



# NURS12154 Pharmacology for Nursing Practice

## Term 2 - 2019

Profile information current as at 30/04/2024 03:37 am

All details in this unit profile for NURS12154 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 provides you with information based on evidence and best practice principles in the safe use of medications across the lifespan. Knowledge of pharmacodynamics and pharmacokinetics as well as biochemical and microbial considerations are included to ensure safe nursing practice and quality use of medicines. You will also become familiar with the Australian legal requirements and ethical issues as they relate to the administration of medications. The content of this unit will be applied in the clinical nursing practice units.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisites NURS11161 Clinical Nursing Practice 1 or NURS11154 Foundations of Nursing Practice 2 BIOH11005

Introduction to Anatomy and Physiology Co-requisite BIOH11006 Advanced Anatomy and Physiology

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 - 2019

- Bundaberg
- Online
- Rockhampton

### 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. **Case Study**

Weighting: 40%

#### 2. **Examination**

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 evaluations

##### **Feedback**

The feedback provided by markers needs to be helpful in providing guidance on future improvement. Feedback was lacking explanation.

##### **Recommendation**

Ongoing commitment in this area will continue and feedback from markers will be reviewed to improve in this area to be more beneficial for student's learning. For example, providing more detailed information to markers on how to provide more constructive feedback to students may assist in improving feedback to students.

#### Feedback from School and student evaluations

##### **Feedback**

This unit has obtained positive feedback from students despite being a cohort of over 400 students, which is evidence of commitment by the unit coordinators to quality learning and teaching. Comments from students included: "The support I received has been great and I felt confident throughout the whole term." "Large subject and sometimes difficult to prioritise which areas to focus on, but the support provided by lecturers greatly assisted in directing to the general area." "I felt the resources provided did support my learning well." "I thoroughly enjoyed the powerpoint presentations and they were set out well and easy to follow."

##### **Recommendation**

Continue to provide support to students to ensure the commitment to their learning and teaching continues.

#### Feedback from Student evaluations

##### **Feedback**

Even though most students strongly agreed that the Moodle site was easy to navigate, feedback provided by some students strongly disagreed and therefore requires review. Examples of student feedback regarding this issue: "Moodle sites are hard to navigate with so much content."

##### **Recommendation**

Review set-up of the Moodle site. Suggest moving all content into each week ie study guide and Zoom sessions etc so there is only one area students would need to access for all the information each week. Currently the study guide and the weekly Zooms sessions are in separate tabs from the weekly lecture and readings. Review the study guide to be more specific to reflect the weekly content.

## Unit Learning Outcomes

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

1. Examine the principles of quality use of medicines (QUM), as related to nursing practice
2. Determine the implications of the pharmacokinetic, pharmacodynamics, biochemical and microbial influences medications can have on individuals across the lifespan
3. Analyse the professional and ethical implications of medication administration and the associated legislative requirements to nursing practice.

The learning outcomes are linked to the Australian Nursing and Midwifery Accreditation (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Case Study - 40%	•	•	•
2 - Examination - 60%		•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - Case Study - 40%	•	•	•	•				•		
2 - Examination - 60%	•	•	•				•	•		

## Textbooks and Resources

### Textbooks

NURS12154

#### Supplementary

##### **Pharmacology in Nursing: Australian & New Zealand Edition**

Edition: 2nd edn (2016)

Authors: McKenzie, Broyles, Reiss, Pleunik & Page

Cengage Learning

South Melbourne, VIC, Australia

ISBN: 9780170362030

Binding: Paperback

#### Additional Textbook Information

**No set textbooks are required for this unit. All readings are supplied via Course Resources Online (CROs) which are from various sources supplied accessed within the Unit Moodle page.**

If students would like to refer to the textbook suggested, then you can purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

### 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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

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## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Pharmacology	View/attend lecture - Module 1: Part A & B Refer readings library CRO - see unit Moodle site	View online introduction/welcome message in Moodle. Open Moodle tab: 'Study Guide, CRO readings and important resources' and review.

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
QUM and Safety in Medication Administration	View/attend lecture - Module 2: Part A & B Refer readings library CRO - see unit Moodle site Enroll in the <i>NPS Medicinewise Learning</i> website and complete course: ' <i>Quality Use of Medications for Health Professional Students</i> ' - <b>excluding</b> case studies to obtain certificate.	Review Assessment 1 requirements

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Legal and Ethical Considerations in Medication Administration	View online lecture - Module 3 Refer readings library CRO - see unit Moodle site	Commence Assessment 1

### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Medication across the Lifespan: the Elderly, Paediatrics and Pregnant Women	View online lecture - Module 4 Refer readings library CROs - see unit Moodle site	

### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Agents used to Treat Endocrine Imbalance	View online lecture - Module 5 Refer readings library CRO & articles - see unit Moodle site	

### Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Agents used to Treat Cardiovascular Disorders	View online lecture - Module 6 Refer readings library CRO - see unit Moodle site	

### Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Anticoagulant Agents	View online lecture - Module 7 Refer readings library CRO & videos - see unit Moodle site	Complete Assessment 1 - due Wednesday 4th September 2019  <b>Short Answer Topics</b> Due: Week 7 Wednesday (4 Sept 2019) 6:00 pm AEST

### Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Agents used to Treat Respiratory Disorders	View online Lecture - Module 8 Refer readings library CRO - see unit Moodle site	

### Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 9: Antimicrobial Agents Module 10: Agents used to Control Pain and Inflammation	View online lectures - Module 9 & Module 10 Refer readings library CRO for each Module - see unit Moodle site	Start exam review: Modules 1-4

### Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Agents used Treat Mental Health Disorders	View online Lecture - Module 11 Refer readings library CRO - see unit Moodle site	Continue Exam review: Modules 5, 6 and 7
<b>Week 11 - 30 Sep 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Non-traditional and Complementary Pharmacological Therapies	View online lecture - Module 12 Refer readings library CROs - see unit Moodle site	Continue Exam review: Modules 8, 9 and 10
<b>Week 12 - 07 Oct 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Review Week		Continue Exam review: Modules 11 and 12
<b>Review/Exam Week - 14 Oct 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 21 Oct 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Short Answer Topics

#### Assessment Type

Case Study

#### Task Description

### Assessment 1: Short Answer Topics

**Overall Weighting:** 40%

**Due Date:** Wednesday 4th September 2019 6pm (Week 7)

#### Learning Outcomes:

1. Examine the principles of quality use of medicines (QUM), as related to nursing practice
2. Analyse the professional and ethical implications of medication administration and the associated legislative requirements to nursing practice.

**Word Length:** Topic 1: 700 words (+/- 10%)

Topic 2: 800 words (+/- 10%)

NB: The word count is considered from the first word to the last word of each topic.

It **includes** in-text references and direct quotations. It **excludes** the cover page, reference list.

**Instructions:** Assessment 1 consists of completing three (3) topics with questions linked to a case summary.

Step 1: Read the case summary. The link to this document is available under the 'Assessment for this Unit' tab: Under 'Assessment 1'.

Step 2: Use the information in the case summary and write two (2) separate essays addressing the information in each topic listed below. You are to attempt both topics.

Step 3: You are required to present your two (2) separate essays using the following format (**include topic headings**):

- First page: Cover page
- Next page:

- o Topic 1: Unsafe Medication Use
  - o Topic 2: The Clinical Decision-Making Process
- Last page: References (for the two topics)

**Format:**

- Size 12 font size (Times New Roman or Arial)
- Double-line spacing
- 2.54cm margins
- Page numbers, name and student number on each page

**Referencing Style:** [APA referencing](#) 6<sup>th</sup> edition ( this can be found on the unit Moodle site under the 'Assessment' tab). Please note that referencing is worth 15% of your overall mark for this assessment.

- The study guide, unit profile, and PowerPoint slides supplied on the unit Moodle site are **NOT** to be used as reference sources but are good resources to guide your answers.
- Journal articles, textbooks and other sources less than 5 years old and textbooks less than 10 years old should be used.

**NB: This assessment has a minimum mark or grade** - This assessment contributes to 40% of your overall marks for this unit (the assessments combined will give the final grade). However, you need to score at least 25% of overall marks for **this** assessment item to pass the unit regardless of obtaining a pass mark in the final exam for this unit.

**Topics**

**Topic 1:** Medication Errors

In the case summary, a medication-related incident has occurred which lead to a poor outcome for Emily. For this topic, you are required to:

1. Describe the medication-related incident that occurred here and discuss one (1) factor that contributed to the poor outcome.
2. Refer to the National Safety and Quality Healthcare Standards (NSQHS) (2<sup>nd</sup> Edition) Standard 4: Medication Safety.
  - Choose one (1) action from the NSQHS Standard 4 - Medication Safety list below (a, b, **OR** c) and discuss how, as the nurse caring for Emily, it could be used to prevent this medication incident occurring again.

**NSQHS Standard 4: Medication Safety Actions:**

- a) Adverse drug reactions Action 4.7, 4.8 & 4.9 (all three are considered one (1) action for this essay)
- b) Information for patients Action 4.11
- c) High- risk medicines Action 4.15

**Topic 2:** The Clinical Decision-Making Process

You are required to use the case summary information to answer this topic, **but** you are to assume that Emily has not been sent home and is to receive her first dose of medication prior to discharge.

The clinical decision-making process with medication administration involves having both knowledge and skill.

1. Discuss how you would apply the clinical decision-making process to ensure the safe administration of this medication to Emily. Your discussion is **only** to cover the specific sections of the clinical decision-making process as listed below:
  - Assessment



- Implementation
- Evaluation

Ensure your discussion includes the importance of each of these sections and is specific to the paediatric patient.

2. Discuss one (1) reason (see page 32 Table 4.1 of the CRO readings in Module 2) for non-adherence to drug treatment i.e. Emily not receiving her medication or failing to complete the full course of medication, that **may be** relevant to Emily and her family.
3. Discuss how non-adherence could be minimised.

#### Assessment Due Date

Week 7 Wednesday (4 Sept 2019) 6:00 pm AEST

#### Return Date to Students

Week 10 Tuesday (24 Sept 2019)

Tuesday Week 10: Students who submit by/on the due date will have their assignments returned by Tuesday 24th September - Week 10

#### Weighting

40%

#### Minimum mark or grade

Students must obtain a minimum of 25% of available marks for Assessment 1 in order to obtain a passing grade for this unit.

#### Assessment Criteria

### Assessment 1 Marking Criteria

HD 85 - 100%	D 75-84%	C 65-74%	P 50-64%	F below 50%	Mark
<p><b>Structure - 15%</b></p> <p>Excellent presentation of assignment with inclusion of cover page (all aspects included), double line spaced, and 12-point font size (Times New Roman or Arial). Consistently accurate (no errors) with spelling and grammar. Consistently accurate with writing and has clear paragraph structure (topic sentence, supporting sentence, concluding sentence).</p>	<p>Well-presented assignment, including cover page (all aspects included), double line spaced, and 12-point font size (Times New Roman or Arial). Generally accurate (1 or 2 errors) with spelling and grammar.</p> <p>Generally accurate with writing and with largely clear paragraph structure (topic sentence, supporting sentence, concluding sentence).</p>	<p>Well-presented assignment, including cover page, double line spaced, and 12-point font size (Times New Roman or Arial). Occasional inaccuracies (3 or 4 errors) with spelling and grammar.</p> <p>Occasional inaccuracies with writing and/or paragraph structure (topic sentence, supporting sentence, concluding sentence).</p>	<p>Adequate assignment presentation. Includes cover page, double line spaced and 12-point font size (Times New Roman or Arial) used. Frequent inaccuracies (5 to 7 errors) with spelling and/or grammar.</p> <p>Adequate presentation with writing. Paragraph structure is present however difficult to identify structure (topic sentence, supporting sentence, concluding sentence).</p>	<p>Poorly presented assignment. Cover page not included (multiple errors), and/or double spacing not used, and/or 12-point font size not used (Times New Roman or Arial). Many inaccuracies in spelling and or grammar (&gt; 7 errors).</p> <p>Poor presentation of assignment. Little or no paragraph structure (topic sentence, supporting sentence, concluding sentence).</p>	/15
<p>The structure of each topic is clearly and comprehensively set out as required and the discussion proceeds logically. Well linked to supporting literature.</p>	<p>The structure of each topic is clearly set out and the discussion proceeds logically. Supporting literature is used appropriately.</p>	<p>The structure of each topic is appropriate and the discussion, for the most part, proceeds logically. Minimal omissions in links to supporting literature.</p>	<p>The structure of each topic is apparent but at times the discussion is difficult to follow. Supporting literature used but inadequately utilised or frequent omissions in links identified.</p>	<p>The structure of each topic is poorly set out and/or the discussion is difficult to follow or there is a lack of cohesion. Little to no links to supporting literature.</p>	
<p><b>Approach and Argument -70%</b></p> <p><b>Topic 1 (20%)</b></p> <p>Comprehensively includes a detailed discussion of the topic with clear, coherent and convincing critical thought is demonstrated on the medication error as per the assessment.</p>	<p>Extensively includes a thorough discussion of the topic with well-developed critical thought evident on the medication error as per the assessment.</p>	<p>Content is appropriate and answers the topic. Generally, includes a reasonable discussion on the medication error as per the assessment.</p>	<p>Content is relevant. Demonstrates a discussion, maybe limited, of the medication error as per the assessment. Perceptible critical thought demonstrated.</p>	<p>Not able to provide or an inadequate demonstration of a discussion on the medication error as per the assessment. Lacks critical thought.</p>	

<p><b>Topic 1 (20%)</b> Comprehensively includes a detailed discussion of the topic with clear, coherent and convincing critical thought demonstrated with application of NSQHS Standard 4 - Medication Safety as per the assessment.</p>	Extensively includes a thorough discussion of the topic with well-developed critical thought evident with application of NSQHS Standard 4 - Medication Safety as per the assessment.	Content is appropriate and answers the topic. Generally, includes a reasonable discussion on the application of NSQHS Standard 4 - Medication Safety as per the assessment.	Content is relevant. Demonstrates a discussion, maybe limited, of the application of NSQHS Standard 4 - Medication Safety as per the assessment. Perceptible critical thought demonstrated.	Not able to provide or an inadequate discussion of the application of NSQHS Standard 4 - Medication Safety as per the assessment. Lacks critical thought.	
<p><b>Topic 2 (20%)</b> Comprehensively includes a detailed discussion with clear, coherent and convincing critical thought demonstrated on the clinical decision-making process as per the assessment.</p>	Extensively includes a thorough discussion of the topic with well-developed critical thought evident on the clinical decision-making process as per the assessment.	Content is appropriate and answers the topic. Generally, includes a reasonable discussion of the clinical decision-making process as per the assessment.	Content is relevant to the topic. Demonstrates a limited discussion on the clinical decision-making process as per the assessment. Perceptible critical thought demonstrated.	Not able to provide/an inadequate discussion on the clinical decision-making process as per the assessment. Lacks critical thought.	
<p><b>Topic 2 (10%)</b> Comprehensively includes a detailed discussion on non-adherence with clear, coherent and convincing critical thought demonstrated as per the assessment.</p>	Extensively includes a thorough discussion on non-adherence with well-developed critical thought evident as per the assessment.	Content is appropriate and answers the topic. Generally, includes a reasonable discussion on non-adherence as per the assessment.	Content is relevant to the topic. Demonstrates a limited discussion on non-adherence as per the assessment. Perceptible critical thought demonstrated.	Not able to provide or provides an inadequate discussion on non-adherence as per the assessment. Lacks critical thought.	/70
<p><b>Referencing - 15%</b> Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations.</p> <p>A minimum of 8 up-to-date* references that includes at least 5 or more journal articles as well as relevant books and web sites spread consistently across all topics. Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style.</p>	<p>1 or 2 in-text referencing errors identified to support and reflect all ideas, factual information and quotations.</p> <p>A minimum of 8 up-to-date* references that includes at least 4 journal articles as well as relevant books and web sites spread consistently across all topics. Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style (1 or 2 errors).</p>	<p>3 or 4 in-text referencing errors identified to support and reflect all ideas, factual information and quotations.</p> <p>A minimum of 7 up-to-date* references. Must include at least 3 journal articles as well as relevant books and web sites spread consistently across all topics. Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style (3 or 4 errors).</p>	<p>5 or more in-text referencing errors identified to support and reflect all ideas, factual information and quotations.</p> <p>A minimum of 6 up-to-date* references used including 2 journal articles as well as relevant textbooks and web sites spread consistently across all topics. Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style (5 errors).</p>	<p>In-text referencing is not consistent with APA style. Many inaccuracies (&gt;5) with in-text referencing to support and reflect all ideas, factual information and quotations. The required number of 6 up-to-date* references not used. Journal articles or relevant textbooks not sourced and not consistently spread across all topics or web sites only used. Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style (&gt;5 errors).</p>	/15
Total Marks					/100

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

### Submission Instructions

Submission site via the Moodle unit page. Marks will be returned through grademark (online). Please review Moodle Help for Students: accessing grademark.

### Learning Outcomes Assessed

- Examine the principles of quality use of medicines (QUM), as related to nursing practice
- Determine the implications of the pharmacokinetic, pharmacodynamics, biochemical and microbial influences medications can have on individuals across the lifespan
- Analyse the professional and ethical implications of medication administration and the associated legislative requirements to nursing practice.

**Graduate Attributes**

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

**Examination****Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

60%

**Length**

120 minutes

**Minimum mark or grade**

Students must obtain a minimum of 50% for the Exam in order to obtain a passing grade for this unit.

**Exam Conditions**

Closed Book.

**Materials**

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