



HLTH28001 *Polypharmacy and Safety Issues*

Term 2 - 2021

Profile information current as at 05/05/2024 08:17 pm

All details in this unit profile for HLTH28001 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.

Corrections

Unit Profile Correction added on 02-07-21

Assessment 3, Part 2 instructions - In the e-portfolio assessment, the item says to "*Identify and Justify one nursing intervention*"... please delete the word 'nursing' from the given phrase.

General Information

Overview

This unit provides you with advanced knowledge of polypharmacy, the risks associated with polypharmacy and other safety issues relevant to the older population. You will examine the metabolic, biophysical and cognitive changes associated with ageing that increase the risk of adverse drug reactions and other safety issues. Adverse outcomes that arise from polypharmacy will be explored and you will consider an individualised person-centred approach to prioritise medicines and identify when prescribing is indicated. You will also evaluate evidence-based best practice addressing medication and safety risk management and analyse the legal and ethical dilemmas inherent in chemical and physical restraint. You will conduct an in-depth analysis of medications commonly prescribed to older people to compare the risks and benefits of use.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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 Postgraduate 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: 40%

2. **Case Study**

Weighting: 60%

3. **Portfolio**

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 SUTE Data

Feedback

Assessment Return - turn around could be faster

Recommendation

Suggest a turn around for student assessment feedback to be within two weeks.

Feedback from SUTE Data Emails

Feedback

Assessment feedback

Recommendation

Students generally appreciated the depth and level of detail provided in the assessment feedback. 1:1 consults to address any student concerns regarding assessment feedback was viewed favorably. This gave students direction and understanding of how to improve their future assignments work.

Feedback from Emails During class

Feedback

Zoom classes

Recommendation

Students appreciated small classes during Zoom sessions. This enabled them to ask any questions and also network with other students and share experiences.

Unit Learning Outcomes

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

1. Discuss the relationship between metabolic, biophysical and cognitive changes in the older person and their likelihood of safety risks including that related to polypharmacy
2. Evaluate the safety risks of an older person in relation to medications, falls and infection and generate a risk assessment
3. Formulate interventions to minimise an older person's identified safety risks
4. Analyse the safety, legal and ethical issues in relation to physical and chemical restraint of the older person.

Not Applicable

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|----------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Online Quiz(zes) - 40% | • | • | • | • |
| 2 - Case Study - 60% | • | • | | |

| Assessment Tasks | Learning Outcomes | | | |
|---------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 3 - Portfolio - 0% | | | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|---|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Knowledge | ○ | ○ | ○ | ○ |
| 2 - Communication | ○ | ○ | | ○ |
| 3 - Cognitive, technical and creative skills | ○ | | ○ | ○ |
| 4 - Research | | ○ | ○ | ○ |
| 5 - Self-management | | | | |
| 6 - Ethical and Professional Responsibility | | | | ○ |
| 7 - Leadership | | | | ○ |
| 8 - 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 |
| 1 - Online Quiz(zes) - 40% | ○ | ○ | ○ | ○ | | ○ | ○ | |
| 2 - Case Study - 60% | ○ | ○ | ○ | ○ | | | | |
| 3 - Portfolio - 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)

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

Jen Mulvogue Unit Coordinator

j.mulvogue@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------|---------|---|
| Polypharmacy and the ageing process | | Weekly zoom. Please see the weekly schedule. Please see Moodle for Quiz questions. |

Week 2 - 19 Jul 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|--|
| Ageing process: understanding the norm | | Weekly zoom. Please see the weekly schedule. |

Week 3 - 26 Jul 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------|---------|--|
| Ageing, polypharmacy and safety | | Weekly zoom. Please see the weekly schedule. |

Week 4 - 02 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------|---------|--|
| Medications, alcohol, and safety | | Weekly zoom. Please see the weekly schedule. |

Week 5 - 09 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|---|
| Polypharmacy and falls, infection, delirium and interactions | | Assessment one: Casestudy due: 11th August 5 pm. Weekly zoom. Please see the weekly schedule. Assessment 2 - CASESTUDY Due: Week 5 Wednesday (11 Aug 2021) 5:00 pm AEST |

Vacation Week - 16 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|--|
| | | Weekly zoom. Please see the weekly schedule. |

Week 6 - 23 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|--|
| Risk assessment in the clinical and community settings | | Weekly zoom. Please see the weekly schedule. |

Week 7 - 30 Aug 2021

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

Person-centred care and polypharmacy

Weekly zoom. Please see the weekly schedule.

Week 8 - 06 Sep 2021

Module/Topic

Chapter

Events and Submissions/Topic

Reduction and prevention of polypharmacy and complexity issues.

Weekly zoom. Please see the weekly schedule.

Week 9 - 13 Sep 2021

Module/Topic

Chapter

Events and Submissions/Topic

Communication and complex polypharmacy

Weekly zoom. Please see the weekly schedule.

Week 10 - 20 Sep 2021

Module/Topic

Chapter

Events and Submissions/Topic

Current perspectives on polypharmacy

Assessment 2 - Portfolio due: 22nd September 5 pm.

Weekly zoom. Please see the weekly schedule.

Assessment 3 - PORTFOLIO - PASS/FAIL Due: Week 10 Wednesday (22 Sept 2021) 5:00 pm AEST

Week 11 - 27 Sep 2021

Module/Topic

Chapter

Events and Submissions/Topic

Legal and ethical issues in polypharmacy in the older adult

Weekly zoom. Please see the weekly schedule.

Week 12 - 04 Oct 2021

Module/Topic

Chapter

Events and Submissions/Topic

Future recommendations

Weekly zoom. Please see the weekly schedule.

Review/Exam Week - 11 Oct 2021

Module/Topic

Chapter

Events and Submissions/Topic

There are no exams scheduled for this unit.

Please complete the HAVE YOUR SAY survey by clicking on the following icon on the top LH of the Moodle page for HLTH28001

Have your say

Exam Week - 18 Oct 2021

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 ONLINE QUIZ(ZES)

Assessment Type

Online Quiz(zes)

Task Description

There are six quizzes (multiple choice). The total of the six quizzes accounts for 40% of your overall mark.

The quizzes will be open a week before the due date of each quiz. You have a week to complete them, however, you only have thirty minutes to complete the quiz from the time you open it.

Number of Quizzes

6

Frequency of Quizzes

Other

Assessment Due Date

There is 6 quizzes.

Return Date to Students

Results will show on completion of the quiz. You have two chances to complete each quiz.

Weighting

40%

Assessment Criteria

Complete the six, multiple-choice quizzes. You have two chances to complete the quizzes. The highest score will be recorded as your mark.

Each quiz will open a week before its due date. However, you only have thirty minutes to complete each quiz, from the time you open it.

Referencing Style

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

Submission

Online

Submission Instructions

Complete quizzes.

Learning Outcomes Assessed

- Discuss the relationship between metabolic, biophysical and cognitive changes in the older person and their likelihood of safety risks including that related to polypharmacy
- Evaluate the safety risks of an older person in relation to medications, falls and infection and generate a risk assessment
- Formulate interventions to minimise an older person's identified safety risks
- Analyse the safety, legal and ethical issues in relation to physical and chemical restraint of the older person.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility
- Leadership

2 Assessment 2 - CASESTUDY

Assessment Type

Case Study

Task Description

Type: Case Study

Due date: Wednesday 11th August 2021 5 pm AEST (Week of 5)

Weighting: 60%

Length: 2000 words

Learning Outcomes Assessed

1. Discuss the relationship between metabolic, biophysical and cognitive changes in the older person and their likelihood of safety risks including that related to polypharmacy.
2. Evaluate the safety risks of an older person in relation to medications, falls and infection and generate a risk assessment.

Aim

The aim of this assessment is for you to demonstrate your understanding of ageing and the associated risks to the safety and health of the older person

Select a case study from the weekly content on the unit Moodle site and follow the three steps below to complete your assessment:

Instructions

There are three steps to complete your assessment:

Step 1. Introduction [180-220] – introduce your case study and tell the reader what you will be discussing, why you are discussing this person, and how you will present the discussion.

Step 2. Main Body (1560-1650) of the case study

Step 2a. Introduce your case study and provide the significant characteristics - age, sexuality, health history, work, psychosocial history, leisure activities - of the older person.

Step 2b. Explain how ageing for this older person has increased their risk of poor health or injury.

Step 2c. Select one of the common safety issues of older people -polypharmacy, falls, infection - and discuss, using the peer-reviewed literature, how you will minimise the risk of harm/poor health for the person in your selected case study.

Step 3. Conclusion (180-200) Provide a summary of your discussion.

Assessment Due Date

Week 5 Wednesday (11 Aug 2021) 5:00 pm AEST

Return Date to Students

Week 7 Wednesday (1 Sept 2021)

Weighting

60%

Minimum mark or grade

50%

Assessment Criteria

HLTH 28001 – Polypharmacy and Safety Issues Assessment 1 – Case Study

| High Distinction 84.50-100% | Distinction 74.50-84.49% | Credit 64.50-74.49% | Pass 49.50-64.49% | Fail Below 49.50% | Fail (content absent) 0% |
|---|--|---|--|---|---|
| Structure | | | | | |
| Efficiency & organisation 5% | | | | | |
| An articulate essay. There is a succinct and compelling introduction that introduces your paper and outlines its direction. The essay is cogent and is brought to a compelling conclusion. | A well-written essay. There is a clear and appropriate introduction that introduces your paper and outlines its direction. The essay proceeds logically and is brought to a logical conclusion. | Appropriately written essay. There is an appropriate introduction that mostly introduces the paper and its direction. The essay mostly proceeds logically and is brought to an appropriate conclusion. | Adequately articulated essay. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident. | The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The essay does not flow logically and is not brought to a close. | No introduction or conclusion present. (0) |
| Presentation 5% | | | | | |
| Excellent presentation of the assignment. The submitted written material is very well-presented, follows the formatting requirements, and is free from errors. (5-4.25) | A very good presentation of the assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g., 1 or 2 errors in spelling, grammar, and paragraph structure). (4.2-3.5) | A good presentation of assignment that follows the formatting requirements. There are some errors (e.g., 3 or 4 consistent errors with spelling, grammar, and paragraph structure). (3.75-3.55) | An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure). (3.50-2.5) | Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar, and paragraph structure. (> 5 errors). (2.45-0) | Submission is missing most aspects of the task. There is little evidence of task requirements. Many errors present. (0) |
| Substantiation of discussion 5% | | | | | |
| Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 15 contemporary* peer-reviewed journal articles have been cited. (5-4.25) | Discussion is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 12-15 contemporary* peer-reviewed journal articles has been cited. (4.2-3.5) | Discussion is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. Between 10-12, contemporary* peer-reviewed journal articles have been cited. (3.75-3.55) | Discussion is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. Between 8-10, contemporary* peer-reviewed journal articles have been cited. (3.50-2.5) | Discussion is not or infrequently attempting to (>7 errors) to substantiate discussion with logic, examples, and with reference to the current peer-reviewed literature. Less than 8 contemporary* peer-reviewed journal articles have been cited. (2.45-0) | No references present. (0) |
| Referencing 5% | | | | | |
| Accurate APA referencing . No errors. (5-4.25) | Mostly accurate APA referencing . 1-2 consistent errors (maybe made multiple times). (4.2-3.5) | Somewhat accurate APA referencing. 3 consistent errors (maybe made multiple times). (3.75-3.55) | Occasionally accurate APA referencing . 4 consistent errors (made multiple times). (3.50-2.5) | APA referencing not used, or more than 5 inaccuracies. (2.45-0) | No references present. (0) |
| Presentation of case study 10% | | | | | |
| High-level presentation of a case study of an older person. (16.9-20) | Appropriate level presentation of a case study of an older person. (14.9 -18.8) | A clear level presentation of a case study of an older person. (12.9-14.8) | There is a lack of some content that applies to a case study of an older person. (9.9-12.8) | The content is relevant and/or does not address the task. The case study lacks cohesion. (<9.9) | There is no presentation of a case study present. (0) |
| Discussion of aging and the increased risk of poor health 35% | | | | | |

A high-level analysis is reflected in a clear cohesive argument that explains how ageing for an older person has increased their risk of poor health and injury. (29.75-30)

The appropriate level analysis is reflected in a clear cohesive argument that explains how ageing for an older person has increased their risk of poor health and injury. (26.25-29.5)

The clear level analysis is reflected in a clear cohesive argument that explains how ageing for an older person has increased their risk of poor health and injury. (22.5-26)

There is a lack of some content and analysis relevant to how ageing for an older person can increase their risk of poor health and injury. (17.5-22.4)

The content irrelevant and/or does not address the task. The discussion lacks cohesion and analysis. (<17.5)

There is no analysis present. (0)

Critical Analysis of interventions to support people to better manage their everyday living 35%

A high-level analysis is reflected in the selection of one common safety issue of an older person with discussion to minimise the risk of harm/poor health for the person selected

There is very clear critical analysis of the selection of one common safety issue of an older person with discussion to minimise the risk of harm/poor health for the person selected. (26.25-29.5)

There is clear critical analysis of the selection of one common safety issue of an older person with discussion to minimise the risk of harm/poor health for the person selected. (22.5-26)

There is critical analysis of the selection of one common safety issue of an older person with discussion to minimise the risk of harm/poor health for the person selected. (17.5-22.4)

There is some critical analysis in the of the selection of one common safety issue of an older person with discussion to minimise the risk of harm/poor health for the person selected. (<17.5)

There is no analysis of the justification and evaluation two interventions present. (0).

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the Moodle site, in the Assessment portal in Microsoft Word format only.

Learning Outcomes Assessed

- Discuss the relationship between metabolic, biophysical and cognitive changes in the older person and their likelihood of safety risks including that related to polypharmacy
- Evaluate the safety risks of an older person in relation to medications, falls and infection and generate a risk assessment

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

3 Assessment 3 - PORTFOLIO - PASS/FAIL

Assessment Type

Portfolio

Task Description

Type: e-Portfolio

Due date: Wednesday 22nd September 2021 5pm AEST (Week of 10)

Weighting: Pass/Fail

Length: 1000 words

Learning Outcomes Assessed

3. Formulate interventions to minimise an older person's identified safety risks.
4. Analyse the safety, legal and ethical issues in relation to physical and chemical restraint of the older person.

Aim

The aim of this portfolio is for you to demonstrate the application of your knowledge and skills around safety risks and the older person and the legal and ethical issues associated with physical and chemical restraints in the care of older people.

Instructions

There are three parts to the portfolio.

Part 1: Identify one safety risk that an older person maybe exposed to and explain how this risk may impact on the older person's health. Use a vignette located on Moodle.

Part 2: Identify and justify one nursing intervention that you could implement to reduce this identified risk.

Part 3: In your justification include evidence on how safety, legal and ethical issues can be applied to maintain the older person's safety as well as their physical and cognitive integrity.

Ensure each part of the e-portfolio is substantiated with peer-reviewed literature

Assessment Due Date

Week 10 Wednesday (22 Sept 2021) 5:00 pm AEST

Return Date to Students

Week 12 Wednesday (6 Oct 2021)

Weighting

Pass/Fail

Assessment Criteria

HLTH 280001 Polypharmacy and Safety Issues: Assessment 2: Rubric

To achieve a pass in this assessment students must be successful in half of the major criteria. To be successful in each of the major criteria students must be successful in half of the minor criteria e.g., 2/4; 3/6. Students may have a second attempt if unsuccessful in the first attempt.

| PASS | FAIL |
|--|---|
| Content | |
| <ul style="list-style-type: none">· One safety risk for an older person is identified.· Explanation of how this risk may impact on the older person's health is provided.· A vignette located on Moodle was used.· One nursing intervention was identified that addresses the risk.· Implementation of the risk was justified.· Justification included evidence on how the intervention addressed the safety of the older person.· Justification included evidence on how ethical issues in regard to restraints were addressed by the intervention.· Justification included evidence on how the intervention addressed the legal issues related to restraint of the older person.· Word count is adhered to.· The document has a high standard of grammar and punctuation.· The document contains no more than 5 spelling errors. | <ul style="list-style-type: none">· One safety risk for an older person is not identified.· Explanation of how this risk may impact on the older person's health is not provided.· A vignette located on Moodle was not used.· One nursing intervention was not identified and did not address the risk.· Implementation of the risk was not justified.· Justification did not include evidence on how the intervention addressed the safety of the older person.· Justification did not include evidence on how ethical issues in regard to restraints were addressed by the intervention.· Justification did not include evidence on how the intervention addressed the legal issues related to restraint of the older person.· Word count is not adhered to.· The document does not have a high standard of grammar and punctuation.· The document contains more than 5 spelling errors. |
| REFERENCING | |
| <ul style="list-style-type: none">· Discussion is substantiated with peer-reviewed literature.· The literature cited is relevant and current (≤ 7 years)· APA 7th referencing (CQU style) has been used with less than 5 consistent errors in text.· APA 7th referencing (CQU style) has been used with less than 5 consistent errors in the reference list. | <ul style="list-style-type: none">· Discussion is not substantiated with peer-reviewed literature.· The literature cited is not relevant and/or not current (≤ 7 years)· APA 7th referencing (CQU style) has not been used in the text or there are more than 5 consistent errors.· APA 7th referencing (CQU style) has not been used in the reference list or there are more than 5 consistent errors. |

ALLOCATED GRADE - PASS / FAIL MARKER

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the Moodle site, in the Assessment portal in Microsoft Word format only.

Learning Outcomes Assessed

- Formulate interventions to minimise an older person's identified safety risks
- Analyse the safety, legal and ethical issues in relation to physical and chemical restraint of the older person.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility
- Leadership

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