SOWK14010 *Integrating Theory and Practice 2*
Term 2 - 2020

Profile information current as at 05/05/2024 02:22 pm

All details in this unit profile for SOWK14010 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

The final theory unit in the Bachelor of Social Work (Honours) course provides students with advanced knowledge of social work theory and its relevance to social work practice. This unit requires students to build upon social research methods learning and practice knowledge gained from Field Education 1 (SOWK13009) and Integrating Theory and Practice 1 (SOWK13010) to apply research knowledge and skills to address the needs and aspirations of individuals, groups and communities to achieve socially just outcomes. Students will demonstrate graduate ability to apply research knowledge and skills and use research to inform practice and to develop, execute and disseminate research informed by practice. This unit is a co-requisite to SOWK14009 and is only available at the time the student undertakes field education unless prior approval has been granted by the School.

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

Prerequisites: SOWK13009, SOWK13010, SOWK14005, SOWK14006 Corequisite: SOWK14009 Fieldwork Education 2 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. **On-campus Activity**
Weighting: Pass/Fail
2. **Presentation and Written Assessment**
Weighting: 40%
3. **Written Assessment**
Weighting: 60%

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 evaluation and feedback provided verbally.

Feedback

Students appreciated the learning experience at residential school. Students appreciated and valued regular Zoom sessions and would like more of these in order to discuss the learning and final assessment.

Recommendation

Provide fortnightly Zoom sessions (after hours) to support students learning through the course. Ensure residential schools continue to provide and engaging learning experience.

Unit Learning Outcomes

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

1. Evaluate your performance from feedback drawn from your involvement in professional learning contexts
2. Construct and critically evaluate a Professional Practice Framework (PPF) and demonstrate how that PPF is informed by social work theory, ethics and AASW practice standards
3. Demonstrate knowledge and proficiency utilising frameworks of critical analysis and reflective practice
4. Apply research knowledge and skills to undertake research informed practice congruent with social work values and ethics
5. Explore complex and sensitive social issues and problems to achieve socially just outcomes
6. Present a clear and coherent exposition of knowledge and ideas to a variety of audiences in both oral and written form.

The learning outcomes in this unit are linked to the AASW social work graduate attributes outlined in the Australian Social Work Education and Accreditation Standards (2015).

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | Introductory Level | Intermediate Level | Graduate Level | Professional Level | Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Presentation and Written Assessment - 40%	●	●	●	●		●
2 - Written Assessment - 60%		●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	○	○	○	○	○	○

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - Presentation and Written Assessment - 40%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 60%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks
SOWK14010

Supplementary

Essential research methods for social work
4th edition (2016)
Authors: Rubin, A. & Babbie, E.
Cengage Learning
Boston MA , USA
ISBN: 9781305101685
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)
- Microphone and camera for use with Zoom

Referencing Style

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

Teaching Contacts

Trudie Irle Unit Coordinator
t.irle@cqu.edu.au
Shirley Ledger Unit Coordinator
s.ledger@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Overview of SOWK14010 Core Concepts for Social Work Practice	Library Reading List Lecture via Zoom	Zoom Session - TBC via Moodle

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Common Factors for Therapeutic Alliance Session Rating Scales	Library List	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

Evidence Based Practice - Process Formulating the Question	Library Reading List	Zoom Session TBC via Moodle

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Topic Sheet Submitted Via Moodle
Evidence Based Practice Research Informed Practice - Searching Skills	Library Reading List	**Zoom Lecture Attendance - EBP Submission of Topic sheet** Due: Week 4 Friday (7 Aug 2020) 11:45 pm AEST

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evidence Based Practice The Client		Zoom session TBC via Moodle

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Meta-Analysis and Systematic Reviews		Zoom Session TBC via Moodle

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Collaborative Discussions with Clients	Library List	**PPT and commentary notes- Common factors for therapeutic alliance** Due: Week 7 Friday (4 Sept 2020) 6:00 pm AEST

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Collaborative Planning - Skills and Needs		Zoom Session TBC Moodle

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Intervention Plans - EBP		

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evidence Based Practice - Critical Thinking	Library List Moodle	Zoom Consults - TBC Via Moodle

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evidence Based Practice - Analysis	Independent Research	

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evidence Based Practice	Independent Research	

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Evidence Based Practice – Clinical Social Work Due: Review/Exam Week Monday (12 Oct 2020) 5:00 pm AEST

Exam Week - 19 Oct 2020

Term Specific Information

The compulsory residential school for this course is cancelled. You will be required to participate in at least (1) Zoom lecture and all other lectures will be recorded and available on the Moodle site.

Assessment Tasks

1 Zoom Lecture Attendance - EBP Submission of Topic sheet

Assessment Type
On-campus Activity

Task Description
Students would normally participate in a compulsory residential school prior to the commencement of placement. This year, due to COVID and travel restrictions, students are required to participate in at least (1) Zoom class on evidence-based practice. Dates and times will be made available on the Moodle course page.
Product
Students are required to submit a completed Topic Sheet to the submission area that outlines their chosen topic, research question and background statement.
No Word Limit

Assessment Due Date
Week 4 Friday (7 Aug 2020) 11:45 pm AEST

Return Date to Students
Week 6 Friday (28 Aug 2020)

Weighting
Pass/Fail

Assessment Criteria

Marking Criteria	Pass	Fail
Participate in Zoom Lecture (min 1) on Evidence Based Practice Completion of the 'Topic Sheet'	Student is present for the full duration of the Zoom session Submission of a completed Topic Sheet to Moodle	Student is absent from the Zoom session Topic Sheet is not completed or submitted to Moodle

Referencing Style

- Harvard (author-date)

Submission
Offline

Learning Outcomes Assessed

- Evaluate your performance from feedback drawn from your involvement in professional learning contexts.
- Construct and critically evaluate a Professional Practice Framework (PPF) and demonstrate how that PPF is informed by social work theory, ethics and AASW practice standards.
- Present a clear and coherent exposition of knowledge and ideas to a variety of audiences in both oral and written form.

Graduate Attributes

- Communication
- Team Work

2 PPT and commentary notes- Common factors for therapeutic alliance

Assessment Type
Presentation and Written Assessment

Task Description
Focus Statement
Evidence based practice with a social work lens facilitates the research practitioner identity. The social work professional identity is supported when research evidence is used to help answer practice questions. Applying evidence based practice to social work contexts can enhance the quality of decisions made about service provision, assists in the critical appraisal of client presentations and provides a framework for lifelong learning as a practitioner.

Product
In addition to applying the best available evidence for treatment or intervention approaches, other factors must be considered and incorporated into practice. Common factors are conditions and processes utilising strategies and skills that positively influence practice outcomes across a range of practice theories.

There is general consensus that the therapeutic relationship is one of these common factors that positively influence practice outcomes across practice theories.

You are to select two (2) characteristics from the following list and produce a PowerPoint presentation for your organisation describing and critically evaluating their application to social work practice within your organisational context. Your presentation should include an overview of the research related to the common factors research for an effective therapeutic relationship.

* Accurate empathy
* Warmth
* Positive regard
* Cultivating hope
* Adapting treatment to the client's stage of change
* Cultural sensitivity and safe practice

You are not required to deliver the presentation however; you are required to submit the presentation and commentary notes as if you were to deliver the presentation. Your PowerPoint and accompanying commentary should describe the core elements comprising the chosen common factors, referring to relevant studies and literature to support your statements. Your commentary should identify the skills and techniques required to implement and maximise the therapeutic relationship. You should discuss the variables, for example working with involuntary clients, individuals from culturally and linguistically diverse backgrounds, age, gender; that would need to be considered when developing a therapeutic relationship. Your PowerPoint and commentary notes should also address how you would measure or evaluate the client's perception of how effective the therapeutic relationship is, referring to a specific tool or clinical approach.

Word Count
1500 words Commentary Notes (adhering to scholarly conventions)
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference list and appendices. It includes in-text references and direct quotations.
10 PPT slides max including a reference slide

Assessment Due Date
Week 7 Friday (4 Sept 2020) 6:00 pm AEST
Submit via moodle

Return Date to Students
Week 9 Friday (18 Sept 2020)
Submissions will be returned to students within 2-3 weeks of submission

Weighting
40%

Assessment Criteria

Assessment Criteria	HD 85 - 100%	D 75 - 84%	C 65 - 74%	P 50 - 64%	F 0 - 49%
Demonstrates understanding of the selected characteristics and their influence on the development of a positive therapeutic relationship (20%)	Characteristics and techniques are presented and considered in a surprising and novel way with advanced critical thinking demonstrated	Characteristics and techniques are presented and synthesised demonstrating a high level of knowledge and critique	Characteristics and techniques are presented clearly and coherently	Core characteristics and techniques are identified and discussed.	The submission fails to identify correctly or insufficiently identifies characteristics and techniques required to develop a positive therapeutic relationship
Demonstrates ability to apply research and literature to inform social work practice (20%)	Advanced level of integration demonstrated with practice processes synthesised and critically analysed	Highly developed integration with relevant practice processes described and evaluated	Well developed integration with relevant practice processes presented in a clear and coherent manner	Practice processes are connected to theories, skills, values and methods and appropriate examples are provided	The therapeutic relationship is incorrectly described or inadequately discussed with limited connections made to relevant social work literature or knowledge
Demonstrates understanding of the skills required to maximise the therapeutic relationship (20%)	Advanced integration of contextually responsive skills implementation with surprising or novel adjustments synthesised.	Highly developed integration and application of relevant skills for practice with demonstrated critical evaluation of its application	Well developed integration and consideration of required skills to maximise the therapeutic relationship	A range of skills are applied to the establishment and maintenance of the therapeutic relationship	The therapeutic relationship is disconnected to practice or skills are incorrectly or inadequately identified to enhance the relationship

Criteria					
Demonstrates consideration of relevant variables for consideration when developing the therapeutic relationship (20%)	Advanced insight or surprising and novel consideration of variables for practitioner consideration are identified	Highly developed consideration of relevant variables is demonstrated	Well developed consideration of relevant variables is demonstrated	Variables related to client needs and context are identified and considered for developing the therapeutic relationship	The clients needs and context for practice are not considered accurately or insufficiently considered
Demonstrates understanding of ethically and professionally sound evaluation approaches of the therapeutic relationship (10%)	The evaluation approaches are holistic and demonstrate an advanced integrative response	The evaluation approaches consider the client and practitioner in context and are consistent with good practice	The evaluation approaches identify required feedback variables and are consistent with good practice	The evaluation approach is based in research and relevant social work knowledge	The evaluation approach is absent or incorrectly or insufficiently discussed
Demonstrates clarity of expression and adherence to scholarly conventions and word count (10%)	The submission demonstrates an advanced skill level with a theory informed social work framework adhering to all scholarly conventions	The submission demonstrates a high skill level with a theory informed social work framework adhering to scholarly conventions.	The submission demonstrates inclusion of research and literature informing the social work practice framework adhering to scholarly conventions with only minor errors or omissions	The submission demonstrates some integration of relevant literature to present the social work practice framework and is adequately written adhering to scholarly conventions with minor errors or omissions	The submission is poorly written or does not include adequate research or literature or there are issues of academic literacy that impact on the readability or accuracy of statements made.

Referencing Style

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

Submission
Online

Submission Instructions
Submit via Moodle

Learning Outcomes Assessed

- Demonstrate knowledge and proficiency utilising frameworks of critical analysis and reflective practice
- Apply research knowledge and skills to undertake research congruent with social work values and ethics
- Present a clear and coherent exposition of knowledge and ideas to a variety of audiences in both oral and written form.

Graduate Attributes

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

3 Evidence Based Practice – Clinical Social Work

Assessment Type
Written Assessment

Task Description

Focus Statement

Evidence based practice (EBP) has become an important influence on clinical social work practice. EBP is a process of locating and evaluating prior relevant research and is considered a collaborative, individualised intervention planning process between practitioner and the client. Research is an important part of social work practice and EBP balances the science and art of social work effectively.

Your role

You are a student in your 4th year social work field education placement at agency/service X. You have identified a client or practice issue that requires treatment or an intervention plan. You are to utilise an EBP process to present your social work intervention / treatment plan. If you are not in your 4th year field education placement, you are to recall a client from your previous placement

for the purposes of this task. The plan will include:

(a) assessment of the client's concerns, strengths, and support systems;

(b) Discussion and analysis drawn from the best relevant research results;

(c) Reference to the values and preferences / particular needs of the client; and

(d) Discussion related to your level of clinical expertise and adjustments made with regards to supervision or professional development needs.

Product

You are to prepare a written essay outlining the evidence-based practice intervention response related to your selected practice issue or client presentation. Your essay will clearly outline each of the steps involved in this process and make a recommendation for intervention. The essay should be written with the practice question as the title and headings are acceptable.

You will need to formulate an answerable question that will form the basis of your review for evidence-based practice. Your question must be sufficient to support a search of existing research literature. Your question may be related to clinical social work practice or community practice. Your essay must include discussion related to the following six steps of EBP:

Step 1: Assessment of client needs or presenting issues. The assessment informs an answerable practice question and case information needs

Step 2: The location of relevant research knowledge related to the practice question

Step 3: Critical appraisal of the quality and relevance or applicability of this knowledge to the specific client's needs and situation

Step 4: Identification of how and what would be discussed with the client to collaboratively determine how the research results fit with the client's values and goals. Outline how you would ensure the client's culture, values, and personal preferences could be incorporated to the treatment options.

Step 5: Synthesis and discussion of the client's needs and circumstances with the relevant research results and overall plan of intervention described.

Step 6: Discussion about how you would evaluate the practice intervention agreed to.

Your paper should adhere to scholarly conventions and should draw from relevant social work literature, practice standards and ethical considerations.

Weighting

60%

Due Date

Review /Exam Week Monday 12/10/2020

Word Limit

3000 words excluding references, tables, diagrams and appendices. A 10% under or over allowance is acceptable within this word limit.

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference list and appendices. It

includes in-text references and direct quotations.

Assessment Due Date
Review/Exam Week Monday (12 Oct 2020) 5:00 pm AEST

Return Date to Students
Exam Week Friday (23 Oct 2020)
Submissions will be returned to students within 2 - 3 weeks of submission

Weighting
60%

Assessment Criteria

Criteria	HD (85 - 100%)	D (75 - 84%)	C (65 - 74%)	P (50 - 64%)	F (0 - 49%)
Demonstrates application of an evidence-based practice process, adhering to all relevant steps (20%)	Paper consistently demonstrates application of critical analysis within an evidence based practice process at each step and is well integrated.	Very good application and analysis within an evidence-based practice process at each step and is well integrated.	Good application and evaluation within an evidence-based practice process at each step with appropriate integration	Each step of the evidence-based practice process is sufficiently discussed and aligned to the answerable question	There is inadequate adherence to the practice process for evidence-based practice or there is insufficient consideration of research steps
Demonstrates critical analysis of best available research including making recommendations for intervention (20%)	Highly developed critical analysis of best available research with intervention recommendations of an advanced practice level	Able to critically appraise the best available research making highly developed recommendations for intervention	Clear evidence and application of relevant best available research. Uses indicative texts identified.	Relevant best available research is incorporated to inform practice interventions	Literature and research evidence is either not consulted or irrelevant to practice question
Demonstrates integration of theory and social work knowledge to discuss a practice issue or problem and associated intervention plan (20%)	Uses the analysis and evaluation of social work knowledge and standards to formulate assessments and intervention recommendations or knowledge for practice.	Evidence of the ability to discuss practice issues and formulate strategies for intervention from the analysis of literature and research.	Strategies for social work intervention are clearly influenced by the research and relevant standards for practice	Identification of the practice theories, standards, ethics, values and appropriate social work knowledge integrated to an associated intervention plan.	Wholly theoretical, or wholly practice, or theory, and practice disconnected from social work values and standards. The intervention plan is incomplete or inaccurately presented.
Individualises and contextualises the intervention plan (10%)	Practice and processes are context responsive and individualized at a very high level	Practice and processes are context responsive and individualized at a high level	Well developed practice and processes, individualized with primary presenting needs and contextualization	Primary presenting individual needs are incorporated to the intervention plan consistent with the practice context	Client needs are omitted or not considered and incorporated to the intervention plan or context is incorrectly or inadequately responded to
Evaluation and critical analysis informed by extensive social work literature (20%)	Very high level evaluation and critical analysis informed by extensive social work literature	Highly developed evaluation and critical analysis informed by extensive social work literature.	Well developed evaluation and critical analysis informed by extensive social work literature	Basic evaluation or depth of critical analysis informed by extensive social work literature	Poor or limited use of social work literature or analysis and evaluation is limited or incorrectly applied
Clarity of expression/read ability and referencing (10%)	Highly developed thoughts and ideas clearly expressed drawing from a wide range of literature. Grammar and spelling accurate. Fluent academic written style and referencing.	Thoughts and ideas clearly expressed. Grammar and spelling accurate and language and referencing accurate and fluent.	Language mainly fluent. Grammar and spelling mainly accurate. Referencing is generally accurate.	Meaning apparent, but language not always fluent; grammar and spelling contain errors and referencing contains some errors.	Purpose and meaning of written work unclear and /or language, grammar and spelling and referencing contain significant errors.

Referencing Style

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

Submission
Online

Submission Instructions
Moodle Upload

Learning Outcomes Assessed

- Construct and critically evaluate a Professional Practice Framework (PPF) and demonstrate how that PPF is informed by social work theory, ethics and AASW practice standards.
- Demonstrate knowledge and proficiency utilising frameworks of critical analysis and reflective practice
- Apply research knowledge and skills to undertake research congruent with social work values and ethics
- Explore complex and sensitive social issues and problems to achieve socially just outcomes
- Present a clear and coherent exposition of knowledge and ideas to a variety of audiences in both oral and written form.

Graduate Attributes

- Communication

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

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem