SOWK14005 *Advanced Direct Practice*
Term 1 - 2024

All details in this unit profile for SOWK14005 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 is designed to build on and strengthen your direct social work practice skills, knowledge and techniques to effectively facilitate assessments and interventions. This unit focuses on the appropriate use of interpersonal communication skills and theoretical approaches for working in different contexts including culturally responsive practice. Through the practical application of relevant therapeutic approaches, you will demonstrate ability to provide accountable service in person and demonstrate knowledge of strengths and limitations of IT assisted communication such as telehealth as a mode of service delivery.

Details

Career Level: *Undergraduate*
Unit Level: *Level 4*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisite conditions - SOWK13011 Community Practice and SOWK13009 Field education 1 and SOWK13010 Integrating Theory and Practice 1.
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 - 2024

- 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. **Online Quiz(zes)**
Weighting: 30%
2. **Practical Assessment**
Weighting: 50%
3. **Online discussion forum**
Weighting: 20%

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 Student feedback via email

Feedback

Students enjoyed the opportunity to engage in the residential school via Zoom or face to face in response to COVID-19 issues.

Recommendation

The attendance adjustments were AASW (Australian Association of Social Workers) approved and only for the duration of the COVID-19 health and travel restrictions.

Unit Learning Outcomes

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

1. Demonstrate an evidence-based effective helping relationship with a diverse range of clients and consumers applying appropriate techniques and skills for practice
2. Critically evaluate and reflect on the skills and techniques demonstrated in the practical application of social work practice
3. Communicate the strengths and limitations of IT-assisted communication as a mode of service delivery
4. Demonstrate culturally safe, sensitive and competent social work practice.

This unit complies with the AASW ASWEAS (2020) in particular:

6.3.3 The learning outcomes from the professional practice skills training in accordance with the Graduate Attributes should include core professional competencies but are not limited to:

- advanced oral communication skills and professional documentation
- assessment, engagement and decision-making with individuals and groups
- developing the personal and professional insight and emotional intelligence required for effective use of self as a professional

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
1 - Online Quiz(zes) - 30%		•		•
2 - Practical Assessment - 50%	•	•	•	•
3 - Online discussion forum - 20%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Camera and microphone for attending Zoom tutorials and completing presentation assessment task
- Zoom (both microphone and webcam capability)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 1: Introduction to the unit and the importance of effective communication in social work practice.	Chapter 1 of text	Review resources and assessments on Moodle Undertake survey attitudes and values to counselling

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 2: How to engage in effective helping relationships with clients and consumers, including setting boundaries and managing self-care.	Chapter 3 of text Readings on Moodle	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 3: Practical application of therapeutic approaches in role-play exercises and small group discussions.	Resources on Moodle under Praxis Chapter 3 of text	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 4: Introduction to IT-assisted communication (e.g. telehealth) as a mode of service delivery, including its strengths and limitations.	Chapter 3 of text Readings on Moodle	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 5: Cultural humility in social work practice	Chapter 7 of text Readings on Moodle	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 6: The social work practice context	Readings on Moodle	

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 7: Case studies showcasing the use of different therapeutic approaches in practice.	Chapter 9 of text Readings on Moodle	

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 8: Skills development workshop on active listening and other communication techniques.	Chapter 11 of text	**Telehealth Practice and Reflective Analysis - 25 mins and 2000 words +/- 10% (25% Telehealth Simulation, 25% Reflective Analysis)** Due: Week 8 Friday (3 May 2024) 6:00 pm AEST

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 9: How to engage in effective helping relationships with clients and consumers, including setting boundaries and managing self-care.	Readings on Moodle	

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 10: Review of ethical considerations in social work practice, including confidentiality and dual relationships.	Readings on Moodle	

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 11: Critically evaluating and reflecting on one's own social work practice, including the use of supervision and professional development opportunities.	Chapter 14 of text Readings on Moodle	

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
The social work practitioner identity - activism and professional safety	Readings on Moodle	**Online Discussion Forum: Online Discussion Forum: 'Contemporary Issues in Social Work Practice'** Due: Week 12 Monday (27 May 2024) 11:45 pm AEST

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Weekly Quizzes

Assessment Type
Online Quiz(zes)

Task Description
The weekly quizzes are designed to gauge your consistent engagement with the unit and assess your foundational and analytical knowledge of the weekly topics. Participation will further demonstrate your ability to succinctly and accurately articulate social work concepts and principles.
Overview
From Week 1 through to Week 12, a set of questions based on the material studied during that week will be posted on the Weekly Topic Tile on Moodle. The format of the questions will vary each week and may include multiple choice, true/false, and short answer questions.
A total of 3 marks will be available each week over the 12 teaching weeks, with your best 10 weekly quiz scores contributing to the total assessment score. Therefore, a maximum of 30 marks can be obtained for the overall assessment. Each set of questions will be available from Thursday 10am (AEST) to Sunday 11:59pm (AEST) each week.
Frequency of Quizzes: Weekly (12 total)
Time Limit: None
A total of three marks will be available each week, with the best 10 out of 12 quiz scores contributing to the total score. The maximum mark for this assessment is 30 marks.
Complete each weekly quiz via the SOWK14005 Moodle site.
Note: This assessment task is designed to encourage consistent weekly engagement with the course content, facilitating gradual knowledge building and preparation for practical applications in social work settings.

Number of Quizzes
3

Frequency of Quizzes
Weekly

Assessment Due Date

Continuous Assessment : Questions will be made available every Thursday at 10:00 am (AEST) and must be completed by 11:59 pm (AEST) on the following Sunday. A total of 3 marks will be available each week over the 12 teaching weeks, with your best 10 weekly quiz scores contributing to the total assessment score. Therefore, a maximum of 30 marks can be obtained for the overall assessment. Each set of questions will be available from Thursday 10am (AEST) to Sunday 11:59pm (AEST) each week.

Return Date to Students

Grading will be completed within a one-week period after each set of weekly questions is closed.

Weighting
30%

Assessment Criteria
Weighting: 30%
A total of three marks will be available each week, with the best 10 out of 12 quiz scores contributing to the total score. The maximum mark for this assessment is 30 marks.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Complete each weekly quiz via the SOWK14005 Moodle site.

Learning Outcomes Assessed

- Critically evaluate and reflect on the skills and techniques demonstrated in the practical application of social work practice
- Demonstrate culturally safe, sensitive and competent social work practice.

2 Telehealth Practice and Reflective Analysis - 25 mins and 2000 words +/- 10% (25% Telehealth Simulation, 25% Reflective Analysis)

Assessment Type
Practical Assessment

Task Description
Part 1: Telehealth Simulation Exercise (25%)
You will engage in a simulated telehealth session, demonstrating advanced direct practice skills including client engagement, assessment, intervention planning, and professional communication. This telehealth session aligns with the learning outcomes by fostering an evidence-based helping relationship and showcasing the application of various techniques and skills in a remote context.
Scenario: Receive a detailed case scenario involving a role play client with specific psychosocial needs. You may select one of the three options provided to you, available on Moodle.
Session Requirement: Conduct a 25-minute telehealth session with a peer role playing a client, addressing the provided scenario, demonstrating your ability to establish rapport, conduct an assessment, discuss intervention strategies, and maintain professional communication. Ensure you provide your role player with the Role Player Guidelines Form, which contains all background information and a consent form for signing by you and the role player. This e-form can be found on Moodle.
Submission: Upload your AV recording via Echo360 in the submission area on Moodle to mitigate file size and access issues. Instructions are available here. Alternatively, submit a coversheet with a link to your OneDrive file along with your post-session reflective analysis, ensuring the link is set to 'accessible to anyone with the link'.
Part 2: Post-Session Reflective Analysis (25%)
Critically reflect on the telehealth session, evaluating your practice, identifying learning and growth areas, and integrating theoretical knowledge. This reflective process contributes to the critical evaluation and reflection on the skills and techniques used, as per the learning outcomes.
Content: Your reflective analysis should discuss your approach to client engagement, assessment, intervention, professional communication skills, ethical considerations, and the use of technology.
Depth of Reflection: Move beyond a descriptive account to critically analyse your practice, addressing what went well, what could be improved, and how this learning integrates into future practice.
Length: 2000 words +/- 10%
General Guidelines for both parts:
Originality: Ensure your work is original and properly cites sources where applicable.
Formatting: Adhere to a professional, academic format. Use appropriate headings, subheadings, and maintain clarity and conciseness.
Diagrams/Visual Aids: Use diagrams or visual aids to supplement your analysis, ensuring proper citation.
Submission Format: Submit your telehealth session recording, completed Role Player Guidelines e-form with signatures from you and the role player and reflective analysis document through the designated platform. Acceptable formats are .doc, .docx, for the written part and .pdf for the role player guidelines e-form.
Referencing Style: Adhere to a consistent referencing style, APA 7th edition, throughout your reflective analysis.
Supporting Materials: Access additional resources and support materials on the Moodle site.

Approach both parts of this task with a critical and reflective mindset, integrating theory with practice, and demonstrating your competency in advanced direct practice within a telehealth context.

Assessment Due Date
Week 8 Friday (3 May 2024) 6:00 pm AEST
Submission via Moodle

Return Date to Students
Week 10 Friday (17 May 2024)
Moodle

Weighting
50%

Assessment Criteria
Part 1: Telehealth Simulation Exercise (25% of Total Grade)

Criteria	HD (85-100%) 21-25 marks	D (75-84%) 16-20 marks	C (65-74%) 11-15 marks	P (50-64%) 6-10 marks	F (Below 50%) 0-5 marks

Criteria	HD	D	C	P	F
Client Engagement and Rapport (25 marks)	Exceptional engagement, rapport, and empathy. Multiple techniques utilised in a nuanced and client-centered approach.	Strong engagement skills demonstrated with several techniques applied to establish rapport.	Appropriate development of the therapeutic relationship with rapport established.	Basic engagement and rapport building skills demonstrated.	Poor or no engagement.
Assessment Competency (25 marks)	Comprehensive, insightful assessment.	Thorough assessment with only minor gaps.	Adequate assessment with noticeable gaps.	Basic assessment, significant gaps.	Inadequate assessment or inappropriate assessment of client concerns.
Intervention and Support Planning (25 marks)	Exceptional, well-suited interventions demonstrating theoretical integration.	Effective interventions informed by theory with minor improvements required.	Adequate interventions consistent with a theoretical approach but requiring some improvements.	Basic interventions and support provided requiring several areas of improvement.	Poor or unsuitable interventions or support inadequately provided.
Professional Communication and Documentation (25 marks)	Exceptional communication skills facilitating a nuanced and empathic approach. All documentation accurate.	Very good communication skills demonstrating a positive therapeutic relationship with only minor areas for improvement. Documentation accurate.	Good communication skills supporting the relationship, with minor errors or areas for improvement. Documentation accurate.	Basic professional communication skills demonstrated with active listening skills appropriately applied. Documentation adequate.	Poor or ineffective professional communication or the absence of active listening skills / errors or inadequate documentation.

Part 2: Post-Session Reflective Analysis (50% of Total Grade)

Criteria	HD (85-100%)17-20 marks	D (75-84%)13-16 marks	C (65-74%) 9-12 marks	P (50-64%) 5-8 marks	F (Below 50%) 0-4 marks
Depth of Reflection (20 marks)	Highly insightful critical reflection with deep self-awareness and congruence with social work values.	Significant reflective account highlighting self-awareness and congruence with social work values with only minor gaps.	Good reflection with noticeable gaps.	Basic reflection, significant gaps.	Superficial or no clear reflective process demonstrated.
Analysis of Practice (20 marks)	Exceptional analysis of the engagement, assessment, intervention, and advanced communication process including insightful considerations of the use of technology.	Very good analysis of the engagement, assessment, intervention, and advanced communication process including considerations of the use of technology.	Appropriate analysis of the engagement, assessment, intervention, and advanced communication process including considerations of the use of technology with minor areas for improvement.	Basic discussion of the engagement, assessment, intervention, and advanced communication process and consideration of the impact and use of technology has in the therapeutic relationship.	Absence of discussion on the engagement, assessment, intervention, and overall communication process or inaccurate accounts of practice. Inadequate or poor consideration of the impact and use of technology has in the therapeutic relationship.

Ethical Considerations and Professionalism (20 marks)	Exceptional understanding and application of ethics.	Strong ethical considerations, minor gaps.	Adequate handling of ethical issues.	Basic understanding of ethics.	Poor or inappropriate ethical considerations.
Learning and Growth Identification (20 marks)	Exceptional identification of learning and growth.	Strong identification of learning with minor gaps.	Satisfactory identification of learning and development needs.	Learning needs are identified with some growth discussed.	Poor or no identification of learning needs.
Writing Quality and Integration of Theory and Literature (20 marks)	Superior writing, well-integrated theory and literature. Scholarly conventions accurately applied.	Very good writing, well-integrated theory and literature. Scholarly conventions accurately applied.	Adequate writing, with integrated theory and literature. Scholarly conventions mostly accurate.	Basic writing with appropriately identified theory and literature. Scholarly conventions applied with some errors.	Poor writing or the absence of theoretical integration or inaccurate integration of theory to the analysis. Scholarly conventions not applied or absent.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed

- Demonstrate an evidence-based effective helping relationship with a diverse range of clients and consumers applying appropriate techniques and skills for practice
- Critically evaluate and reflect on the skills and techniques demonstrated in the practical application of social work practice
- Communicate the strengths and limitations of IT-assisted communication as a mode of service delivery
- Demonstrate culturally safe, sensitive and competent social work practice.

3 Online Discussion Forum: Online Discussion Forum: 'Contemporary Issues in Social Work Practice'

Assessment Type
Online discussion forum

Task Description
Length: Initial Post: 500 words; Engagement with Peers' Posts: Ongoing
Aim:
The aim of this assessment is to engage you in critical reflection and discussion about contemporary issues affecting social work practice. By selecting one of the provided articles, you will explore in-depth the impact of the pandemic on service delivery, the challenges of neoliberal policies, or the ethical considerations surrounding mental health apps. This task aims to foster a rich, interactive discussion around ethics, therapeutic approaches, and self-care in social work.
Instructions:
Initial Post (500 words):
Choose one of the following articles:
The pandemic transformed how social work was delivered – and these changes could be here to stay
In defence of social service that puts the needs of people first
Not all mental health apps are helpful – experts explain the risks and how to choose one wisely
Develop a comprehensive post responding to the selected article. Your post should critically analyse the article's content, addressing the specific prompt question associated with the article's topic (provided below).
Support your post with relevant literature, adhering to APA referencing style.
Engagement with Peers' Posts (Ongoing):
After making your initial post, engage with the posts of your peers. Contribute to the discussion by providing constructive feedback, additional insights, or thought-provoking questions that deepen the collective understanding of the chosen contemporary issue. There is no limit to the engagement with others posts however, you are graded on the quality of your engagement and as such, should make at least one response post to a peer.
Note: You will not be able to view other posts until you have made your initial post. This is to ensure the authenticity of your contribution.

Prompt Questions:

Based on the article you selected, address the associated prompt question:

For Article 1: Discuss the multifaceted impact of the shift to online social work practice during the pandemic and its continuation post pandemic. Analyse the challenges, adaptations, and implications for the future of social work.

For Article 2: Critically evaluate the impact of neoliberal policies on social work direct practice. Reflect on theoretical shifts, the therapeutic relationship, and strategies for navigating these changes.

For Article 3: Analyse the ethical considerations, efficacy, and therapeutic implications of mental health apps within social work practice. Discuss the role of social workers in navigating these digital tools.

Requirements:

Participate in the online discussion forum by posting your initial analysis and subsequently engaging with the posts of your peers.

Ensure your initial post is approximately 500 words.

Your contributions should be clear, well-structured, and professionally articulated.

Adhere to APA referencing style for any sources cited in your posts.

Generative AI

Generative artificial intelligence (Gen-AI) includes a range of computer programs that use data sets and computer-generated information to create new content.   For this assessment you may use Gen-AI to help you to understand the question, explain research concepts and check references are in the correct format. If you use Gen-AI, you should include a statement that declares that you have used Gen-AI and how you have used Gen-AI. You should not use Gen-AI in the creation or critical analysis of the content or to write or rewrite any part of your assessment. You should be aware that Gen-AI output can be incorrect and can include fictitious references and sources.

Assessment Due Date

Week 12 Monday (27 May 2024) 11:45 pm AEST
2 Posts in forum and copy of posts uploaded to Moodle

Return Date to Students

Moodle

Weighting

20%

Assessment Criteria

SOWK14005 Assessment 3 Online Discussion Post

Criteria	HD (85-100%)	D (75-84%)	C (65-74%)	P (50-64%)	F (Below 50%)
Quality of Initial Post (70 marks)	Exceptional depth and relevance of critical analysis. Comprehensive understanding of the contemporary issue and its impact on social work with diverse citations or novel contributions made to the topic. 59.5 - 70	Strong critical analysis with minor areas for improvement. Thorough understanding of the issue and its impact. Appropriate referencing. 52.5 – 59.4	Adequate critical analysis with noticeable gaps. Satisfactory understanding of the issue and its impact. Minor issues with referencing only. 45.5 – 52.4	Basic critical analysis but lacks depth or relevance. Basic understanding of the issue and its impact. Basic referencing with some errors. 35 – 45.4	Poor or inadequate critical analysis. Lack of understanding of the contemporary issue and its impact. Significant referencing errors or omissions. 0-34.9
Quality of Engagement with Peers' Posts (20 marks)	Outstanding constructiveness, relevance, and depth in engagement with peers' posts. 17 - 20	Very good engagement with minor areas for improvement. 15 – 16.9	Good engagement with some gaps or lack of depth. 13 – 14.9	Basic engagement lacks depth or relevance in responses. 10 – 12.9	Poor responses to posts or no engagement with peers' posts. 0 – 9.9
Clarity and Professionalism of Communication (10 marks)	Outstanding clarity, coherence, and professionalism in the presentation of posts. 8.5 - 10	Very good clarity and professionalism with only minor areas for improvement. 7.5 – 8.4	Good clarity and professionalism with some areas requiring improvement. 6.5 – 7.4	Basic clarity and professionalism, lacks coherence in some areas. 5 – 6.4	Poor clarity, coherence, and lack of professionalism in posts. 0 – 4.9

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission

Online

Learning Outcomes Assessed

- Demonstrate an evidence-based effective helping relationship with a diverse range of clients and consumers

applying appropriate techniques and skills for practice
- Critically evaluate and reflect on the skills and techniques demonstrated in the practical application of social work practice
- Communicate the strengths and limitations of IT-assisted communication as a mode of service delivery
- Demonstrate culturally safe, sensitive and competent social work 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