



# SOCL19065 *Rural Communities and Health*

## Term 1 - 2018

Profile information current as at 26/05/2022 09:43 pm

All details in this unit profile for SOCL19065 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 will prepare you for rural practice by providing an overview of rural Australia and its social, cultural, geographic, environmental and economic influences. Guided by a sociological perspective, you will gain an understanding of the historical transformation of rural Australia, and the social structures and cultural processes underpinning problems that characterise rural communities. The meaning of 'rurality' and the implications of 'rurality' for health and social service delivery and practice is covered from a range of viewpoints and experiences. You will develop an understanding of your role as professionals, and of rural health issues, including the health status of Aboriginal and Torres Strait Islander people. You will gain an appreciation of the unique features of rural service delivery in relation to the use of communication technology, rural practice models, and responses to natural disasters. This unit would be of particular interest to those planning to live and work in rural and remote Australia; including allied health practitioners, community development officers, nurses, paramedics and teachers.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Students are required to have completed 24 units of credit.

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 - 2018

- Distance

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 50%

#### 2. **Written 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 Moodle unit evaluation

**Feedback**

Students felt the assessment feedback did not specifically show where each mark was lost and required clearer instruction on how to do the written assignments.

**Recommendation**

The marking guide will be revised to further clarify assessment requirements and standards of performance for different grades (Fail to High Distinction). This will guide the student in what is expected for each assessment. Each marking criterion will explain what is being sought of the student and how marks will be allocated. A specific session will be undertaken with students to explain the marking guide and each of these criteria, to show students exactly how assignments will be marked.

#### Feedback from Moodle unit evaluation

**Feedback**

A useful unit for anyone wanting to work in regional and remote areas.

**Recommendation**

The content will continue to be updated to reflect the social, cultural and health issues in regional and remote communities.

#### Feedback from Moodle unit evaluation

**Feedback**

A useful unit for anyone wanting to work in regional and remote areas.

**Recommendation**

Further resources for students to help them develop a sociological perspective will be added to the unit. The emphasis will be on supporting the different learning styles of students taking the unit.

#### Feedback from Moodle unit evaluation

**Feedback**

The timing of assessments across the teaching term and the portfolio written assessment were positive features.

**Recommendation**

The portfolio assessment will continue to be used as a way for students to apply their learning, source evidence on topics and issues, and demonstrate originality and knowledge.

#### Feedback from Moodle unit evaluation

**Feedback**

Concern by students about their more conservative views and values when topics examined social issues (DV, family violence), gender relations, etc., and when different perspectives put forward (e.g., Feminism).

**Recommendation**

Support students when discussions cover topics around family, gender, and race, and better explain material covering sociological perspectives. The aim is to create inviting discussion spaces and to focus on perspectives covered by the literature and supported by evidence.

## Unit Learning Outcomes

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

1. Use a sociological perspective to discuss the impacts of global forces, historical changes and rural culture on the social organisation of Australian rural communities
2. Identify the social-structural characteristics of rural areas and the factors (social, economic, cultural) that influence the health of rural Australians, and delivery of health care to rural and remote areas
3. Describe the health issues experienced by Aboriginal and Torres Strait Islander people and other social groups (e.g. new migrants, people living with disability) living in rural and remote communities
4. Explain the role of the health professional working and living in rural and remote Australia, and the rewards and challenges this provides
5. Compare and contrast the various health service delivery models used in rural and remote communities.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 50%	•	•	•		
2 - Written Assessment - 50%	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•	•	•	•
5 - Team Work		•	•	•	•
6 - Information Technology Competence	•	•	•	•	•
7 - Cross Cultural Competence	•	•	•	•	•
8 - Ethical practice	•	•	•	•	•
9 - Social Innovation					

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>					

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>1 - Written Assessment - 50%</b>	•	•	•	•		•				
<b>2 - Written Assessment - 50%</b>	•	•	•	•		•	•	•		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

Readings are e-journal, Course Resource Online articles and internet resources.

### 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 styles below:**

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Wendy Hillman** Unit Coordinator  
[w.hillman@cqu.edu.au](mailto:w.hillman@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic

Sociology, the sociological imagination & identity  
 Willis (2011) - CRO  
 Yuill, Gibson & Thorpe (2011) - CRO  
 Sullivan & Lane West-Newman (2007) - CRO

#### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Australian rural society & rurality	Botterill (2006) e-journal	

#### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Rural culture & social conditions AND the global forces and politics in rural communities	Bryant & Garnham (2015) e-journal Hogan & Lockie (2013) e-journal Woods (2006) e-journal	

#### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Rural health	Bourke et al. (2010) e-journal Bourke et al. (2012) e-journal Dixon & Welch (2000) e-journal	

#### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Health & wellbeing of Indigenous Australians in rural communities	McBain-Rigg & Veitch (2011) e-journal Smith (2016) - CRO See the Week 5 block on Moodle for further resources	

#### Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

#### Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Rural issues 1: Ageing, people with a disability & youth suicide	Bourke (2003) e-journal (youth) Garnham & Bryant (2013) e-journal (ageing)	<b>Portfolio (2,000 words)</b> Due: Week 6 Wednesday (18 Apr 2018) 11:55 pm AEST

#### Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Rural issues 2: Rural women and DV & family violence	Grace & Lennie (1998) e-journal Wendt (2009) e-journal	

#### Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Rural issues 3: Migrant Ethnic minorities - diverse cultures & histories	Schech (2014) e-journal Townsend & Pascal (2012) e-journal	

#### Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Living and working in rural, regional & remote Australia	Jervis-Tracey et al. (2012) e-journal Keane, Lincoln & Smith (2012) e-journal	

#### Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Working with Indigenous Australians in rural communities	Bennett, Zubrzycki & Bacon (2011) Hooper, Thomas & Clarke (2007) e-journal Walker & Sonn (2010) - internet article See the Week 10 block on Moodle for further resources	

### Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Professional practice in rural areas	Beddoe & Burley (2012) - CRO Bryant et al. (2015) e-journal	<b>Essay (2,500 words)</b> Due: Week 11 Friday (25 May 2018) 11:55 pm AEST

### Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Opportunities & challenges of professional practice in rural communities	Dellemain & Warburton (2013) e-journal Dew et al. (2012) e-journal	

### Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 11 Jun 2018

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

To be eligible to pass this unit all assessment items must be submitted for marking.

## Assessment Tasks

### 1 Portfolio (2,000 words)

#### Assessment Type

Written Assessment

#### Task Description

The purpose of the portfolio is to get you to make connections between the unit material and real life application and issues surrounding rural communities, and working and living in rural communities in Australia. At some point in your professional career you will treat people who work and live in rural and remote areas of Australia. You will need to have an understanding of rural/urban differences generally in order to deliver the best care and support possible.

You need to select and complete four (4) portfolio questions on the template provided on the unit Moodle site. Each answer response must be 500 words (+/-10%) for a total word count of 2,000 words (+/-10%). Each answer needs to show a word count at the end. In your answers you are encouraged to use examples where possible to make and support points, and to illustrate your understanding to the marker.

Each answer needs to: address the question, use relevant sociological key concepts, reference sociological literature, show understanding of issues and key concepts, and provide a meaningful critique. The list of questions are drawn from content covered in weeks 1 – 5 of the unit.

#### Question 1.

What benefits are there of examining a social issue in a rural community from a sociological perspective? (apply the sociological imagination of History, Structure and Culture to a social issue to inform and support your discussion).

#### Question 2.

What are three main issues facing communities of rural and regional Australia in the early twenty-first century? (use supporting evidence and examples to argue for your selection)

#### Question 3.

Agrarianism (also known as countrymindedness) in rural Australian communities is in decline. Argue for or against this statement.

#### Question 4.

Explain why people living in rural areas should not expect to be as healthy as their urban-based counterparts.

#### Question 5.

Explain white privilege and how it impacts Aboriginal and Torres Strait Islander people's health outcomes.

Use of sociological references to inform your answers is essential to presenting a sociological understanding and

perspective. You may elect to use either the APA or Harvard (author-date) referencing styles (see the two referencing style guide in the Assessment block).

The aim of this assessment is for you to demonstrate competency in the stated unit learning outcomes and facilitate online discussion amongst other students. You are encouraged to discuss the questions with other students in the Assessment Discussion Forum in order to expand your knowledge and learn from your peers. Through use of the discussion forum you will receive guidance and input from the Unit Coordinator on your sociological thinking and academic writing style prior to submission of this assignment. Please do not post drafts or written out ideas of your work to the discussion forum as this could result in plagiarism. Instead bring to the discussion your insights, useful references, examples and questions. In the portfolio, you are required to demonstrate that they have engaged with and understood the unit material, as opposed to repeating back information given in the lecture notes and set readings.

### **Instructions to students**

The word count is measured from the first word of the answer to the last word of the answer and includes in-text referencing. The reference list is not included in the word count. A 10% leeway is permitted on either side of the word count. If you exceed the word limit, only the first 500 words (+10%) will be read and marked. When answering the question you do not need to restate it at the beginning of your answer.

Overuse of direct quotes detracts from the originality of the writing and will result in a loss of marks. As a general rule direct quotes should not comprise more than 10% of the word count. The writing standard expected is that of an advanced unit level and with academic style presentation.

Include a Title page at the front with:

- student name
- student number
- unit code
- unit name
- term date and year
- names of unit coordinator
- name of assignment
- due date for submission (if an approved extension has been given, include the new submission date)
- your final word count.

Within the portfolio you are required to:

- Write in the third person (e.g. do not use 'I', 'me')
- Use double-line spacing and Arial 11-point font
- Include a reference list correctly formatted to APA 6th Edition (2010) or Harvard (author-date) (Term 1 2017 Edition) referencing style
- Submit your assignment by the due date and allow several minutes for submission to be completed. Contact your unit coordinator if you are in doubt about your submission upload and include a copy of your assignment in the email as proof of completion
- Upload with the file named in the following format: Surname\_ First name\_ Student number\_ A1.

### **Assessment Due Date**

Week 6 Wednesday (18 Apr 2018) 11:55 pm AEST

WEDNESDAY, 18 April 2018

### **Return Date to Students**

Week 8 Wednesday (2 May 2018)

As per University policy marked assignments have a 14 day turnaround time.

### **Weighting**

50%

### **Assessment Criteria**

In the Assessment block on the unit Moodle site you will find the assessment criteria, along with a number of other resources to assist you with completing your assignment to the required academic standard.

Assessment criteria are the features that your assignment will be evaluated against and they are presented in a table format. Please refer to this table while preparing your assignment and prior to submission.

Below are the three criteria and their weightings:

- Structure and design (20%)
- Approach and argument (60%)
- Referencing (20%)

Please contact the unit coordinator if you have any questions or are uncertain of what is required for the assessment.

While the unit coordinator can not read and give comment on a draft assignment they can discuss with you the arguments, ideas and theories used in the preparation of your assignment.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Students MUST submit their essay as a Word file to enable marking and comments to be added.

### Learning Outcomes Assessed

- Use a sociological perspective to discuss the impacts of global forces, historical changes and rural culture on the social organisation of Australian rural communities
- Identify the social-structural characteristics of rural areas and the factors (social, economic, cultural) that influence the health of rural Australians, and delivery of health care to rural and remote areas
- Describe the health issues experienced by Aboriginal and Torres Strait Islander people and other social groups (e.g. new migrants, people living with disability) living in rural and remote communities

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## 2 Essay (2,500 words)

### Assessment Type

Written Assessment

### Task Description

This assignment requires you to write an essay based on two scenarios given to you and using academically credible literature and other associated relevant documents to support your introduction, discussion and conclusion. The essay gets you to engage with two individuals from some of the culturally diverse groups that live and work in rural and remote Australian communities.

The following task is a problem based learning activity that requires you to write an essay on both scenarios. You are encouraged to discuss the two scenarios with other students on the Assessment Discussion Forum and to review the supporting literature in order to treat the person effectively and provide the most appropriate support. Please do not share your written out ideas, or draft assignment with others as this can lead to plagiarism.

The purpose of this task is to prepare you for professional practice in rural and remote communities, and to understand the whole person through a broader lens.

Your essay needs to address the following two areas in the discussion:

1. Historical and contemporary social and cultural issues to accessing health care
2. Action that professionals can take to improve access, health outcomes and delivery of services to people from rural communities and culturally diverse backgrounds.

### Scenario 1.

John is a 65 year old second generation livestock farmer in a rural area near Theodore in Queensland. Recently, John sustained serious injuries when a large hay bale fell on him. He has had a period of hospitalisation and is now undergoing rehabilitation. Rehabilitation of his back and neck injury is expected to take several months and during this time he will be unable to undertake everyday farm activities due to his physical incapacity and his need to attend regular therapy sessions and doctor appointments. It is unknown at this stage if John will make a full recovery or have some permanent impairment. John has a 61 year old wife named Beth and two sons, both of whom live in a metropolitan city and have professional jobs away from farm life. The closest health services to John and Beth are a two and a half hour drive away in Gladstone.

### Scenario 2.

Penny is an Australian Aboriginal woman aged 54 who has lived all her life on Country in rural Central Queensland. She

was part of the Stolen Generations but has been reunited with her family. Recently, Penny was referred to your practice for treatment of suspected broken ribs and a shoulder injury she sustained in a fall at home. She cares for her large family at home, including her elderly father, who has chronic medical issues himself. Penny attended her first appointment but has not returned for further appointments, x-rays and treatment. For Penny to make a full recovery and for her long term health and functionality, she needs to complete this period of treatment.

Based on the material covered in the unit, think about the various barriers and issues, and socio-cultural factors impeding John and Penny's recovery. Also, think about what may be some of the issues for Penny and her professional health care person that may be impeding her access to services, treatment and recovery to better health and wellbeing. Consider options available for John to access health services and to gain the necessary support to manage the challenges confronting him.

To gain more insight into these two scenarios reflect on the broader social structures (social class, age, gender, ethnicity), cultural norms and expectations, and past history of rural communities and Australian society.

### **Instructions to Students**

The aim of this assessment is for you to demonstrate learning outcomes and facilitate online discussion and interaction amongst other students. You are encouraged to discuss the questions with other students in the Assessment Forum in order to expand your knowledge and learn from your peers. Through use of the Assessment Forum you will receive guidance and input from the unit coordinator on your sociological thinking and academic writing style prior to submission of the assignment. You are asked not to post drafts of your work to the discussion forum but to bring ideas, examples and an inquiring mind. Please do not unsubscribe from the discussion forums or else you risk missing out on useful information.

You are expected to utilise the electronic databases available through the library website to access peer-reviewed sociology journal articles and newspaper articles. Other sources of use include government reports, government and professional protocols/ guidelines and good (reputable) internet sites. Use reputable and quality sources and references to complete your assignment. Look to use references that are: current (less than five years old), objective/unbiased, relevant and from authority sources (e.g. academic journals, Queensland Health, Queensland Health Aboriginal and Torres Strait Islander Cultural Capability Framework 2010-2033).

Failure to use any references in each of your answers will result in zero marks. Correct referencing using one of the two listed referencing styles must be used to acknowledge information sources and any direct quotes. Do not quote or use the lecture notes and study guide. This is a sociology assessment and you are required to source sociological references (not psychology or medical references).

Marks will be deducted for exceeding the set word limit, using bullet points or numbered lists, not using and citing references, not using correctly either the APA or Harvard (author-date) referencing style.

The word count is measured from the first word of the answer to the last word of the answer and includes in-text referencing. The reference list is not included in the word count. A 10% leeway is permitted on either side of the word count. When answering the question you do not need to restate it at the beginning of your answer.

Include a Title page at the front with:

- student name
- student number
- unit code
- unit name
- term date and year
- names of unit coordinator
- name of assignment
- due date for submission (if an approved extension has been given, include the new submission date)
- your final word count.

Within the essay you are required to:

- Write in the third person (e.g. do not use 'I', 'me')
- Use double-line spacing and Arial 11-point font
- Include a reference list correctly formatted to APA 6th Edition (2010) or Harvard (author-date) (Term 1 2017 Edition) referencing style

Submit your assignment by the due date and allow several minutes for submission to be completed. Contact your unit coordinator if you are in doubt about your submission upload and include a copy of your assignment in the email as proof of completion. Upload with the file named in the following format: Surname\_ First name\_ Student number\_ A1.

**Assessment Due Date**

Week 11 Friday (25 May 2018) 11:55 pm AEST

FRIDAY, 25 May 2018

**Return Date to Students**

Exam Week Monday (11 June 2018)

Monday, 11 June 2018

**Weighting**

50%

**Assessment Criteria**

In the Assessment block on the unit Moodle site you will find the assessment criteria, along with a number of other resources to assist you with completing your assignment to the required academic standard.

Assessment criteria are the features that your assignment will be evaluated against and they are presented in a table format. Please refer to this table while preparing your assignment and prior to submission.

Below are the three criteria and their weightings:

- Structure and design (20%)
- Approach and argument (60%)
- Referencing (20%)

Please contact the unit coordinator if you have any questions or are uncertain of what is required for the assessment. While the unit coordinator can not read and give comment on a draft assignment they can discuss with you the arguments, ideas and theories used in the preparation of your assignment.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Please submit your assignment in a Word document format to enable marking and feedback comments.

**Learning Outcomes Assessed**

- Use a sociological perspective to discuss the impacts of global forces, historical changes and rural culture on the social organisation of Australian rural communities
- Identify the social-structural characteristics of rural areas and the factors (social, economic, cultural) that influence the health of rural Australians, and delivery of health care to rural and remote areas
- Describe the health issues experienced by Aboriginal and Torres Strait Islander people and other social groups (e.g. new migrants, people living with disability) living in rural and remote communities
- Explain the role of the health professional working and living in rural and remote Australia, and the rewards and challenges this provides
- Compare and contrast the various health service delivery models used in rural and remote communities.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 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