



# SOWK13012 Professional Practice and Mental Health

## Term 2 - 2019

Profile information current as at 02/10/2022 01:27 pm

All details in this unit profile for SOWK13012 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

You should be able to critically examine the various models of mental health, specific intervention strategies and the role of social workers and allied health professionals within mental health services. You should be able to integrate knowledge of the role of community, culture and models of mental health in the provision of evidence based strategies that promote mental health practice consistent with professional values and ethics. You should be able to evaluate the socio structural context of mental health and the implications for various client groups and determine how these elements translate into various models for intervention.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Successful completion of 48 credit points in any course.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2019

- Online

### 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: 25%

#### 2. **Written Assessment**

Weighting: 50%

#### 3. **Written Assessment**

Weighting: 25%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Have your say survey

**Feedback**

Some students reported that they would like to see the content included in the residential school- in a face to face environment.

**Recommendation**

Social work team to consider mental health content being including in the curriculum review at planning day.

## Unit Learning Outcomes

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

1. Analyse the social construction of mental health.
2. Critically evaluate models of mental health, their corollary intervention strategies and the professionals' role in delivering those various models and strategies.
3. Critically evaluate the use of current mental health status and assessment tools.
4. Integrate social work/allied health strategies within an interdisciplinary context using professional values and ethics.
5. Critically evaluate different models for mental health practice with individuals, families and communities.
6. Propose relevant effective and culturally appropriate evidence based strategies for intervention.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
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	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 25%	•	•	•	•		•	•	•		
2 - Written Assessment - 50%	•	•	•	•		•	•	•		
3 - Written Assessment - 25%	•	•	•	•		•	•	•		

## Textbooks and Resources

### Textbooks

SOWK13012

#### Prescribed

##### **Social Work Practice in Mental Health: An Introduction**

2nd Edition (2015)

Authors: Bland, R., Renouf, N., Tullgren, A.

Allen & Unwin

Crows Nest , NSW , Australia

ISBN: 9781743314753

Binding: Paperback

SOWK13012

#### Supplementary

##### **Mental Health in Australia: Collaborative Community Practice**

3rd Edition (2012 )

Authors: Meadows, G., Grigg,, M., Farhall, J., McDermott., F., Fossey., E., Singh, B. (ed.)

Oxford University Press

Melbourne , Victoria , Australia

ISBN: 9780195574883

Binding: Paperback

#### Additional Textbook Information

[View textbooks at the CQUniversity Bookshop](#)

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Paloma Cesare** Unit Coordinator

[p.cesare@cqu.edu.au](mailto:p.cesare@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
The history of mental illness The lived experience	Please refer to Moodle for unit readings and activities.	

### Week 2 - 22 Jul 2019

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

Concepts in mental health Please refer to Moodle for unit readings and activities.

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Psychiatric illnesses	Please refer to Moodle for unit readings and activities.	

### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Psychiatric assessment	Please refer to Moodle for unit readings and activities.	<b>Written Assessment 1 (1500 words)</b> Due: Week 4 Friday (9 Aug 2019) 11:55 pm AEST

### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Assessment and management of suicide risk	Please refer to Moodle for unit readings and activities.	

### Vacation Week - 19 Aug 2019

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

### Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Case management & continuity of care	Please refer to Moodle for unit readings and activities.	

### Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Multi-disciplinary teams	Please refer to Moodle for unit readings and activities.	

### Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Carers & COPMI	Please refer to Moodle for unit readings and activities.	<b>Written Assessment 2 (2000 words)</b> Due: Week 8 Friday (13 Sept 2019) 11:55 pm AEST

### Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Culture & mental health	Please refer to Moodle for unit readings and activities.	

### Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Mental health social work practice and a human rights perspective	Please refer to Moodle for unit readings and activities.	

### Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Models of care in mental health	Please refer to Moodle for unit readings and activities.	

### Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
The policy and legal context	Please refer to Moodle for unit readings and activities.	<b>Written Assessment 3 (1500 words)</b> Due: Week 12 Friday (11 Oct 2019) 11:55 pm AEST

### Review/Exam Week - 14 Oct 2019

**Exam Week - 21 Oct 2019**

## Assessment Tasks

### 1 Written Assessment 1 (1500 words)

#### Assessment Type

Written Assessment

#### Task Description

The assessment is designed to develop student knowledge about mental health issues.

You are required to watch the audiovisual material and answer the questions in relation to the audio visual. The audiovisual can be located on Moodle and titled *Assessment Item 1*. The audiovisual material is 1 hour in duration.

Your readings should inform your questions and where relevant, cite the literature. Responses to each question should be no more than 150 words each.

#### Questions:

1. What were some of the symptoms that Millie demonstrated and what impact did these have on Tina and Susan as children; and on Millie's relationship with Alan?
2. What were Millie's negative symptoms and what medication was she prescribed for these symptoms?
3. Discuss the degree of insight or understanding each family members had in the past and have now in relation to Millie's illness and treatment? Examine these family members - Millie's ex-husband, Alan; Susan; Tina; and Millie herself?
4. To what degree was Alan's response to Millie's attempted suicide, he product of the era (mid 1960s)? Refer to the Australian context.
5. What role did mental health providers play in ensuring Millie's safety and the safety of her children.
6. How do you believe Millie's children, Susan and Tina, understood their mother's illness when they were young? Your answer should be informed by theories of child development.
7. In what ways did Alan hinder/and or help her progress towards recovery?
8. In what ways did Millie hinder/and or help her progress toward recovery?
9. What coping strategies and resources are displayed by each of Millie's daughters presently?
10. How does the historical framework of schizophrenia inform attitudes towards recovery for someone such as Millie?

#### Assessment Due Date

Week 4 Friday (9 Aug 2019) 11:55 pm AEST

#### Return Date to Students

Week 6 Friday (30 Aug 2019)

Electronic Feedback

#### Weighting

25%

#### Assessment Criteria

Marking Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Demonstrates an understanding of contemporary mental health issues	Advanced understanding demonstrated which integrates academic literature and observations from the audio visual	Very good understanding demonstrated which integrates academic literature and observations from the audio visual	Good understanding demonstrated which integrates academic literature and observations from the audio visual	Adequate or basic understanding demonstrated which integrates academic literature and observations from the audio visual	Inadequate or inappropriate understanding which integrates academic literature and observations from the audio visual
<b>10 marks</b>					

Demonstrates a capacity for critical analysis of the presenting issues in the audio visual	Advanced critical analysis of the presenting issues in the audio visual. Identifies and evaluates all of evidence and provides new or critical insights, analyses assumptions and how this influences understanding of the context, and considers the implications of the critical analysis	Very good analysis of the presenting issues in the audio visual. Identifies and evaluates most of the evidence and provides expected insights, considers assumptions; and considers the implications of the critical analysis	Good analysis of the presenting issues. Identifies and evaluates some of the evidence. Gives consideration to obvious assumptions and provides some insights; and considers some of the implications of the critical analysis	Adequate analysis of the presenting issues. Presents some evidence. Does not question evidence thoroughly, questions some assumptions but is not clear on the relevance or implications of the critical analysis	Demonstrates a lack of awareness of critical analysis and thinking. The presenting issues are not clearly stated; information is not interpreted; evidence is considered fact without question; and implications considered are simplistic
<b>10 marks</b>					
Demonstrates consultation of the literature relevant to the assignment topic	Advanced literature review, with includes strong academic research; and comprehensive research	Very good literature review with includes academic research that varies in quality; and	Good literature review which includes some academic research and a few references	Adequate literature review which includes limited academic research and a few references	Inadequate or inappropriate literature review with reliance on internet sources or irrelevant and inappropriate references.
Adheres to the word limit.	Excellent in all aspects	Very good overall	Good overall	Adequate overall	Inadequate or inappropriate overall
Demonstrates consultation of literature relevant to the assignment topic.					
Demonstrates synthesis and integration of literature, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (Harvard CQU) and adheres to the word limit.					
<b>5 marks</b>					
					Total /25

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Analyse the social construction of mental health.
- Critically evaluate models of mental health, their corollary intervention strategies and the professionals' role in delivering those various models and strategies.
- Critically evaluate the use of current mental health status and assessment tools.
- Integrate social work/allied health strategies within an interdisciplinary context using professional values and ethics.
- Critically evaluate different models for mental health practice with individuals, families and communities.
- Propose relevant effective and culturally appropriate evidence based strategies for intervention.

## Graduate Attributes

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



## 2 Written Assessment 2 (2000 words)

### Assessment Type

Written Assessment

### Task Description

You are required to examine the Coroner's report located on the Moodle site to identify the problems associated with the treatment and care of Ms X. You need to make reference to some of the key concepts that underpin contemporary mental health services. The concepts are as follow:

- Continuity of care
- Psychiatric assessment
- Suicide risk assessment and management
- Multi-disciplinary teamwork
- Family and carers' roles' in the treatment and care of loved ones

The course material and readings introduce you to some of the key concepts that underpin contemporary mental health services. The Coroner's report covers some of these concepts and the problems associated with the treatment provided to Ms X. The report is located on Moodle and titled *Assessment Item 2*.

### Assessment Due Date

Week 8 Friday (13 Sept 2019) 11:55 pm AEST

Upload electronically to moodle

### Return Date to Students

Week 10 Friday (27 Sept 2019)

Electronic Feedback

### Weighting

50%

### Assessment Criteria

Marking Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
<b>Demonstrates an understanding of the core concepts and relevance to the delivery of best practice in mental health care</b> 20 marks	Advanced understanding demonstrated. Comprehensive definitions are provided and a comprehensive analysis of the literature is explored in relation to the relevance of these concepts in mental health care delivery.	Very good understanding, discussion and relevance explained. Very good analysis of the literature is explored.	Good understanding, discussion and relevance explained. Good analysis of the literature is explored.	Adequate application, discussion and relevance explained. Adequate analysis of the literature is explored.	Inadequate application, discussion and relevance explained. Inadequate or absent analysis of the literature is explored.
<b>Demonstrates an ability to critically analyse the relevance of the concepts in relation to the problems associated with the treatment and care of Ms X</b> 25 marks	Advanced critical analysis of the presenting issues. Identifies and evaluates all of evidence and provides new or critical insights, analyses assumptions and how this influences understanding of the context, and considers the implications of the critical analysis	Very good analysis of the presenting issues. Identifies and evaluates most of the evidence and provides expected insights, considers assumptions; and considers the implications of the critical analysis	Good analysis of the presenting issues. Identifies and evaluates some of the evidence. Gives consideration to obvious assumptions and provides some insights; and considers some of the implications of the critical analysis	Adequate analysis of the presenting issues. Presents some evidence. Does not question evidence thoroughly, questions some assumptions but is not clear on the relevance or implications of the critical analysis	Demonstrates a lack of awareness of critical analysis and thinking. The presenting issues are not clearly stated; information is not interpreted; evidence is considered fact without question; and implications considered are simplistic
<b>Demonstrates consultation of literature relevant to the assignments topic.</b>	Advanced literature review, which includes strong academic research; and research undertaken exceeds expectations	Very good literature review with includes academic research that varies in quality; comprehensive research undertaken	Good literature review which includes some academic research and a few references and reasonable research undertaken	Adequate literature review which includes limited academic research and adequate research undertaken	Inadequate or inappropriate literature review with reliance on internet sources or irrelevant and inappropriate research undertaken
<b>Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (Harvard) and adheres to the word limit</b> 5 marks					
<b>TOTAL</b>					/50

### Referencing Style

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

**Submission**

Online

**Submission Instructions**

Moodle Upload

**Learning Outcomes Assessed**

- Analyse the social construction of mental health.
- Critically evaluate models of mental health, their corollary intervention strategies and the professionals' role in delivering those various models and strategies.
- Critically evaluate the use of current mental health status and assessment tools.
- Integrate social work/allied health strategies within an interdisciplinary context using professional values and ethics.
- Critically evaluate different models for mental health practice with individuals, families and communities.
- Propose relevant effective and culturally appropriate evidence based strategies for intervention.

**Graduate Attributes**

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

### 3 Written Assessment 3 (1500 words)

**Assessment Type**

Written Assessment

**Task Description**

You are required to identify two models of mental health care within Australia or internationally. Examine the following for each of the models:

- Examine the social-political and historical development of the model
- Examine the core features and principles of service delivery
- Examine the professionals' role in mental health service delivery
- Examine the strengths and challenges of the model
- Examine the implications for social work practice

Please select two of the models from the list below:

- Case Management (Western countries)
- Open Dialogue (Finland and Internationally)
- Peer support (Western countries)
- Hearing Voices (Western countries)
- Assertive Outreach Teams (Western countries)
- Home Treatment Team (UK)
- Headspace (Australia)
- Early Intervention in Psychosis Teams (UK)

**Assessment Due Date**

Week 12 Friday (11 Oct 2019) 11:55 pm AEST

Electronic submission via moodle

**Return Date to Students**

Exam Week Friday (25 Oct 2019)

Electronic Feedback

**Weighting**

25%

**Minimum mark or grade**

This assessment must be submitted to pass the unit.

**Assessment Criteria**

<b>Marking Criteria</b>	<b>High Distinction 85-100%</b>	<b>Distinction 75-84%</b>	<b>Credit 65-74%</b>	<b>Pass 50-64%</b>	<b>Fail Below 50%</b>
<b>Demonstrates an understanding of the features and principles of each mental health model</b>	Advanced understanding demonstrated. Comprehensive overview is provided and the analysis of the literature is comprehensive	Very good understanding demonstrated. Very good overview is provided the analysis of the literature is very good	Good understanding demonstrated. Good overview is provided and the analysis of the literature is good	Adequate understanding demonstrated. Adequate analysis of the literature is explored	Inadequate understanding demonstrated. Inadequate or absent analysis of the literature
<b>5 marks Demonstrates an understanding of the professionals' role in mental health service delivery</b>	Advanced understanding demonstrated. Comprehensive overview is provided and the analysis of the literature is comprehensive	Very good understanding demonstrated. Very good overview is provided the analysis of the literature is very good	Good understanding demonstrated. Good overview is provided and the analysis of the literature is good	Adequate understanding demonstrated. Adequate analysis of the literature is explored	Inadequate understanding demonstrated. Inadequate or absent analysis of the literature
<b>4 marks Demonstrated ability to critically evaluate the socio-political and historical development of the model</b>	Advanced critical analysis of the presenting issues. Identifies and evaluates all of evidence and provides new or critical insights, analyses assumptions and how this influences understanding of the context, and considers the implications of the critical analysis	Very good analysis of the presenting issues. Identifies and evaluates most of the evidence and provides expected insights, considers assumptions; and considers the implications of the critical analysis	Good analysis of the presenting issues. Identifies and evaluates some of the evidence. Gives consideration to obvious assumptions and provides some insights; and considers some of the implications of the critical analysis	Adequate analysis of the presenting issues. Presents some evidence. Does not question evidence thoroughly, questions some assumptions but is not clear on the relevance or implications of the critical analysis	Demonstrates a lack of awareness of critical analysis and thinking. The presenting issues are not clearly stated; information is not interpreted; evidence is considered fact without question; and implications considered are simplistic
<b>4 marks Demonstrated ability to critically evaluate the success and challenges of the model of care</b>	Advanced critical analysis of the presenting issues. Identifies and evaluates all of evidence and provides new or critical insights, analyses assumptions and how this influences understanding of the context, and considers the implications of the critical analysis	Very good analysis of the presenting issues. Identifies and evaluates most of the evidence and provides expected insights, considers assumptions; and considers the implications of the critical analysis	Good analysis of the presenting issues. Identifies and evaluates some of the evidence. Gives consideration to obvious assumptions and provides some insights; and considers some of the implications of the critical analysis	Adequate analysis of the presenting issues. Presents some evidence. Does not question evidence thoroughly, questions some assumptions but is not clear on the relevance or implications of the critical analysis	Demonstrates a lack of awareness of critical analysis and thinking. The presenting issues are not clearly stated; information is not interpreted; evidence is considered fact without question; and implications considered are simplistic
<b>4 marks</b>					

<b>Demonstrated ability to critically evaluate the implications for social workers</b>	Advanced critical analysis of the presenting issues. Identifies and evaluates all of evidence and provides new or critical insights, analyses assumptions and how this influences understanding of the context, and considers the implications of the critical analysis	Very good analysis of the presenting issues. Identifies and evaluates most of the evidence and provides expected insights, considers assumptions; and considers the implications of the critical analysis	Good analysis of the presenting issues. Identifies and evaluates some of the evidence. Gives consideration to obvious assumptions and provides some insights; and considers some of the implications of the critical analysis	Adequate analysis of the presenting issues. Presents some evidence. Does not question evidence thoroughly, questions some assumptions but is not clear on the relevance or implications of the critical analysis	Demonstrates a lack of awareness of critical analysis and thinking. The presenting issues are not clearly stated; information is not interpreted; evidence is considered fact without question; and implications considered are simplistic
<b>4 marks</b>					
<b>Demonstrates consultation of literature relevant to the assignments topic.</b>					
<b>Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (Harvard) and adheres to the word limit</b>					
<b>4 marks</b>					
TOTAL					/25

### Referencing Style

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

### Submission

Online

### Submission Instructions

Upload to moodle

### Learning Outcomes Assessed

- Analyse the social construction of mental health.
- Critically evaluate models of mental health, their corollary intervention strategies and the professionals' role in delivering those various models and strategies.
- Critically evaluate the use of current mental health status and assessment tools.
- Integrate social work/allied health strategies within an interdisciplinary context using professional values and ethics.
- Critically evaluate different models for mental health practice with individuals, families and communities.
- Propose relevant effective and culturally appropriate evidence based strategies for intervention.

### 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