# PSYC22005 *Clinic Team III*
## Term 1 - 2019

All details in this unit profile for PSYC22005 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

As a follow-up to the previously completed Clinic Team II unit, this unit is intended to provide advanced, supervised practice skills necessary for working as a Clinical Psychologist. This unit facilitates the further development of professional skills such as the ability to work both autonomously and as a member of a multidisciplinary team. Clinic Team III will provide you with the opportunity to continue to develop your knowledge, skills, and volume of learning with regard to clinical psychological practice. You will be provided with the opportunity to learn in a community based setting, and to plan, develop and share a case conceptualisation.

### 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

PSYC21008 Clinic Team II
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 - 2019

- Mixed Mode
- 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:
Click here to see your Residential School Timetable.

### 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. **Learning logs / diaries / Journal / log books**
Weighting: 40%
2. **Presentation**
Weighting: 15%
3. **Professional Practice Placement**
Weighting: 5%
4. **Group Work**
Weighting: 5%
5. **Case Study**
Weighting: 30%
6. **Professional Practice Placement**
Weighting: 5%

## Assessment Grading
This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

# 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

**Feedback**
IT issues were ongoing because of difficulties with connections delaying and disrupting lecture delivery.

**Recommendation**
To improve the processes around utilisation and booking of ISL facilities in all campuses around the country.

#### Feedback from Student and staff feedback

**Feedback**
Disorganisation in the multi-disciplinary assessment overrode the benefits.

**Recommendation**
Recommend more specific inter-disciplinary planning and regular meetings with the inter-disciplinary staff members to ensure improved delivery and better preparation for students.

#### Feedback from Student feedback

**Feedback**
Role playing is a popular activity

**Recommendation**
Recommend including more role playing and exploring better ways to deliver role paying between students online.

## Unit Learning Outcomes

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

1. Communicate effectively and professionally with clients, specialist and non-specialist audiences
2. Apply theoretical knowledge into areas of applied psychological practice through the development and delivery of evidence based interventions
3. Incorporate the process of ethical decision making and its application within psychological practice
4. Demonstrate practical and theoretical skills to plan, justify case formulation and intervention strategies both individually and in group collaborative teams
5. Drawing on evidence based practices, develop case conceptualisations illustrating a body of knowledge that includes theory, diagnoses, and intervention
6. Reflect critically on knowledge, skills, and ability to adapt to a multidisciplinary approach.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | ○ Introductory Level | ○ Intermediate Level | ● Graduate Level | ○ Professional Level | ○ Advanced Level |

### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | | |
|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** |
| **1 - Learning logs / diaries / Journal / log books - 40%** | ● | | ● | | | ● |
| **2 - Presentation - 15%** | | | | | ● | |

| Assessment Tasks | Learning Outcomes | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 - Professional Practice Placement - 5% | ● | ● | | | | |
| 4 - Group Work - 5% | | | | ● | | ● |
| 5 - Case Study - 30% | | | | ● | ● | |
| 6 - Professional Practice Placement - 5% | | ● | ● | | | |

## Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 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 - Learning logs / diaries / Journal / log books - 40% | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |
| 2 - Presentation - 15% | ○ | ○ | ○ | ○ | ○ | | | |
| 3 - Professional Practice Placement - 5% | ○ | ○ | ○ | ○ | ○ | ○ | | |
| 4 - Group Work - 5% | ○ | ○ | | | ○ | | ○ | |
| 5 - Case Study - 30% | ○ | ○ | ○ | ○ | ○ | ○ | | |
| 6 - Professional Practice Placement - 5% | ○ | ○ | ○ | ○ | ○ | ○ | | |

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

## Teaching Contacts

**Sarah Blunden** Unit Coordinator
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**Claire Thompson** Unit Coordinator
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## Schedule

### Week 1: Introduction to Clinic team III - 11 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Introduction to unit and format of lectures<br>Expectations and assessments<br>Presentation of a case study (Sarah Blunden)<br>Completion of IPE survey<br>Placement discussions and supervision | Readings on Moodle:<br>1. Inherent Requirements for Clinical Psychology.<br>2. Reflective Practice in CBT (Bennett Levy et al)<br>3. Contracting for group supervision, (Smith et al) | Reflective diary to be submitted via Moodle<br>Friday 15th March, 5:00pm EST |

### Week 2: Ethics in Practice - 18 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Review of EDM model<br>Review of AHPRA Court and Tribunal decisions<br>https://www.ahpra.gov.au/Publications/Tribunal-Decisions<br>Placement discussions and supervision | Readings on Moodle:<br>1. Ethical dilemma<br>2. EDM Model<br>3. Psychologists behaving badly (InPsych 2012)<br>4. Mandatory reporting requirements | Reflective diary to be submitted via Moodle<br>Friday 22nd March, 5:00pm EST |

### Week 3: Self care - 25 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Self care presentation and discussion<br>Case presentation<br>Placement discussions and supervision | Readings on Moodle:<br>1. Perfectionism, stress and burnout (Kuhn et al)<br>2. Secondary Stress Self Awareness Questionnaire<br>3. Self care Assessment tool | Reflective diary to be submitted via Moodle<br>Friday 29th March, 5:00pm EST |

## Week 4: Brief introduction to Motivational Interviewing - 01 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Motivational Interviewing presentation and practice<br>Preparation for IPE session - discussion of Joshua<br>Case presentation<br>Placement discussions and supervision | Readings on Moodle:<br>1. Motivational Interviewing self assessment for clinicians<br>2. Case of Joshua | Reflective diary to be submitted via Moodle<br>Friday April 5th, 5:00pm EST |

## Week 5: The Mental Health Act - 08 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Consent and confidentiality in relation to the Mental Health Act<br>Case presentation<br>Placement discussions and supervision | Read:<br>The Mental Health Act and the National Practice Standards for the Mental Health Workforce 2013.<br>Revisit Ethical Guidelines on Confidentiality | Reflective diary to be submitted via Moodle<br>Friday April 12th, 5:00pm EST |

## Vacation Week - 15 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

## Week 6: Private practice issues and advertising - 22 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Private practice vs government work<br>Advertising<br>Preparation of IPE 2 session<br>Case presentation<br>Placement discussions and supervision | Readings to source<br>1. APS Setting up a private practice: Issues to consider<br>2. InPsych 2014: The benefits and pitfalls of social media for psychologists. (On line access for members only)<br>3. PBA: Social Media policy<br>4. AHPRA Guidelines for advertising regulated health services. | Reflective diary to be submitted via Moodle<br>Friday April 26th, 5:00pm EST |

## Week 7: Residential School and IPE session 2 - 29 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Various lectures and workshops<br>IPE session on Wednesday 1st May 2019. | Refer to Moodle for IPE documentation | Reflective diary to be submitted via Moodle<br>Friday May 3rd, 5:00pm EST<br>Mid Placement review to be submitted via Moodle<br>Friday May 3rd 5:00pm EST.<br><br>**Professional Placement Review: Mid term** Due: Week 7 Friday (3 May 2019) 5:00 pm AEST |

## Week 8: Working with children and play therapy - 06 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Discussion of working with children<br>Students to lead the discussion on play therapy tools they have used<br>Students will be invited to complete the IPE session evaluation<br>Case presentation<br>Placement discussions and supervision | Read APS Ethical guidelines on working with children.<br> Readings on Moodle:<br>1. A meta analytic review of CC Play therapy<br>2. The function of play in disasters (Cohen et al)<br>3. Effects of play therapy in children with ADHD | Reflective diary to be submitted via Moodle<br>Friday May 10th, 5:00pm EST<br>IPE assessment to be submitted via Moodle<br>Friday 10th, 5:00pm EST<br><br>**Inter-professional Education (IPE)** Due: Week 8 Friday (10 May 2019) 5:00 pm AEST |

### Week 9: Registration, insurance and pathways to practice - 13 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| The process of the registrar program and registration to practice will be discussed in this lecture.<br>Case presentation<br>Placement discussions and supervision | Refer to readings on Moodle | Reflective diary to be submitted via Moodle<br>Friday May 17th,  5:00pm EST |

### Week 10: Continous Professional Development - 20 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| The need for and accessibility of PD will be discussed<br>How to prepare a PD plan and issues for regional practitioners<br>Case presentation<br>Placement discussions and supervision | Readings on Moodle:<br>1. Professional development Requirements<br>2. Example of a PD plan (APS) | Reflective diary to be submitted via Moodle<br>Friday May 24th, 5:00pm EST |

### Week 11: Indigenous issues in therapy - 27 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| This week we will explore Indigenous issues in therapy and Indigenous assessments<br>Cultural consideration in both therapy and assessments<br>Students will contribute with their thoughts on Indigenous therapy<br>Case presentation<br>Placement discussions and supervision | Readings on Moodle:<br>1. Tools and methodologies in Indigenous assessment and therapy | Reflective diary to be submitted via Moodle<br>Friday May 31st, 5:00pm EST |

### Week 12: Angry clients and wrap up - 03 Jun 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Angry clients and de-escalation techniques will be discussed this week<br>Final wrap of the unit, the assessments and learnings to take you forward to placement and Clinic Team IV next term. | Readings on Moodle | 1. Reflective diary<br>2. Student presentation<br>3. Written case study<br>4. Log of hours<br>5. End of Placement review<br>All to be submitted via Moodle Friday June 7th , 5:00pm EST<br><br>**Reflective journal** Due: Week 12 Friday (7 June 2019) 5:00 pm AEST<br>**Oral presentation on a clinical case study** Due: Week 12 Friday (7 June 2019) 5:00 pm AEST<br>**Written presentation of the clinical case study** Due: Week 12 Friday (7 June 2019) 5:00 pm AEST |

### Review/Exam Week - 10 Jun 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |

### Exam Week - 17 Jun 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
|  |  | **Professional Practice: End of Placement Review** Due: Exam Week Friday (21 June 2019) 5:00 pm AEST |

## Assessment Tasks

## 1 Reflective journal

**Assessment Type**
Learning logs / diaries / Journal / log books

**Task Description**
Reflective journals are to be uploaded weekly.
Reflections need to be no more than one page on average and should reflect personal and clinical learning from the lecture and/or from discussions of their clinical placements during Clinic Team III. They should demonstrate the nexus of learning between placement activities, clinic team classes and professional reading. The journal should be utilised to reflect at a non-superficial level, the experiences and conversations during class that have stimulated your thinking and self reflection about your practice and development as psychologist.

**Assessment Due Date**
Week 12 Friday (7 June 2019) 5:00 pm AEST
Submitted via Moodle weekly with the final submission in week 12.

**Return Date to Students**
Week 12 Friday (7 June 2019)
Feedback will be provided weekly from Unit Coordinator to the student. Final grades will be given at at the end of the exam period

**Weighting**
40%

**Assessment Criteria**
To pass this assessment, a reflective piece needs to be uploaded every week, not at the end of term. The reflective journal constitutes 40% of the final grade.
The reflections need to discuss the experiences and conversations during class and during your placements, that have stimulated your thinking, growth and self reflection about your practice and development as psychologist.

**Referencing Style**

- American Psychological Association 6th Edition (APA 6th edition)

**Submission**
Online

**Submission Instructions**
Reflections to be submitted weekly with all reflections to be submitted by week 12.

**Learning Outcomes Assessed**

- Communicate effectively and professionally with clients, specialist and non-specialist audiences
- Incorporate the process of ethical decision making and its application within psychological practice
- Reflect critically on knowledge, skills, and ability to adapt to a multidisciplinary approach.

**Graduate Attributes**

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

# 2 Oral presentation on a clinical case study

**Assessment Type**
Presentation

**Task Description**
Students are to present a de-identified case study to the class. The case study will present clinical information about a client seen during the course of their external placement.
The presentation must detail clinical history taking, a case formulation, provisional and differential diagnoses. Any treatment plan will need to comply with the case formulation. Students are required to lead the class in a discussion that will assist in differential diagnoses.

**Assessment Due Date**
Week 12 Friday (7 June 2019) 5:00 pm AEST
Case presentations are delivered weekly with final grades provided at the end of the exam period.

**Return Date to Students**
Exam Week Friday (21 June 2019)
Final grades will be provided at the end of the exam period.

**Weighting**
15%

**Assessment Criteria**
The case study will need to clearly address where appropriate

- Clinical history
- MSE
- Case formulation
- Differential diagnoses
- Treatment plan

The presentation will constitute 15% of the final grade.

**Referencing Style**

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

**Submission**
Online

**Submission Instructions**
Online

**Learning Outcomes Assessed**

- Drawing on evidence based practices, develop case conceptualisations illustrating a body of knowledge that includes theory, diagnoses, and intervention

**Graduate Attributes**

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

# 3 Professional Placement Review: Mid term

**Assessment Type**
Professional Practice Placement

**Task Description**
Satisfactory assessment of practice competencies as evidenced by midterm placement review documents that are signed and reviewed by on-site supervisors, placement co-ordinator and the University supervisors.

**Assessment Due Date**
Week 7 Friday (3 May 2019) 5:00 pm AEST

**Return Date to Students**
Week 8 Friday (10 May 2019)
Feedback of mid placement reviews will be given within one week of submission

**Weighting**
5%

**Assessment Criteria**
The placements will be assessed on the competencies listed on the placement template:

1. Knowledge of Discipline
2. Ethical conduct

3. Psychological assessment
4. Intervention strategies
5. Research and evaluation
6. Communication
7. Response to supervision

This will constitute 5% of the final grade

**Referencing Style**

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

**Submission**
Online

**Submission Instructions**
Online

**Learning Outcomes Assessed**

- Communicate effectively and professionally with clients, specialist and non-specialist audiences
- Apply theoretical knowledge into areas of applied psychological practice through the development and delivery of evidence based interventions

**Graduate Attributes**

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

# 4 Inter-professional Education (IPE)

**Assessment Type**
Group Work

**Task Description**
This is the multidisciplinary component of the course. Students will attend two sessions with students from Occupational Therapy and Speech Pathology and will, as a multidisciplinary team, work through a case study with their team and also within Clinic team III. An assessment and treatment plan will be developed together and will be submitted after the second session.

**Assessment Due Date**
Week 8 Friday (10 May 2019) 5:00 pm AEST
Completed group document must be submitted online

**Return Date to Students**
Week 9 Friday (17 May 2019)
Feedback for final group document will be returned online

**Weighting**
5%

**Assessment Criteria**
Completion of the IPE Clinical case document with the multi-disciplinary team that will be provided on Moodle must be submitted to achieve a pass for this assessment.
This will constitute 5% of the final grade.

**Referencing Style**

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

**Submission**
No submission method provided.

**Learning Outcomes Assessed**

- Demonstrate practical and theoretical skills to plan, justify case formulation and intervention strategies both

individually and in group collaborative teams
- Reflect critically on knowledge, skills, and ability to adapt to a multidisciplinary approach.

**Graduate Attributes**

- Knowledge
- Communication
- Self-management
- Leadership

## 5 Written presentation of the clinical case study

**Assessment Type**
Case Study

**Task Description**
The student must submit a de-identified clinical case study from their external placement workload. This will be a formal case study and will take the format and include all the content described in the case study presented in the 2019 Placement Manual.
Students can use that template to develop their case study.

**Assessment Due Date**
Week 12 Friday (7 June 2019) 5:00 pm AEST
Online

**Return Date to Students**
Exam Week Friday (21 June 2019)
Feedback will be provided online

**Weighting**
30%

**Assessment Criteria**
The clinical case study must adhere to APA guidelines for formatting and referencing.
The template presented in the Placement Manual for 2019 must be used.
Expression must be ethical, clear, concise, scientific and professional.
This will constitute 30% of the final grade.

**Referencing Style**

- American Psychological Association 6th Edition (APA 6th edition)

**Submission**
Online

**Submission Instructions**
Online

**Learning Outcomes Assessed**

- Demonstrate practical and theoretical skills to plan, justify case formulation and intervention strategies both individually and in group collaborative teams
- Drawing on evidence based practices, develop case conceptualisations illustrating a body of knowledge that includes theory, diagnoses, and intervention

**Graduate Attributes**

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

## 6 Professional Practice: End of Placement Review

**Assessment Type**
Professional Practice Placement

**Task Description**
Satisfactory assessment of practice competencies as evidenced by end of term placement review documents that are signed and reviewed by on-site supervisors, placement co-ordinator and the University supervisors.

**Assessment Due Date**
Exam Week Friday (21 June 2019) 5:00 pm AEST
Submission at the end of the placement

**Return Date to Students**
Exam Week Friday (21 June 2019)
End of placement reviews will be reviewed one week after submission.

**Weighting**
5%

**Assessment Criteria**

The placements will be assessed on the competencies listed on the placement template:

1. Knowledge of Discipline
2. Ethical conduct
3. Psychological assessment
4. Intervention strategies
5. Research and evaluation
6. Communication
7. Response to supervision

This will constitute 5% of the final grade

**Referencing Style**

- American Psychological Association 6th Edition (APA 6th edition)

**Submission**
Online

**Submission Instructions**
Online

**Learning Outcomes Assessed**

- Apply theoretical knowledge into areas of applied psychological practice through the development and delivery of evidence based interventions
- Incorporate the process of ethical decision making and its application within psychological 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