ECHO12003 *Principles of Cardiac Assessment*
Term 2 - 2017

Profile information current as at 14/12/2025 06:34 am

Corrections

Unit Profile Correction added on 28-08-17

PLEASE REMOVE ALL DETAILS FOR GROUP ASSESSMENT TASK DESCRIPTION AND REPLACE WITH THE FOLLOWING. ASSESSMENT WEIGHTING HAS NOT BEEN ALTERED.
THE CHANGE IS REQUESTED DUE TO OVERLY ONEROUS TASK INITIALLY SET WITH NO RUBRIC CLARITY.

Group Work – Pathology based case study

Written component Due Date Week 11 Friday (29 September 2017) 2PM AEST
Presentation of Poster Due Week 10 during residential school
Return Date to Students Week 12 Friday (6 October 2017)
Weighting 30% of Unit total
Pass Mark 50% grade

Task description

Problem-based learning is widely used in Medical and Health Sciences to consolidate knowledge via clinical scenarios. The purpose of this task is to be able to collaborate as a group in clinical review, just as you will in your clinical placements and hospital medical facility work environments.
Students will be allocated a pathology commonly encountered in critical care cardiac environments. **See group allocations and pathology topics HERE.**

Assessment Components

1. **Patient care flow analysis document** (15% of overall)

This document is a narrative of the patient care flow chart. It includes an analysis of the likely sequence of events backed up by evidence collected from current literature obtained by the group during the production of the poster.

- Suggested document inclusions:

- Analysis of the patient presentation, the initial assessment, cardiac diagnostic tests performed, results of tests, other diagnostic tests that could have further assisted diagnosis, and the final outcome

- This component of assessment is individual based. Each student submits their own analysis document. **Individual marking rubric is available HERE.**
- 750 word count +/- 10% submitted as a word document.
- Word count does not include references and appendix which may contain diagnostic test results and images or diagrams.
- Referencing

- APA (numbered) Referencing Style. **See referencing information available HERE.**
- Sources must be relevant and up-to-date (<10 years old)

2. Self and Peer assessment (SPA) tool (5% of overall)

SPA tool will be utilised to assess evidence of collaborative team work and contribution of individuals. The Self and Peer Assessment tool (SPA), a web based system which integrates with Moodle, will be used so that you can both give and receive feedback on the teamwork task. Individual marks for group contribution will be allocated by your peers according to your level of input, equal sharing of workload plus your fulfilment to team commitments. SPA is simple and quick to use in a survey style format.

- **Please watch a short video on SPA available HERE.**
- This component of assessment is individual based.
- You will be emailed links to SPA when required.

- This will be done twice during the term: once at the midway point of the group-work task (week 6) and again at the completion of the task during (week 10), thus giving you the opportunity to improve your team contribution performance between peer evaluations.

- Your mark for the individual component is derived from your peers. Group member's assessments of their team mates' performance, based on a series of 10 standard questions, are averaged and this mark is transferred to the Moodle gradebook. Your own self-

assessment is *excluded* from the mark. As such there is **no marking rubric for this portion.**

3. Poster – 'Patient Care Flow Analysis Presentation' (10% of overall)

As a group you will research the anatomy, pathophysiology, pharmacology, patient presentation, diagnostic testing and imaging (including expected outcomes and measures) and common management options related to your allocated cardiac pathology. Findings are to be summated and presented in a poster format to peers.

- This component of assessment is group based.
- Poster is to be of A1-A0 size.
- Power Point can be used to create the poster.
- The Poster should be self-explanatory and demonstrate appropriate use of illustrations and referencing using APA style numbered in-text citations.
- Presenting group members should be listed on the Poster.
- The presentation should not add new material but simply present a summation of patient care flow analysis.
- All team members are to contribute to a verbal presentation (5 min duration)
- An electronic version of poster also needs to be submitted through Moodle. This can be attached to individuals 'Patient Flow Care analysis document'.
- **Group work Rubric is available HERE**

General Information

Overview

An understanding of the concepts of invasive and non-invasive diagnostic and therapeutic procedures of the cardiovascular system is necessary in the field of echocardiography and cardiac physiology. In this unit you will acquire knowledge of the principles and technical components of cardiac assessments and therapeutic procedures in complex cardiac disease, including electrophysiology, cardiac angiography, non-invasive cardiac and respiratory measurements and a variety of cardiac imaging procedures. You will apply your knowledge to simulated clinical scenarios and case studies to compare and contrast the choice of procedure within an ethical framework of best practice and patient safety.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisite: ECHO12002 Adult Echocardiography 1 AND BMSC12006 Cardiorespiratory Physiology and Coronary Care Management
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 - 2017

- Sydney

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. **Group Work**
Weighting: 30%
2. **Online Quiz(zes)**
Weighting: 20%
3. **Examination**
Weighting: 50%

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.

Unit Learning Outcomes

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

1. Explain diagnostic and therapeutic procedures of the cardiovascular system appropriate to acquired heart disease.
2. Critically evaluate the practice of invasive pressure measurements.
3. Contrast the cardiac investigations appropriate to acquired heart disease.
4. Analyse the results of cardiac assessment in acquired heart disease.
5. Take responsibility for achieving group goals

Linked to National and International Standards
1. ASAR Accreditation Standards for Cardiac Sonography - critical practice Unit 8 - Cardiac
2. European Association of Cardiovascular Imaging Core Syllabus
3. American Registry for Cardiac Sonography Core Syllabus

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
1 - Group Work - 30%		•	•	•	•
2 - Online Quiz(zes) - 20%	•			•	
3 - Examination - 50%	•	•	•		

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					•

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Group Work - 30%	•	•	•	•	•			•		
2 - Online Quiz(zes) - 20%	•	•		•		•				
3 - Examination - 50%	•	•								

Textbooks and Resources

Textbooks

ECHO12003

Prescribed

Cardiac Electrophysiology: A Visual Guide for Nurses, Techs, and Fellows
Edition: 2011 (2011)
Authors: by Paul D. Purves; George J. Klein; Peter Leong-Sit; Raymond Yee; Allan C. Skanes; Lorne J. Gula; and Andrew D. Krahn
Cardiotext Publishing
Minneapolis United States , Minneapolis , Minneapolis
ISBN: ISBN-13: 978-1935395515 ISBN-10: 1935395513
Binding: Paperback
ECHO12003

Prescribed

The Nuts and Bolts of Cardiac Resynchronization Therapy
((2007))
Authors: Tom Kenny
Published by John Wiley and Sons Ltd
United Kingdom , United Kingdom , United Kingdom
ISBN: ISBN 10: 1405153725 ISBN 13: 9781405153720
Binding: Paperback
ECHO12003

Prescribed

The Nuts and Bolts of ICD therapy
Edition: 2007 (2007)
Authors: Tom Kenny
December 2005, Wiley-Blackwell
United Kingdom , United Kingdom , United Kingdom
ISBN: ISBN: 978-1-4051-3511-5
Binding: Hardcover
ECHO12003

Prescribed

The Nuts and Bolts of Implantable Device Therapy: Pacemakers
Edition: 2015 (January 2015,)
Authors: Tom Kenny
Wiley-Blackwell
UK , UK , UK
ISBN: ISBN: 978-1-118-67067-5
Binding: Paperback
ECHO12003

Prescribed

The Nuts and bolts of Paced ECG Interpretation
(May 2009)
Authors: Tom Kenny
May 2009, Wiley-Blackwell
UK , UK , UK
ISBN: ISBN: 978-1-4051-8404-5
Binding: Hardcover

Additional Textbook Information
These books will be used in all 3 Electrophysiology units and clinical placement
Below is also a good book to purchase
Cardiac Electrophysiology 2: An Advanced Visual Guide for Nurses, Techs, and Fellows

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- St Jude / Abbott online facilities

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Paula Boucaut Unit Coordinator
p.boucaut@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
ECHO: Revision of Left ventricular function and assessment in 2D echocardiography 1 **CCL:** revision of ECG assessment for AMI	Course Resources Online (CRO) Moodle resources	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

ECHO: Pathology that can be recognised with 2D echocardiography - cases **EPS/CRM:** Residential school 1	Moodle resources Residential school material	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
EP: Anatomy directly associated with EP **ECHO:** Importance of 2D measurements in recognising pathology **CCL:** the importance of cardiac output	CRO Moodle resources Cardiac Electrophysiology: A Visual Guide for Nurses, Techs, and Fellows. Purves (2011) Chapter 7	Online Quiz Opens Tuesday 8am Due: Wednesday 3pm AEST

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
CCL: the use of invasive measurements for various Blood Pressures **EPS/CRM:** pathology we use Transseptal & Ablation techniques in - 1 **ECHO:** Pathology that can be assessed with colour Doppler - valves	CRO Moodle resources Cardiac Electrophysiology: A Visual Guide for Nurses, Techs, and Fellows. Purves (2011) Chapter 10, 11 ,20	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
ECHO: Pathology that can be assessed with colour Doppler - shunts - cases **CCL:** STEMI	Moodle resources	Online Quiz Opens Tuesday 8am Due: Wednesday 3pm AEST

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
EPS/CRM: Residential school 2 **ECHO:** Pathology detected with spectral doppler **CCL:** introduction to structural heart disease - acquired	CRO Moodle resources	

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
EPS/CRM: Pathology we use CRM in **ECHO:** Pathology detected with spectral doppler - cases	Moodle resources Cardiac Electrophysiology: A Visual Guide for Nurses, Techs, and Fellows. Purves (2011) Chapters 9, 11	Online Quiz Opens Tuesday 8am Due: Wednesday 3pm AEST

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
EPS/CRM: Residential school 3 **ECHO:** Pathologies that can be missed without performance of the FULL echo protocol	CRO Moodle resources	

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

EP: Ventricular Tachycardia - pathology cases **ECHO:** Cases in valvular disease **CCL:** Cases in CCL valve disease/shunts	CRO Moodle resources Cardiac Electrophysiology: A Visual Guide for Nurses, Techs, and Fellows. Purves (2011) Chapters 8, 13	Online Quiz Opens Tuesday 8am Due: Wednesday 3pm AEST **Online Quiz(zes)** Due: Week 9 Wednesday (13 Sept 2017) 3:00 pm AEST

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
EPS/CRM: Residential school 4 **ECHO:** Review **CCL:** Review	CRO Moodle resources	**Group Work - Pathology based case study** Due: Week 10 Friday (22 Sept 2017) 2:00 pm AEST

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
EP: Revision **ECHO:** Revision **CCL: R**evision	CRO Moodle resources	

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
EP: revision **ECHO:** Revision **CCL:** Revision		

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Unit contacts:

- CCL: John Boland, SYD, j.boland@cqu.edu.au
- EP/CRM: Cassandra Sims, SYD c.sims@cqu.edu.au / Katrina Sowak, Abbott Health k.sowak@cqu.edu.au / Gerald Russell, Abbott Health g.russell@cqu.edu.au
- ECHO: Sharon Kay, SYD, s.kay@cqu.edu.au / Kate Taylor PER k.taylor2@cqu.edu.au / Paula Boucaut, BNE. p.boucaut@cqu.edu.au
- General/operational unit inquiries: Alexandria Bailey, ROK, a.r.bailey@cqu.edu.au

Recommended supplementary texts

- Anderson, B. 2017, Echocardiography: The Normal Examination and Echocardiographic Measurements (3rd edition), Echotext, Australia.
- Lang, R., et al, ASE Comprehensive Echocardiography, (2nd edition) 2016 Elsevier, Canada.

The theoretical learning in ECHO12003 aligns directly with the practical teaching in ECHO12004. These units should be studied in conjunction with each other.
Abbreviations

AFib	Atrial fibrillation
AI	Aortic valve incompetence
AMI	Acute myocardial infarction
AS	Aortic valve stenosis
AVNRT	Atrioventricular nodal re-entry tachycardia
AVRT	Atrioventricular re-entrant tachycardia
BMS	Bare metal stent

CCL	Cardiac Catheterisation Laboratory
CMP	Cardiomyopathy
CO	Cardiac output
CRT	Cardiac resynchronisation therapy
DES	Drug eluting stent
DTBT	Door to balloon time
ECHO – MMODE	Echocardiography motion mode
ECLS	Extracorporeal life support
ECMO	Extra-corporeal membrane oxygenation
EP	Electrophysiology
EPS	Electrophysiology study
CRM	Cardiac rhythm management
FFR	Fractional flow reserve
IABP	Intra-aortic balloon pump
ICD	Implantable cardiac defibrillator
ICE	Inter-cardiac echocardiography
IVUS	Intra-vascular cardiac ultrasound / echocardiography
MR	Mitral valve regurgitation
NBG NASPE/BPEG	Generic (Pacemaker code)
OCT	Optical coherence tomography
PCI	Percutaneous cardiac intervention
POBA	Plain old balloon angiography
PS	Pulmonary valve stenosis
RHC	Right heart catheterisation
STEMI ST	Elevation myocardial infarction
STENTS	Stents
TR	Tricuspid valve regurgitation

Assessment Tasks

1 Group Work - Pathology based case study

Assessment Type
Group Work

Task Description
Problem-based learning is widely used in Medical and Health Sciences to consolidate knowledge via clinical scenarios. The purpose of this task is to be able to collaborate as a group in clinical review, just as you will in your clinical placements and hospital medical facility work environments.
Students will be allocated a pathology commonly encountered in critical care cardiac environments. The aim is to produce a poster for oral presentation (total 5 minutes) in week 10.
This assessment involves 4 submissions:

1. Portfolio (submitted by one team member)
2. Poster (submitted by one team member)
3. Presentation (delivered by all team members)
4. Rebuttal (submitted by individuals)

- Ensure that you (and your team) completes each submission.
- During week 2, students will be allocated into groups of 4.
- Students must participate in all parts.
- Part 1, 2 and 3 are assessed as a group.
- Part 4 is assessed as an individual component.

Portfolio
The research must be logged in a portfolio along with the dates and times of group meetings, attendees and associated dot-point minutes of each meeting and "brief" minutes. The portfolio must indicate a timeline used to complete the project and attendance or not of group members. The portfolio details will be in the unit Moodle site assessment block. As a team you will research the anatomy, pathophysiology, pharmacology, patient presentation, diagnostic testing & imaging (including expected outcomes and measures) and common management options related to your allocated cardiac pathology. This researched report must acknowledge sources and be referenced. See the marking criteria in the unit Moodle site assessment block. The research report and meeting documents (submission 1) will be submitted in a portfolio by one team member.
Poster
The poster and oral presentation will demonstrate the anatomy, pathophysiology, pharmacology and patient presentation, followed by the imaging diagnostic testing and common management options which relate to the pathology.
The poster is to be of A1-A0 paper size. (NB: Power Point can be used to create these posters). The posters must meet CSANZ guidelines. Further details are available in the unit Moodle site assessment block.The poster (submission 2) will be submitted through the unit Moodle site by one team member.
Presentation
The oral presentation (total 5 minutes) will be presented to tutors and peers and must have at least 2 team members speaking though it would be preferred if all team members spoke. Oral presentation details are in the unit Moodle site assessment block (submission 3).
Rebuttal
After the presentation you will be given feedback and 5 questions from your tutors and peers. Individually each team member must respond to the questions / review comments within seven (7) days of the presentation date.
Maximum word count for team researched report is 1000 words +/- 10%, not including references and appendix which may contain diagnostic test results and images / diagrams.
Submit your 'Rebuttal' individually (submission 4) as a word document (for editing purposes) through the unit Moodle site.

Assessment Due Date
Week 10 Friday (22 Sept 2017) 2:00 pm AEST

Return Date to Students
Week 12 Friday (6 Oct 2017)

Weighting
30%

Minimum mark or grade
50%

Assessment Criteria
Portfolio submission

- Comprising of well-structured and succinct use of referencing (minimum 10 references) as set out in http://heart.bmj.com/pages/authors/
- The quality and relevance of the references and most up-to-date knowledge will be looked at favourably.
- Demonstrated scientific review with a supported clinical diagnosis (10 marks).
- Referencing (5 marks).
- Written expression and proofing (5) marks).
- Evidence of collaborative team work and meeting attendance / contribution (5 marks).

Presentation

- The poster should be self-explanatory, so that you are free to supplement and discuss particular points raised by viewers.
- The presentation should not add new material but simply present that displayed on the poster.
- Use CSANZ poster format and guidelines.
- Illustrations (5 marks).
- Referencing (5 marks).
- Presentation (5 marks).
- Flow and clarity (10 marks).

Individual rebuttal

- Clear, evidence-based justification, argument and / or clarification of information in the poster / presentation.
- Concise, well explained and accurate response to each of the questions.

- Responses well supported by scientific evidence.

Peer review and rebuttal

- After the presentation, questions will be submitted by your peers and tutors, and "review" of your poster will be given by your peers and tutors.
- Each group member is then to produce a written 1000 word rebuttal, within 7 days of the presentation.
- This rebuttal will provide answers to the questions submitted, defence or agreement of poster review, it can include extra seminal papers or research.
- Part of this includes submission of a patient care flow analysis (PFA), comprising of patient presentation, the initial assessment, cardiac diagnostic test performed, results of tests, alternative cardiac diagnostics tests that could have assisted diagnosis, final outcome. This should be separately referenced specific to topics included in this rebuttal.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online Group

Learning Outcomes Assessed

- Critically evaluate the practice of invasive pressure measurements.
- Contrast the cardiac investigations appropriate to acquired heart disease.
- Analyse the results of cardiac assessment in acquired heart disease.
- Take responsibility for achieving group goals

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Ethical practice

2 Online Quiz(zes)

Assessment Type
Online Quiz(zes)

Task Description
There will be 4 online quizzes. One will be held in week 3, one in week 5, one in week 7 and one in week 9. They are to assess your knowledge of the unit material in preparation for residential school.
Each quiz will have 10 questions. You will be allowed 3 attempts at each quiz. It is not compulsory to attempt each quiz 3 times. The highest grade you achieve will serve as your final score for that quiz.
Quizzes open at 8 am on Tuesday and close Wednesday at 3pm (AEDT) in each week as specified above.
Quiz dates and specific topics are available on the unit Moodle site.
Once the quiz has commenced, approximately 3 minutes per question will be given, for example, a 10 question quiz would be given a time limit of 30 minutes to complete. This is subject to change at the discretion of the course coordinator based on the content of the pool of questions.
No attempts are permitted after the quiz has closed, so ensure adequate time for completion.

Number of Quizzes
4

Frequency of Quizzes
Other

Assessment Due Date
Week 9 Wednesday (13 Sept 2017) 3:00 pm AEST

Week 3, Week 5, week 7, week 9

Return Date to Students

Students will receive their score once all students have completed the quiz.

Weighting
20%

Assessment Criteria
Students must achieve a pass rate of 50% in each of the FOUR (4) quizzes to pass this component.
Answers will be either correct or incorrect and tabulated by the unit Moodle online system.
These are an open book quizzes, so you have the opportunity to consult your notes, lecture slides, text books and unit Moodle page. However there will be little time for consulting unit resources and it would be better to collate your own revision sheet from the unit resources prior to attempting the quizzes.
This assessment is to be undertaken as an individual. As with all university examinations, colluding with other students in non-group work tasks is considered academic misconduct.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Quizzes will be open for 30hrs to complete.

Learning Outcomes Assessed

- Explain diagnostic and therapeutic procedures of the cardiovascular system appropriate to acquired heart disease.
- Analyse the results of cardiac assessment in acquired heart disease.

Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
50%

Length
180 minutes

Minimum mark or grade
50%

Exam Conditions
Closed Book.

Materials
Calculator - all non-communicable calculators, including scientific, programmable and graphics calculators are authorised
Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

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