



CHIR13012 *Research Literacy for Health Professionals*

Term 2 - 2021

Profile information current as at 19/04/2024 12:13 pm

All details in this unit profile for CHIR13012 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 has been developed for you to begin your journey in the expansive field of research. This unit will introduce you to some fundamental principles of research practice and allow for a greater appreciation of research methodology, critical appraisal and basic statistical analysis. This unit will utilise the principle that 'reading research' should be the first goal of any research course. You will be given research articles to read in preparation for all weekly lectures and offered the opportunity to undertake formative assessment utilising the lecture material and the pre-lecture readings. You will also learn how to utilise various critical appraisal techniques to allow you to confidently use research findings to help you make evidence-based clinical decisions. By the end of this unit, you will be equipped to not only embark on more rigorous research related units and be prepared to undertake the foundations of an Honours or Masters level research project but also be able to understand how research can be used to make evidence-informed clinical decisions.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite: Completion of 96 credit points

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 - 2021

- 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. **Portfolio**

Weighting: 50%

2. **Online Test**

Weighting: 30%

3. **Online Quiz(zes)**

Weighting: 20%

4. **Online discussion forum**

Weighting: Pass/Fail

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have Your Say survey

Feedback

The reflective portfolio was perceived as excessive with too many tasks to complete over the term.

Recommendation

It is recommended the UC will, in consultation with discipline staff, review the number of tasks associated with this assessment.

Feedback from Have Your Say survey

Feedback

Students felt the requirements for the portfolio tasks were unclear and confusing.

Recommendation

It is recommended the UC will, in consultation with discipline staff, review the material used to explain the portfolio assessments including any marking rubric thereby addressing the issue of assessment requirement clarity.

Feedback from Have Your Say survey

Feedback

Students felt that not having the tutorial recordings made it difficult to understand the material.

Recommendation

It is recommended the UC will release the recorded Zoom sessions in Microsoft Teams some weeks after the tutorials have been run so as to promote continued attendance while still offering the opportunity for their use as a resource for exam preparation.

Feedback from Have Your Say survey

Feedback

Students felt that having tutorials run through Zoom was preferable to in person lectures.

Recommendation

It is recommended the UC will continue to engage with students using the Zoom video conferencing platform.

Unit Learning Outcomes

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

1. Critique the advantages and disadvantages of various research designs used in primary and secondary research
2. Evaluate research using standardised and non-standardised critical appraisal methods
3. Analyse basic research data and provide appropriate summaries for further evaluation
4. Compose a research question in order to develop a collaborative proposal to investigate a selected field of enquiry
5. Discuss the strengths and weaknesses of published research within a contextualised and patient-centred framework.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|----------------------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Portfolio - 50% | • | • | | • | • |
| 2 - Online Test - 30% | | • | • | | • |
| 3 - Online Quiz(zes) - 20% | | | • | • | |
| 4 - Online discussion forum - 0% | • | | | | |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | |
|---|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Communication | • | • | • | • | • |
| 2 - Problem Solving | | • | • | • | • |
| 3 - Critical Thinking | • | • | • | • | • |
| 4 - Information Literacy | | • | • | | • |
| 5 - Team Work | | | | | |
| 6 - Information Technology Competence | | | • | • | |
| 7 - Cross Cultural Competence | • | | | • | • |
| 8 - Ethical practice | • | | | • | • |
| 9 - Social Innovation | • | • | | | • |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|----------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Portfolio - 50% | • | • | • | • | | • | • | • | • | |
| 2 - Online Test - 30% | • | • | • | • | | • | • | • | • | |
| 3 - Online Quiz(zes) - 20% | • | • | • | | | • | • | • | • | |
| 4 - Online discussion forum - 0% | • | • | • | • | | • | • | • | | |

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)
- SPSS 20.0 or greater will be required for data analysis
- Excel 2016 (onwards) with Data Analysis Toolpak
- Computer - ability to access study materials, access Zoom application for meetings and view instructional videos.

Referencing Style

All submissions for this unit must use the referencing style: [Vancouver](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Andrew Vitiello Unit Coordinator
a.vitiello@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|--|
| 1. PICO- Step 1 in research question development 2. Critical Appraisal Topics and Risk of Bias Tools | Read all week 1 journal articles on Moodle | 1. Complete all chosen portfolio activities 2. Attend the scheduled Zoom/MS Teams tutorial 3. Upload/present your answers to the weekly 'Lets Recap' in-lecture questions during the zoom/MSTeams tutorial 4. Complete the weekly Moodle quizzes by Wednesday 17:00 of week 1 |

Week 2 - 19 Jul 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|--|
| 1. Language in research 2. Candour & Intellectual integrity | Read all week 2 journal articles on Moodle | 1. Complete all chosen portfolio activities 2. Attend the scheduled Zoom/MS Teams tutorial 3. Upload/present your answers to the weekly 'Lets Recap' in-lecture questions during the zoom/MSTeams tutorial 4. Complete the weekly Moodle quizzes by Wednesday 17:00 of week 2 |

Week 3 - 26 Jul 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|--|
| 1. Randomisation in Randomised Controlled Trials 2. Blinding in Randomised Controlled Trials | Read all week 3 journal articles on Moodle | 1. Complete all chosen portfolio activities 2. Attend the scheduled Zoom/MS Teams tutorial 3. Upload/present your answers to the weekly 'Lets Recap' in-lecture questions during the zoom/MSTeams tutorial 4. Complete the weekly Moodle quizzes by Wednesday 17:00 of week 3 |

Week 4 - 02 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|--|
| 1. Sensitivity & Specificity 1 2. Sensitivity & Specificity 2 | Read all week 4 journal articles on Moodle | 1. Complete all chosen portfolio activities 2. Attend the scheduled Zoom/MS Teams tutorial 3. Upload/present your answers to the weekly 'Lets Recap' in-lecture questions during the zoom/MSTeams tutorial 4. Complete the weekly Moodle quizzes by Wednesday 17:00 of week 4 |

Week 5 - 09 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| 1. Systematic Reviews 2. Meta Analyses | Read all week 5 journal articles on Moodle | 1. Complete all chosen5 portfolio activities 2. Attend the scheduled Zoom/MS Teams tutorial 3. Upload/present your answers to the weekly 'Lets Recap' in-lecture questions during the zoom/MSTeams tutorial 4. Complete the weekly Moodle quizzes by Wednesday 17:00 of week 5 |

Mid term break - 16 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------|----------------------------|------------------------------|
| No topics are scheduled | No reading to be completed | No events are planned |

Week 6 - 23 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|--|
| 1. Professional/Clinical Guidelines 1 2. Professional/Clinical Guidelines 2 | Read all week 6 journal articles on Moodle | 1. Complete all chosen portfolio activities 2. Attend the scheduled Zoom/MS Teams tutorial 3. Upload/present your answers to the weekly 'Lets Recap' in-lecture questions during the zoom/MSTeams tutorial 4. Complete the weekly Moodle quizzes by Wednesday 17:00 of week 6 |

Week 7 - 30 Aug 2021

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

| | | |
|-----------------------------|--|--|
| 1. Pragmatic Trials/Studies | Read all week 7 journal articles on Moodle | <ol style="list-style-type: none"> 1. Complete all chosen portfolio activities 2. Attend the scheduled Zoom/MS Teams tutorial 3. Upload/present your answers to the weekly 'Lets Recap' in-lecture questions during the zoom/MSTeams tutorial 4. Complete the weekly Moodle quizzes by Wednesday 17:00 of week 7 |
|-----------------------------|--|--|

Week 8 - 06 Sep 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|--|
| <ol style="list-style-type: none"> 1. Basic Data Analysis 1 2. Basic Data Analysis 2 | Read all week 8 journal articles on Moodle | <ol style="list-style-type: none"> 1. Complete all chosen portfolio activities 2. Attend the scheduled Zoom/MS Teams tutorial 3. Upload/present your answers to the weekly 'Lets Recap' in-lecture questions during the zoom/MSTeams tutorial 4. Complete the weekly Moodle quizzes by Wednesday 17:00 of week 8 |

Week 9 - 13 Sep 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|--|
| <ol style="list-style-type: none"> 1. Randomised Controlled Trials 1 2. Randomised Controlled Trials 2 | Read all week 9 journal articles on Moodle | <ol style="list-style-type: none"> 1. Complete all chosen portfolio activities 2. Attend the scheduled Zoom/MS Teams tutorial 3. Upload/present your answers to the weekly 'Lets Recap' in-lecture questions during the zoom/MSTeams tutorial 4. Complete the weekly Moodle quizzes by Wednesday 17:00 of week 9 |

Week 10 - 20 Sep 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| <ol style="list-style-type: none"> 1. Treatment Effects 2. $p < 0.05$ vs 95% CI | Read all week 10 journal articles on Moodle | <ol style="list-style-type: none"> 1. Complete all chosen portfolio activities 2. Attend the scheduled Zoom/MS Teams tutorial 3. Upload/present your answers to the weekly 'Lets Recap' in-lecture questions during the zoom/MSTeams tutorial 4. Complete the weekly Moodle quizzes by Wednesday 17:00 of week 10 |

Week 11 - 27 Sep 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|-----------------------------|--|
| Review Week | No readings to be completed | Attend the final scheduled Zoom/MS Teams tutorial for the term |

Week 12 - 04 Oct 2021

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

Assessment 1 (portfolio) due **Friday of week 12 at 17:00 AEST**

Assessments 1 due this week

No reading to be completed

Clinical Portfolio Due: Week 12
Friday (8 Oct 2021) 5:00 pm AEST

Review/Exam Week - 11 Oct 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------|---------|--|
| End of Term test | | To be completed on a time and date confirmed on your timetable. End of Term Test Due: Review/Exam Week Friday (15 Oct 2021) 5:00 pm AEST |

Exam Week - 18 Oct 2021

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

Assessment Tasks

1 Clinical Portfolio

Assessment Type

Portfolio

Task Description

Reflective portfolios are being implemented by the Australian chiropractic regulator (CBA) as a way to enhance an individual registrant's continued professional development. This approach allows the healthcare professional to reflect on patient-centred approaches to unique clinical problems resulting in real and tangible solutions that positively influence shared healthcare decisions. As clinical reflections are a skill requiring diligent practice; this assessment will introduce you to this activity in a structured way that will enhance your problem-solving abilities when tackling simulated clinical scenarios.

In this assessment, clinical scenarios will be provided throughout the term that will support your learning and understanding of the week's lecture material. These scenarios are to be reflected upon using the prescribed **Reflective Melt** framework and uploaded onto your Weebly e-portfolio page. Each clinical reflection will be a maximum of 750-words in length and be added to your CHIR13012 Weebly e-portfolio page as you progress throughout the term. You should thereby be able to adequately demonstrate a longitudinal learning journey throughout the term where each week builds upon the next. To complete this section you must select any **two** of the supplied clinical scenarios from weeks 1-11. These scenarios can be found in the **CHIR13012 Unit Outline** document located on the Moodle page. Each reflection will be presented in such a way that it clearly addresses each of the Reflective Melt steps.

Assessment Due Date

Week 12 Friday (8 Oct 2021) 5:00 pm AEST

The portfolio will be submitted via the Moodle assessment link by entering your unique Weebly URL and a completed marking rubric with your full student details

Return Date to Students

Written and/or audio feedback will be provided on the marking rubric and available via the Moodle gradebook two weeks after the Week 12 assessment due date

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

During the course of the portfolio the student will examine and reflect on the following key learning themes;

1. Critique the advantages and disadvantages of various research designs used in primary and secondary research
2. Compose a research question in order to develop a collaborative proposal to investigate a selected field of enquiry
3. Discuss the strengths and weaknesses of published research within a contextualized and patient-centred

framework

This assessment will test your ability to coherently reflect on a number of clinical scenarios using a single structured framework. You will be assessed according to the following four key domains;

1. Grammar and language
2. Critical self-reflection and logic
3. Referencing
4. General composition and overall presentation

Referencing Style

- [Vancouver](#)

Submission

Online

Submission Instructions

Submission via the Moodle site

Learning Outcomes Assessed

- Critique the advantages and disadvantages of various research designs used in primary and secondary research
- Evaluate research using standardised and non-standardised critical appraisal methods
- Compose a research question in order to develop a collaborative proposal to investigate a selected field of enquiry
- Discuss the strengths and weaknesses of published research within a contextualised and patient-centred framework.

Graduate Attributes

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

2 End of Term Test

Assessment Type

Online Test

Task Description

A working knowledge of key concepts discussed throughout the term will be assessed in the form of a timed, on-campus Moodle quiz. This quiz will test your ability to recall and integrate fundamental research concepts, perform basic calculations utilising various question formats and critique research findings. The assessment will be delivered on campus within the computer labs at each of the CQU campus locations (Sydney, Mackay and Brisbane) and be available via Moodle in Week 13.

The assessment will take a maximum of two hours and include 10-30 questions. These questions may take a True/False, Short Answer, MCQ or EMQ format, fill in the table, drag and drop answers or any combination of these.

Assessment Due Date

Review/Exam Week Friday (15 Oct 2021) 5:00 pm AEST

This assessment will occur on a date and time as outlined in your timetable

Return Date to Students

As these questions will be automatically marked by Moodle no feedback will be given. Grades will be made available two weeks after the Week 12 assessment date

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

The written assessment will cover the following learning outcomes

1. Evaluate research using standardised and non-standardised critical appraisal methods.
2. Analyse basic research data and provide appropriate summaries for further evaluation.
3. Discuss the strengths and weaknesses of published research within a contextualised and patient-centred framework.

Referencing Style

- [Vancouver](#)

Submission

Online

Submission Instructions

Submission via an online timed Moodle quiz

Learning Outcomes Assessed

- Evaluate research using standardised and non-standardised critical appraisal methods
- Analyse basic research data and provide appropriate summaries for further evaluation
- Discuss the strengths and weaknesses of published research within a contextualised and patient-centred framework.

Graduate Attributes

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

3 Weekly Moodle Quiz

Assessment Type

Online Quiz(zes)

Task Description

The ability to competently read, interpret and implement new research knowledge into existing health care strategies is a hallmark of an AHPRA-registered professional. It is therefore important that the process of exposure to healthcare research be started as soon as possible within a program of study. Much like learning a new language, the ability to read targeted healthcare research with a view to influencing healthcare decisions is a skill that can be greatly improved if one has a structured approach to reading the literature.

In this assessment, you will reinforce your understanding of the weekly research concepts by reading a carefully curated range of pertinent research articles followed by the completion of a weekly untimed Moodle quiz. Each quiz will include up to 20 True/False, EMQ or MCQ questions that will be released on the Monday of Weeks 1-11 and **close on the Wednesday of each week at 17:00.**

Number of Quizzes

11

Frequency of Quizzes

Weekly

Assessment Due Date

Each Moodle quiz will be due on the Wednesday of Weeks 1-11 and submitted via Moodle by 17:00

Return Date to Students

Each quiz will be automatically marked and feedback will be sent to students by the Friday of weeks 1-11

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

This assessment will cover the following learning outcomes

1. Evaluate research using standardised and non-standardised critical appraisal methods
2. Analyse basic research data and provide appropriate summaries for further evaluation
3. Discuss the strengths and weaknesses of published research within a contextualised and patient-centred framework

Referencing Style

- [Vancouver](#)

Submission

Online

Submission Instructions

Online Quiz completion via the Moodle page

Learning Outcomes Assessed

- Analyse basic research data and provide appropriate summaries for further evaluation
- Compose a research question in order to develop a collaborative proposal to investigate a selected field of enquiry

Graduate Attributes

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

4 Weekly Recap Questions

Assessment Type

Online discussion forum

Task Description

This assessment will enable you to gauge your understanding of the material by completing a number of "Let's Recap" MCQs found interspersed throughout the weekly lecture material. Each week there will be up to 5-7 questions directly relating to the lectures presented. Following the completion of each set of Recap questions, the **CHIR13012 Lecture Quiz Results** form will be completed and uploaded in the chatbox during the weekly Zoom/MS Teams tutorial session. The CHIR13012 Lecture Quiz Results form can be downloaded from the Moodle page. You must attend the Zoom/MS Teams tutorial sessions and the lecture quiz results forms cannot be emailed or submitted on your behalf. As this is a Pass/Fail assessment you will be required to upload a **minimum of 80%** of all weekly questions in order to pass.

Assessment Due Date

Weekly quiz results will be uploaded during the scheduled Zoom tutorial sessions by way of a Zoom document upload into the group chatbox

Return Date to Students

As these questions will be automatically marked by Moodle no feedback will be given unless specifically requested during the weekly Zoom tutorial sessions

Weighting

Pass/Fail

Minimum mark or grade

80%

Assessment Criteria

This assessment will cover the following learning outcomes

1. Evaluate research using standardised and non-standardised critical appraisal methods
2. Analyse basic research data and provide appropriate summaries for further evaluation
3. Discuss the strengths and weaknesses of published research within a contextualised and patient-centred

framework

Referencing Style

- [Vancouver](#)

Submission

Online

Submission Instructions

The CHIR13012 Lecture Quiz Results form shall be completed and uploaded during the weekly Zoom tutorial sessions

Learning Outcomes Assessed

- Critique the advantages and disadvantages of various research designs used in primary and secondary research

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