Biopsychosocial understanding of pain</li> <li>• Management</li> <li>• Chronic pain</li> <li>• Cultural sensitivity and responsiveness</li> </ul>	Chapters 11 Health Psychology in Australia Additional material on Moodle	

**Week 11: Diabetes - 30 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover: <ul style="list-style-type: none"> <li>• Diabetes</li> <li>• Health risk behaviours</li> <li>• Cultural sensitivity and responsiveness</li> </ul>	Chapter 7 & 9 pp 219 - 227 Health Psychology in Australia Additional material on Moodle	

**Week 12: Presentations of Treatment Manual - 07 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic
In-class presentations of Treatment Manual		Assessment Task 3: Treatment Manual and Oral Presentation Oral Presentations in-class (Week12) 20mins (15mins presentation + 5mins Q&A) Treatment Manual and Presentation slides/notes uploaded to Moodle Wednesday 9th Oct. 2019 1.00pm  <b>Manual Development and Presentation</b> Due: Week 12 Thursday (10 Oct 2019) 1:00 pm AEST

**Review/Exam Week - 14 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week - 21 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

## Assessment Tasks

### 1 Key Body Systems Presentation

**Assessment Type**

Presentation

**Task Description**

Helping clients manage health conditions and change unhealthy behaviours is a key focus of health-related psychological intervention. As such, it is important for psychologists to have a basic understanding of human biological systems (e.g. heart, lungs, circulatory systems); not only how they help us to live and function but also how they can be damaged or compromised when we are sick, stressed and/or engage in unhealthy behaviours. The purpose of this assessment task is to provide an opportunity for each student to research a particular body system (from a select list of major body systems made available to students in Week 1) and share this knowledge with peers via a powerpoint presentation in-class (Week 3). In addition, each student is required to source a recent (2015 - 2019) peer-reviewed journal article that examines psychological management of a specific disorder related to the particular body system you

are presenting. The presentation is to include: a) an overview of the body system in focus and associated health complications, b) a brief summary of psychological disorders that may arise as a consequence of associated health complications, c) discussion of the potential role a clinical psychologist may have in the psychological management of these health related complications and disorders, and d) a brief review of the chosen article and critical appraisal of the psychological management strategy in-focus.

NOTE: The presentations will be held during scheduled class time in Week 3 (Thursday 1st Aug. 2019); however, you are also required to upload your presentation slides/notes and chosen article to Moodle by 1.00pm Wednesday 31st July 2019.

### **Assessment Due Date**

Week 3 Thursday (1 Aug 2019) 1:00 pm AEST  
Presentations will be held during scheduled class time

### **Return Date to Students**

Week 5 Thursday (15 Aug 2019)  
Feedback provided via Moodle

### **Weighting**

15%

### **Minimum mark or grade**

40% i.e. minimum of 40 marks out of total 100 marks

### **Assessment Criteria**

Assessment task 1: Key Body Systems Presentation is worth 15% of your overall grade for PSYC22002

The presentation will be marked out of 100 and then weighted to reflect 15% of overall grade

The following marking criteria will be applied:

Review of Key Body System relating to disorder/disease chosen (40 marks):

1. Clear oral presentation of key body system to class including overview of overall key body system (what it is, purpose, major parts) and, if relevant, specific body system relevant to article and why (30 marks).
2. Quality of PowerPoint slides/presentation, well explained in easy to understand language, engaging/interesting, ability to answer questions, delivered on time (10 marks)

Discussion of article chosen on how to (psychologically) manage specific disorder related to that system (60 marks):

1. Clear and concise overview of the body system in focus and associated health complications (10 marks)
2. Summary of psychological disorders that may arise as a consequence of associated health complications (10 marks)
3. Discussion of the potential role a clinical psychologist may have in the psychological management of these health related complications and disorders (20 marks)
4. Quality of brief review of the chosen article and critical appraisal of the psychological management strategy in-focus in the article (10 marks)
5. Quality of presentation, well explained, engaging /interesting, ability to answer questions (10 marks)

### **Referencing Style**

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

### **Submission**

Offline Online

### **Submission Instructions**

Presentation slides/notes and chosen article to be submitted to Moodle by 1.00pm Wednesday 31st July 2019

### **Learning Outcomes Assessed**

- Utilise evidence based interventions for management of major clinical health problems including substance use and obesity problems.
- Integrate the current literature, of relevance to the intersection between physical and psychological health, into clinical practice.

### **Graduate Attributes**

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



## 2 Motivational Interviewing Skills - Video

### Assessment Type

Practical Assessment

### Task Description

Motivational Interviewing (MI) is a key competency clinical psychologists can utilise as an effective evidenced-based intervention when working within the domain of health psychology. The central tenet of MI is to help clients identify and resolve underlying ambivalence about behaviour change. Importantly, MI is client-centred and focuses on eliciting a client's internal motivation for change. For this assessment task students will be required to submit a 20 minute video recording (upload to Moodle) demonstrating MI skills (see marking criteria below) and adherence to the four guiding principles of MI (i.e. RULE - Resist, Understand, Listen, Empower). The student will adopt the role of therapist and a fellow class-peer will adopt the role of client. Students will also be required to submit a critique of their video (max 1000 words), which identifies BOTH: a) aspects you did well - including how and why you know these aspects were a strength; and b) aspects that have room for improvement - including how and why you know these aspects are areas for improvement.

### Assessment Due Date

Week 7 Thursday (5 Sept 2019) 1:00 pm AEST

Upload video and critique to Moodle

### Return Date to Students

Week 9 Monday (16 Sept 2019)

Feedback via Moodle - audio feedback

### Weighting

40%

### Minimum mark or grade

40% i.e. minimum of 40 marks out of total 100 marks

### Assessment Criteria

Assessment task 2: Motivational Interviewing Skills is worth 40% of your overall grade for PSYC22002.

The assessment task will be marked out of 100 and then weighted to reflect 40% of overall grade.

The following marking criteria will be applied:

MI Skills - Video demonstration (80 marks)

1. Rapport building including OARS (10 marks)
2. Setting Agenda (10 marks)
3. Assess readiness for change (10 marks)
4. Importance - ambivalence (10 marks)
5. Confidence (10 marks)
6. Management of resistance (10 marks)
7. Evoke hope and change talk (10 marks)
8. Establish goals (10 marks)

Written critique (20 marks)

1. Strengths: identify (5 marks)
2. Strengths: how/why (5 marks)
3. Areas for improvement: identify (5 marks)
4. Areas for Improvement: how/why (5 marks)

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit video AND written critique to Moodle

### Learning Outcomes Assessed

- Utilise evidence based interventions for management of major clinical health problems including substance use and obesity problems.
- Demonstrate clinical skills in motivational interviewing and relapse prevention
- Integrate the current literature, of relevance to the intersection between physical and psychological health, into clinical practice.
- Understand models of behaviour change and implications for clinical practice

## Graduate Attributes

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

## 3 Manual Development and Presentation

### Assessment Type

Presentation and Written Assessment

### Task Description

There are two components to Assessment task 3. Part (A) Manual Development; Part (B) Presentation

Part A: Students will be required to choose an area of health psychology and develop an information and treatment manual appropriate for use by a clinical psychologist. The treatment manual will include the following information: a) an overview of the area of interest with specific reference to issues of aetiology and problem maintenance; b) aspects of therapeutic intervention must also be provided; c) a rationale for the treatment protocol must be presented with discussion of potential treatment problems and solutions; and d) therapist tools and support information should also be included. Each of a) - d) must be supported by recent, relevant, peer-reviewed literature. Suggested formats for treatment manual will be discussed in class during Week 1. This piece of work should not exceed 5000 words in length (not including references or title page).

Part B: Students will also deliver a 20-minute oral presentation (15 mins presentation + 5 mins Q&A) during scheduled class-time in Week 12 that includes: a) a brief overview of the manual (including audience orientation to chosen area of health psychology); b) self-reflection on manual development process e.g. rationale for choosing this therapeutic approach and steps undertaken to guide development; and c) discussion of cultural responsiveness considerations associated with treatment plan. A key outcome of the presentation is to demonstrate competency in dissemination of psychological knowledge in an engaging manner - including generation of audience participation during Q&A. Treatment Manual and Presentation slides/notes are to be uploaded to Moodle Wednesday 9th Oct. 2019 1.00pm. This is to ensure that the unit coordinator and class-peers have sufficient time to download and review prior to the presentation.

### Assessment Due Date

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

NOTE: Treatment Manual and Presentation slides/notes are to be uploaded to Moodle Wednesday 9th Oct. 2019 1.00pm. Presentations will be conducted during scheduled class time Thursday 10th Oct. 9am - 12pm.

### Return Date to Students

Exam Week Thursday (24 Oct 2019)

Feedback via Moodle

### Weighting

45%

### Minimum mark or grade

40% i.e. minimum of 40 marks out of total 100 marks

### Assessment Criteria

Assessment task 3: Treatment Manual is worth 45% of your overall grade for PSYC22002.

The assessment task will be marked out of 100 and then weighted to reflect 45% of overall grade.

The following marking criteria will be applied:

Part A: Treatment Manual (70 marks)

1. Effective use of evidence based therapy plan which is supported by current research (5 marks)
2. Inclusion and overview of the area of interest with reference to the literature and including issues of aetiology and problem maintenance (15 marks)
3. Rationale for the treatment protocol was presented with discussion (literature based) of potential treatment problems and solutions (15 marks)
4. Therapist tools and support information should also be included (i.e. information and treatment manual is appropriate for use by a clinical psychologist and relevant to targeted population/area of interest). Must include evidence of cultural sensitivity and responsiveness (30 marks)
5. Effective and appropriate use of APA formatting and referencing, spelling, grammar (5 marks)

Part B: Oral Presentation (30 marks)

1. Clear oral presentation of therapy plan - including a rationale for choosing the therapeutic approach, self-process reflection, and cultural sensitivity and responsiveness considerations (15 marks)
2. Quality of PowerPoint slides/presentation, well explained, engaging /interesting, ability to answer questions (10

marks)

3. Oral presentation was internalised and student did not overly rely on written notes; presentation was delivered within time limits (5 marks)

### **Referencing Style**

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

### **Submission**

Offline Online

### **Submission Instructions**

Treatment Manual and Presentation slides/notes are to be uploaded to Moodle Wednesday 9th Oct. 2019 1.00pm. Presentations will be conducted during scheduled class time Thursday 10th Oct. 9am - 12pm.

### **Learning Outcomes Assessed**

- Utilise evidence based interventions for management of major clinical health problems including substance use and obesity problems.
- Integrate the current literature, of relevance to the intersection between physical and psychological health, into clinical practice.
- Understand models of behaviour change and implications for clinical practice

### **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