SOWK12008 *Theories of Change for Professional Practice I*
Term 1 - 2020

All details in this unit profile for SOWK12008 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 presents the most contemporary theories that inform change-oriented professional practice including the history of psycho-dynamic approaches to human behaviour, crisis intervention and task-centred theory, cognitive-behavioural theory, attachment theory, and humanism, existentialism, and spirituality. The focus of this unit is on the application of this knowledge to the micro system of professional and individual client and the critical analysis of social work interventions and their effectiveness. Students should be able to analyse social theories to social work referral contexts.

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

SOWK11015 Professional Communication in Human Services. or SOWK11012 Introduction to Social Work A and SOWK11013 Introduction to Social Work B.
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 - 2020

- Online

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. **Presentation and 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 Have Your Say

Feedback

Unclear assessment requirements

Recommendation

Two actions need to be undertaken: -Additional teaching resources developed to support revisory learning about a formal academic essay: -Students being introduced to Problem-Based Learning will require greater explanation of the key aspects of this approach so they are prepared for their assignments being developed utilising this learning approach

Feedback from Have Your Say

Feedback

Relevance of resources to assessment tasks

Recommendation

Clear sign posts at Moodle between resources provided and links to assessment tasks.

Unit Learning Outcomes

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

1. Compare and contrast the philosophical assumptions, ideologies and theoretical perspectives that have informed the profession of social work through time
2. Analyse social theories and apply the theories to social work referral contexts
3. Apply professional values and ethics to practice contexts
4. Apply the philosophies, ideologies, and theories of social work to their emerging professional practice framework
5. Analyse their performance from feedback drawn from their involvement in professional learning contexts

This unit addresses components of Practice Standard Objectives (2003): 1,2,3 and 6

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
1 - Written Assessment - 50%	●	●	●	●	
2 - Presentation and Written Assessment - 50%		●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes — Learning Outcomes

Graduate Attributes	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					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•		•	•	•		
2 - Presentation and Written Assessment - 50%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks
SOWK12008

Prescribed

Social Work : From Theory to Practice
Edition: 2nd Revised (2015)
Authors: Connolly, M
Cambridge University Press
Cambridge , UK
ISBN: 9781107458635
Binding: Paperback

Additional Textbook Information
Copies are available for purchase at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Windows Media Player or Quicktime
- Free Zoom download
- Quality cameras and headsets

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Jan Pascal Unit Coordinator
j.pascal@cqu.edu.au
Peter Munn Unit Coordinator
p.munn@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

Orientation to the course.
• Ensure that you have read the course profile thoroughly and completely.
• Check every drop down box in the course profile.
• Check you have Windows Media Player or Quicktime loaded to your computer. Contact servicedesk@cqu.edu.au for assistance.
• View the all the Zoom streams loaded to Moodle site in the 'Getting started' drop down.
• Open every link at Moodle as additional important information is often hidden.
• Review the Assessment Tasks in this Unit Profile and post your first questions for clarification or learning.
• Prepare all your questions and post them to the 'Clarification' discussion forum, attend or watch the recording of the meet, greet and Q&A via Zoom (more background at the 'News' link in Moodle (download at www.zoom.us).

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

Professional and Flexible learning
This unit is based on the philosophy of Community-Focussed Learning or problem-based learning which is explained more fully at Moodle.
This course does not have a weekly study schedule as this is not the way professional learning occurs in the 'real world' when confronted with new and often complex situations that require a social work response.
Instead, this unit comprises several modules that can be engaged in any order but note below the connections of modules to the assessment tasks.
The modules presented in this unit include:
-Reimagining social work from an Aboriginal theoretical perspective
-Frameworks, models, and practice
-Reflective and reflexive practice
-Onion-peeling theories
-Faulty-engine theories
NB There is an assessment criterion for both assessment tasks that require you to demonstrate your capacity to undertake relevant, independent research for high quality resources to complement those provided to you at Moodle. Therefore you are encouraged throughout term to devote one week to engaging with the material required and every alternate week with your searches for additional knowledge and the class discussion scheduled at Zoom.

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

Zoom session scheduled and recorded:
Indigenous knowledge, theory, models,
frameworks, and reflective/reflexive
practice

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Move through each of the modules as per CFL principles. Undertake self directed research.		

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Zoom session scheduled and recorded		**Assessment task #1: Theoretical analysis of client referral (Individual submission 1500 words)** Due: Week 5 Friday (10 Apr 2020) 5:00 pm AEST

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Modules as per CFL process and self directed research		

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Modules as per CFL process and self directed research		

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Modules as per CFL process and self directed research		

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Modules as per CFL process and self directed research		

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Modules as per CFL process and self directed research		

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Modules as per CFL process and self directed research		

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Modules as per CFL process and self directed research		**Assessment task #2 Formal academic essay (Individual submission - 2000 words)** Due: Week 12 Monday (1 June 2020) 5:00 pm AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Modules as per CFL process and self directed research		

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment task #1: Theoretical analysis of client referral (Individual submission 1500 words)

Assessment Type
Written Assessment

Task Description
Purpose:
This assessment task will assist you to step out the beginning phase of a client assessment with a focus on theory integration.

Role and Context:
You are a social work student who has been placed in a human service organisation for your first field education placement. You will select a referral from the available case studies located at Moodle. Your social work supervisor has advised that it is your responsibility to be prepared for weekly individual or group supervision sessions. Supervision provides an opportunity for professional discussion about your development of a social work identity and framework for practice (thinking, being and doing). Using the client referral information provided in Moodle, you will submit a detailed written analysis of how two (2) theories presented in this course may help explain the life circumstances of the client you choose as preparation for a supervision session with your field educator prior to your first appointment with the client.

An Appendix is to be included which will include a series of notes that contain your initial ideas/hunches/hypotheses demonstrating your beginning process of assessment. This will also include any post online Zoom session reflections of thoughts. The format for the Appendix can be of your choosing. This may include visual aides, thought clouds, tables, notes and diagrams etc. The Appendix will illustrate your *process* of working through understanding the case. You may wish to illustrate how applying a Community Focused Learning (CFL) approach assisted your process to 'unpack the case'.

Performance/Product:

- You will select one (1) of the case studies provided in Moodle giving details about a client's life to focus your theoretical analysis.
- Online Zoom group sessions will be held online in week 3/4 of term to discuss your thoughts, impressions, responses and beginning hunches related to the case study informed by your readings of the theories. This session will mirror a group supervision session and it is advisable to participate in at least one session in order to incorporate feedback from the Lecturer to your final submission. You will not be graded on the Zoom session.
- Select any (2) theories presented in the course and discuss how your assessment and your understanding of the client's life circumstances have been informed by these theories. The purpose of this is to show how these theories might assist you to plan for the first appointment. The following are some prompts to assist you however, you are required to substantially add to this with your own independent research using high quality sources of knowledge.
- You will submit a written briefing detailing how two (2) theories presented in this unit may help explain the life circumstances of the client and prepare for a first point of face to face contact. This document is intended to form the basis for discussion in supervision.

The (2) selected theories should assist you to discuss:

- Ideas/hunches/hypotheses informed by at least two theories you have been exposed to in this course, about what might be occurring for the client based on the referral information provided.
- Hypotheses or thoughts/hunches about some of the topics that may arise in your first face-to face contact.
- Client behaviours that may arise which those theories may help predict.

NB: You may use headings to organise your ideas and present client information. You may use dot points in some parts but do not overuse. There is no right or wrong way to structure or organise this briefing documentation. How you choose to organise your ideas is as important in this submission as the content

you submit. Do not invest effort trying to 'match' the 'right theory' with a client referral. Every theory presented in the course has the capacity to guide your ideas, hypotheses, explanations or predictions, and plans about every client referral presented. The one exception is crisis. Wherever this is assessed to be occurring, to ensure the safety of clients and others, theories and frameworks for crisis intervention are a non-negotiable starting point.

Online discussion forums and Zoom sessions will be held to discuss your developing impressions, thoughts, and beginning hunches related to the case study informed by your readings of the theories. If you are unable to attend these sessions they will be recorded.

Wordage:

The submission must include a cover page, briefing, and reference list. The word count is considered from the first word of the briefing to its last word. It excludes the cover page and reference list. It includes in-text references and direct quotations.Your cover sheet must include your name, student number, and word count. You are permitted to submit with a 10% variation above or below 1500 words.

Assessment Due Date
Week 5 Friday (10 Apr 2020) 5:00 pm AEST

Return Date to Students
Week 7 Monday (27 Apr 2020)

Weighting
50%

Assessment Criteria
Assessment criteria

Criteria	High Distinction 85 – 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail 0 – 49%
Integration of prior knowledge/learning relevant to the key social issue(s) articulated in the referral (e.g. sociology, law, psychology, Indigenous studies, human services (20%)	A high level of integration of prior knowledge and learning relevant to the key social issues articulated in the referral	A sound level of integration of prior knowledge and learning relevant to the key social issues articulated in the referral	A good level of prior knowledge and learning relevant to the key social issues articulated in the referral	An adequate level of prior knowledge and learning relevant to the key social issues articulated in the referral	Limited or no integration of prior knowledge and learning relevant to the key social issues articulated in the referral
Application of philosophical assumptions, ideologies and (2) theories that have informed the social work analysis of the case (20%)	Excellent application philosophical assumptions, ideologies and (2) theories that have informed the social work analysis articulated in the referral	Very good application of the philosophical assumptions, ideologies and (2) theories that have informed the social work analysis articulated in the referral	Good application of core assumptions, ideologies and (2) theories that have informed the social work analysis articulated in the referral	Some application of core assumptions, ideologies and (2) theories articulated in the referral	Poor or no application of theory to inform the discussion or analysis. Only (1) theory is referred to or incorrectly applied to the case or both absent from discussion.
Application of published multi-disciplinary knowledge about the key social issue(s) articulated in the referral published in academic literature (20%)	Excellent application of published multi-disciplinary knowledge about the key social issue(s) articulated in the referral published in academic literature	Very good application of multi-disciplinary knowledge about the key social issue(s) articulated in the referral published in academic literature	Good application of multi-disciplinary knowledge about the key social issue(s) articulated in the referral published in academic literature	Some application of multi-disciplinary knowledge about the key social issue(s) articulated in the referral published in academic literature	Poor or no application of multi-disciplinary knowledge about the key social issue(s) articulated in the referral published in academic literature
Application of published social work and human service knowledge about effective case work and case management practice published in academic literature (10%)	Excellent application of published social work and human service knowledge about effective casework and case management practice in published academic literature	Very good application of published social work and human service knowledge about effective casework and case management practice in published academic literature	Good application of published social work and human service knowledge about effective casework and case management practice in published academic literature	Some application of published social work and human service knowledge about effective casework and case management practice in published academic literature	Poor or no application of published social work and human service knowledge about effective casework and case management practice in published academic literature
Application and justification of priority social work and human service values for first-point-of-contact (10%)	Excellent application and justification of priority social work and human service values for first point of contact	Very good application and justification of priority social work and human service values for first point of contact	Good application and justification of priority social work and human service values for first point of contact	Limited application and justification of priority social work and human service values for first point of contact	Application and justification of priority social work and human service values for first point of contact was absent or poorly articulated
Adherence to instructions and teaching input provided through discussion at Moodle for the duration of the term (5%)	Excellent adherence to the teaching input provided through the discussions on Moodle for the duration of the term	Very good adherence to the teaching input provided through the discussions on Moodle for the duration of the term	Good adherence to the teaching input provided through the discussions on Moodle for the duration of the term	Some adherence to the teaching input provided through the discussions on Moodle for the duration of the term	Poor adherence to the teaching input provided through the discussions on Moodle for the duration of the term
Accuracy of spelling, grammar, proofing and professional presentation (5%)	High level of academic writing with attention to spelling, grammar, proof reading and professional presentation	Very good level of academic writing with attention to spelling, grammar, proof reading and professional presentation	Good level of academic writing with attention to spelling, grammar, proof reading and professional presentation	Reasonable academic writing, proof reading and professional presentation with limited errors in spelling and grammar	Poor academic writing with many spelling and grammatical errors, requiring further proof reading and attention to professional presentation

Adherence to author-date referencing system (5%)	Excellent adherence to author-date referencing system	Very good adherence to author-date referencing system	Good adherence to author-date referencing system	Adherence to author-date referencing system but with some referencing errors	Poor adherence to author-date referencing system
Breadth and quality of material evident in final reference list (5%)	Excellent breadth and quality of material evident in final reference list	Very good breadth and quality of material evident in final reference list	Good breadth and quality of material evident in final reference list	Limited material evident in final reference list	Poor quality of material evident in final reference list

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Submission Instructions
Create your own coversheet which must contain: your name, student number, and word count excluding reference lists and appendices. 1500 words (10% allowance under or over word count is acceptable). Penalties will be applied for late submissions.

Learning Outcomes Assessed

- Compare and contrast the philosophical assumptions, ideologies and theoretical perspectives that have informed the profession of social work through time
- Analyse social theories and apply the theories to social work referral contexts
- Apply professional values and ethics to practice contexts
- Apply the philosophies, ideologies, and theories of social work to their emerging professional practice framework

Graduate Attributes

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

2 Assessment task #2 Formal academic essay (Individual submission - 2000 words)

Assessment Type
Presentation and Written Assessment

Task Description
Focus:
A written academic discussion. Please see the resources uploaded at Moodle and the Academic Learning Centre for the characteristics of academic discussion.
Role:
Year 2 social work student
Context:
Globally, there are many different ways of knowing about the natural and social world around us, and many different knowledges about the same. This assessment task requires you to learn specifically about how Western theory influences contemporary social work practice.
Topic:
Discuss your understanding of the 'five lenses' of social work presented in Connolly and Harms (2015, pp.14-24) and the purpose of theory for professional practice. In this discussion integrate your understanding of the differences between a 'theory', 'framework', and 'model'. Discuss the main criticisms of theories used for contemporary social work practice. This discussion must include your interpretations of the shortcomings of Western theories when working with people from linguistically and culturally diverse backgrounds; especially Aboriginal and Torres Strait Islander peoples. Identify how frameworks for practice may assist to integrate diverse perspectives in order to uphold the ethical and social justice values of the profession.
Product/performance:
A formal academic essay of 2000 words. The submission must include a cover page, abstract, table of contents, and reference list. The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.Your cover sheet must include your name, student number, and word count. You are permitted to submit with a 10% variation above or below 2000 words.

Assessment Due Date
Week 12 Monday (1 June 2020) 5:00 pm AEST

Return Date to Students
Exam Week Monday (15 June 2020)
Two business weeks post submission.

Weighting
50%

Assessment Criteria

Criteria	High Distinction 85 – 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail 0 – 49%
Use of teaching resources to demonstrate accurate understanding of core concepts (theories, models, frameworks etc) informing the discussion (30%)	Comprehensive use of teaching resources and highly developed knowledge of core concepts provided.	Extensive use of teaching resources to demonstrate well developed knowledge of core concepts.	Effective use of teaching resources to demonstrate understanding of core concepts outlined in the course.	Effective use of some teaching resources provided with relevant concepts defined and explained.	Ineffective and negligible use of teaching resources provided with minimal or incorrect conceptual understanding demonstrated.
S**ynthesis of new knowledge with discussion identifying the 5 lenses for practice (30%)**	Very accurate interpretation of teaching resources and synthesis into discussion.	Mostly accurate interpretation of teaching resources and synthesis into discussion.	Good interpretation of teaching resources but some errors in understanding with more synthesis of knowledge and discussion needed.	Sound interpretation of teaching resources but with errors in understanding with some disjointed synthesis of knowledge and discussion.	Largely inaccurate interpretations of teaching resources and significant, disjointed synthesis with discussion.
Clarity of writing style and logic in the turning points of discussion to present effective cross cultural practice and theoretical underpinnings (20%)	Exceptional writing style and negligible issues with conveyance of meaning. Exceptional logic in development of discussion.	Very good writing style with some inconsistencies in conveyance of meaning. Very good logic with some minor issues in the development of a discussion.	Good writing style with more editorial work on the conveyance of meaning needed. Good but uneven logic in the development of a discussion.	Sound writing style with meaning conveyed adequately. Acceptable discussion but several disruptions to the logic of argument.	Significant difficulties in writing style impacting on meaning conveyed. Logic of discussion as absent and discussion was difficult to follow.
Spelling grammar, formatting, and proofing (10%)	Exceptional formatting and proofing.	Very good formatting and proofing with minimal errors.	Good formatting with more attention to proofing required.	Acceptable; with more attention to formatting and proofing needed to prevent impact on discussion.	Poor formatting and proofing impacted significantly on discussion.
Quality of independent research and resources used (10%)	Exceptional independent research and use of relevant, high quality (validity, reliability, currency, credibility, applicability for social work) sources of knowledge.	Comprehensive independent research and use of high-quality sources of knowledge and mostly relevant to discussion.	Good independent research with a mix of high- and lower-quality knowledge but issues with relevance.	Adequate mix of acceptable sources of knowledge used but issues with relevance to discussion and or social work practice.	Poor quality resources used and negligible investment in independent research.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Analyse social theories and apply the theories to social work referral contexts
- Apply professional values and ethics to practice contexts
- Apply the philosophies, ideologies, and theories of social work to their emerging professional practice framework
- Analyse their performance from feedback drawn from their involvement in professional learning contexts

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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