NURS20170 *Patient Deterioration in the Clinical Setting*

Term 2 - 2021

Profile information current as at 30/04/2024 01:36 pm

All details in this unit profile for NURS20170 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 examines clinical assessment and diagnostic reasoning to recognise and respond to a patient's deteriorating condition with appropriate and timely actions. This unit will enhance your knowledge of serious adverse events such as unexpected death and cardiac arrest which often follow observable deterioration in the patient's condition. You will develop knowledge and skills in the early identification of deterioration, the initiation of prompt and effective action to minimise serious consequences, improve outcomes and lessen the level of intervention required to stabilise patients. The unit will focus on the underlying pathology of the patient's deteriorating condition and the interpretation of clinical manifestations to implement safe and effective nursing care.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Students must be enrolled in CL22 Master of Clinical Nursing or CL16 Graduate Certificate in Clinical Nursing to undertake 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. **Practical Assessment**
Weighting: Pass/Fail
2. **Presentation**
Weighting: Pass/Fail

Assessment Grading
This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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 clinical parameters that indicate a patient is deteriorating
2. Monitor and interpret physiological and psychosocial data to assess a patient's clinical deterioration
3. Communicate effectively with health team and family members to ensure the accurate transfer and escalation of critical information
4. Initiate interventions based on diagnostic results of clinical assessment tools and evaluate your nursing actions
5. Critically examine everyday nursing practices and the ready use of tools related to the deteriorating patient.

NA

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Legend: — 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 - 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 - Practical Assessment - 0%	°	°	°	°		°		
2 - Presentation - 0%	°	°	°	°		°		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
N/A

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQUniversity library literature search tools
- CQUniversity Library website
- CQUniversity Library Nursing Resources

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

Colleen Johnston-Devin Unit Coordinator
c.johnston-devin@cqu.edu.au
Julie Shaw Unit Coordinator
j.m.shaw@cqu.edu.au
Adele Baldwin Unit Coordinator
a.baldwin@cqu.edu.au
Pauline Calleja Unit Coordinator
p.calleja@cqu.edu.au

Schedule

Week 1 - Module 1 - Introduction to the unit and the deteriorating patient - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to the Unit Self-directed Learning Moodle site Student Support Something about the Unit. • clinical judgement • the deteriorating patient	Check out the Moodle site and click on all the links. Assessment? How do I find the Library? What is the Academic Learning Centre?	**Zoom** - Weekly - day and time TBA **Activity** – Access the General Discussion page and introduce yourself to your colleaguesby providing your name: 1. Name 2. What you are looking forward to as a Registered Nurse

Week 2 - Module 1 - Considering the deteriorating patient - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic

Research related to the deteriorating patient. • exploration of literature • evidence and practice Observations as data.	Readings and activities in Moodle	**Zoom** - Monday 5pm **Activity** – Access the General Discussion. Identify the most difficult aspect that you have experienced when caring for a deteriorating patient.

Week 3 - Module 2 - Monitoring and interpretation of physiological data - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Physiological observations pertinent to the deteriorating patient. Detailed examination of various observations.	Readings and activities in Moodle	**Zoom** - Weekly - day and time TBA **Activity** – Access the General Discussion. Detail what you have learnt about assessing physiological observations correctly. Students NOT in a partnered graduate program **submit your signed Assessor Agreement** in the Assessment portal on the unit Moodle site. **Due Date: Friday 30th July 2021 5pm (Week 3).**

Week 4 - Module 2 - Monitoring and interpretation of physiological data - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Physiological observations pertinent to the deteriorating patient. • temperature • blood pressure Detailed examination of various observations.	Readings and activities in Moodle	**Zoom** -Weekly - day and time TBA **Activity** – Access the General Discussion Explain the impotance of temperature assessment of the older person.

Week 5 - Module 3 - Monitoring and interpretation of psycho-social data - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Family centred care (FCC) and the deteriorating patient. • principles of FCC • Families as legitimate partners Application of principles of FCC in critical situations.	Readings and activities in Moodle	**Zoom** - Weekly - day and time TBA **Activity** – Access the General Discussion Describe what you consider to be your family. Would all of these people be recognised as family.

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - Module 3 - Monitoring and interpretation of psycho-social data - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Interruption and distraction in the clinical setting. Situational awareness. Contribution of these concerns to the deteriorating patient.	Readings and activities in Moodle	**Zoom** -Weekly - day and time TBA **Activity** – Access the General Discussion Provide an example of being distracted in the clinical setting.

Week 7 - Module 4 - Communicating effectively in situations related to the deteriorating patient - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Effective clinical communication for prevention of deterioration. • practice principles and their application in the clinical setting. • strategies, issues and concerns.	Readings and activities in Moodle	**Zoom** - Weekly - day and time TBA **Activity** – Access the General Discussion What is effective communication?

Week 8 - Module 4 - Communicating effectively in situations related to the deteriorating patient - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Clinical communication in critical situations • principles Application of principles in practice • examples	Readings and activities in Moodle	**Zoom** - Weekly - day and time TBA

Week 9 - Module 5 - Initiating and evaluating nursing actions based on clinical assessment findings - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Advanced clinical decision making. Nursing care analysis. The initiation of nursing actions based on advanced clinical decisions.	Readings and activities in Moodle	**Zoom** - Weekly - day and time TBA **Activity** – Access the General Discussion What do you use to guide your clinical decison making?

Week 10 - Module 5 - Initiating and evaluating nursing actions based on clinical assessment findings - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Advanced clinical decisions in review. • Complexity, time-pressures and evaluation. The evaluation of nursing actions based on advanced clinical decisions. • Evaluation and new learning.	Readings and activities in Moodle	**Zoom** - Weekly - day and time TBA **Activity** – Access the General Discussion

Week 11 - Module 6 - Critical examination of everyday nursing practices relating to the deteriorating patient - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Critical analysis on the run. • Speed and safety in the clinical environment. Systems and strategies for critical analysis. • Critiquing complexity.	Readings and activities in Moodle	**Zoom** - Weekly - day and time TBA **Activity** – Access the General Discussion Any questions?

Week 12 - Module - 6 - Critical examination of everyday nursing practices relating to the deteriorating patient - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
The invisibility of everyday nursing practices. Unmasking and legitimating the invisible. An examination of cultural influences on nursing practice. Say little, do much.	Readings and activities in Moodle	**Zoom** - Weekly - day and time TBA **Activity** – Access the General Discussion Say goodbye.

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 1 & 2 - last date for submission: Friday 15th October 2021 5pm (AEST) **Practical assessment of the simulated deteriorating patient** Due: Review/Exam Week Friday (15 Oct 2021) 5:00 pm AEST **Presentation** Due: Review/Exam Week Friday (15 Oct 2021) 5:00 pm AEST

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

1 Practical assessment of the simulated deteriorating patient

Assessment Type
Practical Assessment

Task Description
Students undertaking this assessment will be either in:

i. **i) A Partnered Graduate Program**

i. **ii) NOT in a Partnered Graduate Program**

Type: Practical assessment
Due date:

i. i) The Graduate Coordinator will advise students in a partnered Graduate Program of the due date.

i. ii) Obtain a signed agreement from one of your unit nursing leaders (NUM, CNC, Nurse Educator) indicating that they will assess you in this task on an agreed due date. Submit Assessor Agreement via assessment portal on unit Moodle site by Friday 30th July 2021 5pm (AEST) (Week 3). Last day for submission of assessment is Friday 15th October 2021 5pm (AESTD).

Weighting: PASS/FAIL
Unit Coordinator: Dr Colleen Johnston-Devin

Learning Outcome Assessed

- 1. Explain clinical parameters that indicate a patient is deteriorating.
- 2. Monitor and interpret physiological and psychosocial data to assess a patient's clinical deterioration.
- 3. Communicate effectively with health team and family members to ensure the accurate transfer and escalation of critical information.

Aim
This clinical assessment evaluates your knowledge and skills in the early identification of a patient's deteriorating condition and the initiation of prompt and effective action to minimise serious consequences, improve outcomes and lessen the level of intervention required to stabilise patients. The assessment will also assess your knowledge of the pathology of the patient's deteriorating condition, your ability to interpret clinical manifestations and effectively communicate these changes in health to team members including the patient.

Task Description
You are required to demonstrate the safe care of a deteriorating patient in a clinical simulation setting. This assessment is undertaken at three skill stations (this structure may vary across different partnered Health Services).
You will be required to rotate between three skill stations. At each station a scenario relating to a deteriorating patient will be presented. During the first stage you will have the opportunity to practice skills to recognise and respond to a deteriorating patient. During the next stage, you will be assessed on your ability to safely perform these skills: These skills include:

- initial nursing management
- verbalising a targeted systematic assessment approach (look, listen and feel ABCDEFG) [this worksheet is available on the Moodle site]
- recording vital signs
- verbalising escalation concerns using ISBAR
- managing basic airway manoeuvres, adjuncts and oxygen therapy delivery devices

- identifying further clinical risk factors and additional investigations that may be required
- selecting and inserting naso/oropharyngeal airway
- demonstrating chin lift, head tilt and manual ventilation techniques
- demonstrating and instructing on the use of nasal prongs, Hudson mask, non-rebreather masks and the HFNP Air Viva

Task Instructions

Step 1. Familiarise yourself with the relevant policies, procedures and legislation available on the unit Moodle site

Step 2. Familiarise yourself with Standard 8, Recognising and responding to acute deterioration standard (The Australian Commission on Safety and Quality in Health Care, [ACSQH] 2017).

Step 3. Stage 1- practice your skills in recognising and responding to deteriorating patients rotating through three skill stations.

Step 4. Stage 2 – demonstrate your ability to recognise and respond to the deteriorating patient including:

- initial nursing management
- verbalising a targeted systematic assessment approach (look, listen and feel ABCDEFG) [this worksheet is available on the Moodle site]
- recording vital signs
- verbalising escalation concerns using ISBAR
- managing basic airway manoeuvres, adjuncts and oxygen therapy delivery device
- identifying further clinical risk factors and additional investigations that may be required
- selecting and inserting naso/oropharyngeal airway
- demonstrating chin lift, head tilt and manual ventilation techniques
- demonstrating and instructing on the use of nasal prongs, Hudson mask, non-rebreather masks and the HFNP Air Viva

Step 5. The assessors will forward the results of the assessment to the Unit coordinator.

Marking Criteria
Refer to the marking rubric below for more detail on how marks will be assigned.

Assessment Due Date
Review/Exam Week Friday (15 Oct 2021) 5:00 pm AEST
Assessment due date will be negotiated and undertaken in the clinical setting where you work

Return Date to Students
Exam Week Friday (22 Oct 2021)
Return of assessment will be negotiated and undertaken in the clinical setting where you work

Weighting
Pass/Fail

Minimum mark or grade
PASS

Assessment Criteria
Student name: _____   Assessor Name_____ Assessor Signature_____

Students must pass each criterion in each skill/topic to be successful in this assessment
Students may have a second attempt if unsuccessful at the first attempt.

Skill / Topic		Pass	FAIL
Skill station: Patient deterioration	• Demonstrate ability to use look, listen and feel ABCDEFG • Demonstrates ability to escalate care of the deteriorating patient in a timely manner • Appropriately records vital signs provided on the deterioration observation document used in your facility • Verbalise initial management and outline concerns • ISOBAR is used in escalation of treatment • Effectively communicates with patient and/or family members to explain change in patient's condition		
Oxygen Therapy	• Demonstrate application, advantages and disadvantages of NP, HM, Non-rebreather • Explains the oxygen flow rates and precautions required • Demonstrate HFNP set up, uses and how to record setting.		
Basic Airway Management	• Demonstrate airway maneuvers, insertion/removal of devices and ventilating with BVM • Effectively demonstrate skills relevant to relevant clinical skills and tasks		
Knowledge of polices and guidelines	• Identified points of deterioration are justified and aligned with the Registered Nurse Standards for Practice (2016) and the Australian National Quality Safety Standards (2014) and/or other relevant legislation and policies.		

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Offline

Submission Instructions
Assessment will be negotiated and undertaken in the clinical setting where you work

Learning Outcomes Assessed

- Explain clinical parameters that indicate a patient is deteriorating
- Monitor and interpret physiological and psychosocial data to assess a patient's clinical deterioration
- Communicate effectively with health team and family members to ensure the accurate transfer and escalation of critical information

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

2 Presentation

Assessment Type
Presentation

Task Description
Students undertaking this assessment will be either in:

    i. **i) A Partnered Graduate Program**

    i. **ii) NOT in a Partnered Graduate Program**

Type: Presentation
Due date:

    i. i) The Graduate Coordinator will advise students in a partnered Graduate Program of the due date.

    i. ii) Students not in a partnered Graduate Program must obtain a signed agreement from one of your unit nursing leaders (NUM, CNC, Nr Educator) indicating that they will assess you in this task on an agreed due date. Provide the Unit Coordinator with a copy by the end of Week 3. Last day for submission of assessment is Friday 15th October 2021 5pm (AESTD)..

Weighting: Pass/Fail
Length: No more than 10 minutes
Unit Coordinator: Dr Julie Shaw

Learning Outcome Assessed

- 4. Initiate interventions based on diagnostic results of clinical assessment tools and evaluate your nursing actions.
- 5. Critically examine everyday nursing practices and the ready use of tools related to the deteriorating patient.

Aim
The aim of this assessment is to provide you with an opportunity to demonstrate your knowledge and understanding of using reflection to self-assess your clinical practice.

Instructions
You are providing an oral report on your participation in your simulation assessment.
Your target audience for your presentation may include your workplace colleagues, peers or unit nursing leaders.
Please follow the steps below to complete your assessment task:
Step 1. Access the Gibbs' Reflective Model (1988) to reflect on your simulated patient deterioration activity – Assessment 1.

- Gibbs' steps to reflective practice are:
    - Description – what happened (situation/experience)?
    - Feelings – What are you thinking or feeling about this?
    - Evaluation – What was good and what was bad about the experience?
    - Analysis - What can you learn from this experience?
    - Conclusion – What could you have done differently?

o Action – If you faced this situation again, how would you act differently (Gibbs, 1988)

Step 2. Structure your presentation in a manner that is logical, and the patient experience and your experience is presented systematically.

Step 3. Present your reflection in an objective manner to your audience that may include peers, educators and other unit nursing leaders.

Resources

- Decision-making framework (DMF) (NMBA, 2020)
- Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice (2016).
- National Safety and Quality Health Service (NSQHS) Standards (2017)
- Patient Safety Competency Framework for Nursing Students (PSCF) (Levett-Jones et al., 2017)

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language. There are also Oral Presentation resources.

Submission

No submission required as this assessment is undertaken in the workplace.
The assessor will forward the results of the assessment to the Unit coordinator.

Marking Criteria

Refer to the marking rubric on the Moodle site and below for more detail on how marks will be assigned.

Assessment Due Date

Review/Exam Week Friday (15 Oct 2021) 5:00 pm AEST
Presentation due dates will be negotiated at the local clinical setting

Return Date to Students

Exam Week Friday (22 Oct 2021)
Provided by your Graduate Coordinator or Assessor at your employing health service.

Weighting

Pass/Fail

Minimum mark or grade

PASS

Assessment Criteria

Student name: _____

Students must pass each criterion in each skill/topic to be successful in this assessment

Students may have a second attempt if unsuccessful at the first attempt.

Skill / Topic	Content covered	PASS	FAIL
Patient Deterioration	Debrief after each scenario and provides constructive feedback on: • Clinical decision making • Recognising deterioration using ABCDEFG • Team work and communication • ISBAR escalation • Role clarification • Communicates effectively, to patient and/or family members, the change in patient's condition	Demonstrates cognitive and technical skills: • Demonstrates clear thinking and technical competence • Signs and symptoms identified • Identifies ISBAR escalation • Identifies the role of the registered nurse • Communicates effectively to patient and/or family members	Does not demonstrate cognitive and technical skills: • Does not demonstrate clear thinking and technical competence • Signs and symptoms are not clearly identified • Does not accurately identify ISBAR escalation • Is unclear in identifying the role of the registered nurse • Does not communicate effectively with patient and/or family members
Debrief	Following each scenario, the teams are asked to provide constructive feedback on: • Clinical decision making • Team work, leadership, role • Escalation using ISBAR • Communication with patient/family member/s	• Presents up to date and accurate knowledge • Demonstrates clinical decision making • Discusses teamwork and leadership adequately • Escalates care using ISBAR • Communicates effectively with patient and/or family member	• Does not present up to date and accurate knowledge • Does not demonstrate clear clinical decision making • Does not adequately discusses teamwork and leadership • Does not discuss reasons to escalate care using ISBAR • Does not communicate effectively with patient and/or family member/s
Presentation	• Oral style: Uses vocabulary structures and forms to appropriately address audience • Incorporates appropriate headings (teamwork, leadership, reasons to escalate care).	Communication • Communicates clearly and accurately • Incorporates appropriate heading	Communication • Does not communicate clearly and accurately. • Does not address appropriate heading (teamwork, leadership, reasons to escalate care)

PASS/FAIL _____ Assessor Name_____ Signature _____

Date_____

Referencing Style

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

Submission
Offline

Submission Instructions
Presentations will be undertaken at the local clinical setting

Learning Outcomes Assessed

- Initiate interventions based on diagnostic results of clinical assessment tools and evaluate your nursing actions
- Critically examine everyday nursing practices and the ready use of tools related to the deteriorating patient.

Graduate Attributes

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

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