



SOWK13012 Professional Practice and Mental Health

Term 2 - 2020

Profile information current as at 17/04/2024 07:30 am

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 - 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: 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 Email feedback Have Your Say Feedback

Feedback

Students report to enjoy the video assessment because of the insight into the lived experience of mental distress.

Recommendation

Continue to use video assessment

Feedback from Have Your Say feedback face to face feedback

Feedback

Students enjoy the inclusion of the lived experience in the unit

Recommendation

Continue to strengthen and enhance the inclusion of the lived experience

Feedback from Have Your Say feedback email feedback

Feedback

Students reported to enjoy the assessments because of their relevance to practice

Recommendation

Continue to use similar assessment items that are relevant to practice

Feedback from Have Your Say Email feedback

Feedback

Students reported to value the detailed feedback on assessments

Recommendation

Continue to provide comprehensive feedback on assessments

Feedback from Have Your Say

Feedback

Students reported that the unit was engaging

Recommendation

Continue to provide a range of resources and UC to engage in online group discussions

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

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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

If you prefer to study with a paper copy you can purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks can be purchased at the publisher's website.

[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

Schedule

Week 1 - 13 Jul 2020

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 - 20 Jul 2020

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

Week 3 - 27 Jul 2020

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

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Psychiatric assessment	Please refer to Moodle for unit readings and activities.	Written Assessment 1 (1500 words) Due: Week 4 Friday (7 Aug 2020) 5:00 pm AEST

Week 5 - 10 Aug 2020

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

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 24 Aug 2020

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

Week 7 - 31 Aug 2020

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

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Carers & COPMI	Please refer to Moodle for unit readings and activities.	Written Assessment 2 (2000 words) Due: Week 8 Friday (11 Sept 2020) 5:00 pm AEST

Week 9 - 14 Sep 2020

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

Week 10 - 21 Sep 2020

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 - 28 Sep 2020

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

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
The policy and legal context	Please refer to Moodle for unit readings and activities.	Written Assessment 3 (1500 words) Due: Week 12 Friday (9 Oct 2020) 5:00 pm AEST

Review/Exam Week - 12 Oct 2020

Exam Week - 19 Oct 2020

Assessment Tasks

1 Written Assessment 1 (1500 words)

Assessment Type

Written Assessment

Task Description

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

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

Your readings should inform your questions and where relevant, you should 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 or were discussed by family members and what impact did they have on her family relationships?
2. To what degree was Alan's response to his wife's attempted suicide a product of the era (i.e. mid-1960s)?
3. What could have Alan, other relatives, or neighbours have done to help?
4. Standing in the shoes of Millie's children, informed by theories of child development, how do you believe Susan and Tina understood their mother's illness?
5. How could mental health providers have done more to protect Susan and Tina?
6. What role have Susan and Tina played in ensuring Millie's well being and safety?
7. Why doesn't Millie believe that she is ill?
8. What factors do you think ultimately influenced Millie to take medication? Millie has been in the same home and has held a job for more than 2.5 years. What was Millie's contribution to her own progress?
9. How might Millie's life have been different if she was engaged in treatment at the onset of her illness?
10. Comparing beliefs about schizophrenia in the past with the present - is the pessimism that often accompanies schizophrenia justified over the long term?

Assessment Due Date

Week 4 Friday (7 Aug 2020) 5:00 pm AEST

Upload electronically to moodle

Return Date to Students

Week 6 Monday (24 Aug 2020)

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
10 marks					

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
10 marks					
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.					
5 marks					
					Total /25

Referencing Style

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

Submission

Online

Submission Instructions

Upload electronically 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

2 Written Assessment 2 (2000 words)

Assessment Type

Written Assessment

Task Description

In this 2000 word assessment, you are required to complete a mental health assessment for Millie. Please refer to the audio-visual on Moodle under the Assessment resources to access the content. You are required to use the following structure (Qld Health Mental Health Assessment) to complete the assessment:

- Presenting problems
- History of presenting problems (onset, duration, course, severity)
- Current functioning (across domains, for example, employment/education, family, social)
- Relevant cultural issues (personal and family)
- Previous assessments and interventions
- Psychiatric history (personal and family history)
- Current medications
- Medical history
- Family history
- Developmental history
- Substance use
- Forensic and legal history
- Risk screen (for example, suicide, self-harm, aggression, vulnerability; absconding risk, risks to dependent children, and risk of disrupted attachment)
- Family Perspective
- Client Perspective
- Goals for treatment
- Clinical formulation
- Treatment plan

Assessment Due Date

Week 8 Friday (11 Sept 2020) 5:00 pm AEST

Upload electronically to moodle

Return Date to Students

Week 11 Monday (28 Sept 2020)

Electronic Feedback

Weighting

50%

Assessment Criteria

Marking Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Demonstrates an understanding of Millie's presenting issues and needs 15 marks	Advanced understanding demonstrated. Comprehensive description and identification of Millie's needs.	Very good understanding demonstrated. Very good description and identification of Millie's needs.	Good understanding demonstrated. Good description and identification of Millie's needs.	Adequate understanding demonstrated. Adequate description and identification of Millie's needs.	Inadequate or inappropriate understanding demonstrated.

Demonstrates an understanding of contemporary mental health issues that are relevant to Millie 15 marks	Advanced understanding of mental health issues relevant to Millie	Very good understanding of mental health issues relevant to Millie	Good understanding of mental health issues relevant to Millie	Adequate understanding of mental health issues relevant to Millie	Inadequate understanding of mental health issues relevant to Millie
Demonstrates an ability to develop a clinical formulation that integrates a social work and mental health analysis of Millie's needs 15 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
Assessment is presented clearly and succinctly, is readable and adheres to word limit 5 marks	Advanced presentation	Very good presentation	Good presentation	Adequate presentation	Inadequate presentation
TOTAL					/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

This assessment is designed to develop your knowledge of human rights/social justice perspective of a mental health issue.

You are required to write a *1500 word essay* examining a contemporary mental health issue and consider the historical and socio-political contexts that have shaped the issue. Demonstrate an understanding of the social consequences of the issue. How might social workers work within a social justice framework to protect the human rights of those experiencing the social consequences of the particular mental health issue identified?

Some examples might include:

Race: Over-representation of Indigenous Australians, African Caribbean males (UK), diagnosed with schizophrenia and placed on Involuntary Treatment Orders because they are assessed to be a high risk of violence.

Gender: the over-representation of women diagnosed with Borderline Personality Disorder.

Discrimination: Malcolm Turnbull's proposal that all suspected terrorists will have mental health records accessed.

Assessment Due Date

Week 12 Friday (9 Oct 2020) 5:00 pm AEST

Electronic submission via moodle

Return Date to Students

Exam Week Friday (23 Oct 2020)

Electronic Feedback

Weighting

25%

Minimum mark or grade

This assessment must be submitted to pass the unit.

Assessment Criteria

Marking Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Critically reflects on contemporary mental health issues and the implications for practice. 5 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
Critically evaluates the historical, socio-political and economic context that have shaped the issue. 5 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

<p>Critically evaluates the social consequence of the issue. 5 marks</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Critically assesses opportunities with mental health to ensure a focus on social justice and human rights. 5 marks</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Demonstrates consultation of literature relevant to the assignments topic. 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 5 marks</p>	<p>Advanced literature review, which includes strong academic research; and research undertaken exceeds expectations</p>	<p>Very good literature review with includes academic research that varies in quality; comprehensive research undertaken</p>	<p>Good literature review which includes some academic research and a few references and reasonable research undertaken</p>	<p>Adequate literature review which includes limited academic research and adequate research undertaken</p>	<p>Inadequate or inappropriate literature review with reliance on internet sources or irrelevant and inappropriate research undertaken</p>
<p>TOTAL</p>					<p>/25</p>

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