



PMSC12005 *Paramedic Medical Emergencies 2*

Term 1 - 2024

Profile information current as at 12/05/2024 08:10 am

All details in this unit profile for PMSC12005 have been officially approved by CQUUniversity 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

In this unit, you will continue to develop your skills in recognising, diagnosing and managing patients presenting with complex and/or less commonly encountered acute and life-threatening disease processes, throughout the life span. You will integrate your developing knowledge of anatomy and physiology, pathophysiology and pharmacology with patient assessment, diagnostic evaluations and clinical history to formulate a provisional diagnosis. You will use this information to design and implement the most appropriate clinical management in line with contemporary industry guidelines and protocols, and emerging evidence-based practices, displaying safe, ethical and professional practice. Case-based learning combined with high fidelity simulation will contextualise your essential clinical skills, clinical decision making and problem-solving abilities.

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-requisites- PMSC12001 Procedures & Skills in Paramedic CarePMSC11004 Paramedic Medical Emergencies 1Co-requisite-PMSC12004 Advanced Electrophysiology and Coronary Care

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 1 - 2024

- Mixed Mode

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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. **Presentation**

Weighting: 20%

2. **Practical Assessment**

Weighting: 50%

3. **Online Quiz(zes)**

Weighting: 30%

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 feedback

Feedback

Some students would like to have more frequent Zoom tutorials

Recommendation

Due to their popularity, there will be an increase in the frequency of Zoom sessions.

Feedback from SUTE feedback

Feedback

Students appreciated that the residential schools cohorts were split into smaller groups (6 students) during practical sessions.

Recommendation

Continue to split the cohorts into smaller groups at residential schools.

Unit Learning Outcomes

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

1. Evaluate patients systematically and comprehensively, including clinical history and assessment data, in a safe, ethical and culturally appropriate manner
2. Formulate and justify a provisional diagnosis by applying knowledge of underpinning foundational pathophysiology of complex and/or less commonly encountered acute and life-threatening disease processes, and implement appropriate pharmacological management
3. Develop effective clinical management interventions through comprehensive knowledge and implementation of evidence-based practice, incorporating the principles of safe, professional and ethical practice.

It is a requirement of the Paramedicine Board of Australia that units align with the AHPRA professional capabilities for registered paramedics. These are broken down into five (5) domains. Below aligns the learning outcomes with these domains. In addition, the learning outcomes have also been aligned with the National Safety and Quality Health Service (NSQHS) Standards.

Professional Capabilities for a registered Paramedic

The Paramedicine Board of Australia is responsible for assessing, consulting on and setting the standards for paramedics practicing in Australia. These standards and relevant domains are articulated in the *Professional capabilities for registered paramedics* document. The learning outcomes of the unit are matched to the relevant capabilities

| Standard/Attribute/Criteria | Learning Outcome |
|---|------------------|
| Domain 1: The professional and ethical practitioner 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.1.10, 1.1.11, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2 | LO1, LO2, LO3 |
| Domain 2: The communicator and collaborator 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.2.1, 2.2.2, 2.2.3 | LO1, LO2, LO3 |
| Domain 3: The evidence-based practitioner 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.2, 3.3.3 | LO1, LO2, LO3 |
| Domain 4: The safety and risk management practitioner 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, 4.3.3, 4.5.2, 4.7.7 | LO1, LO2, LO3 |
| Domain 5: The paramedicine practitioner 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.6.1, 5.6.2, 5.6.3, 5.6.4 | LO1, LO2, LO3 |

National Safety and Quality Health Service Standards

The Australian Commission on Safety and Quality in Health Care Standards developed in this unit are:

| Standard | Learning Outcomes |
|---|-------------------|
| Clinical Governance | LO1, LO3 |
| Partnering with Consumers | LO1, LO2, LO3 |
| Preventing and Controlling Infections | LO1, LO2, LO3 |
| Medication Safety | LO1, LO2, LO3 |
| Comprehensive Care | LO1, LO2, LO3 |
| Communicating for Safety | LO1, LO3 |
| Recognising and Responding to Acute Deterioration | LO1, LO2, LO3 |

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 |
| 1 - Practical Assessment - 50% | • | • | • |
| 2 - Online Quiz(zes) - 30% | | • | • |
| 3 - Presentation - 20% | • | • | • |

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 | | | |

Textbooks and Resources

Textbooks

PMSC12005

Prescribed

Textbook of Adult Emergency Medicine

Edition: Fifth (2020)

Authors: Peter Cameron, Mark Little, Biswadev Mitra & Conor Deasy

Elsevier

ISBN: 978-0-7020-7624-4

Binding: Paperback

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer
- Microphone and headset
- Camera and microphone for attending Zoom tutorials and completing presentation assessment task

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

Tim Rablin Unit Coordinator

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Schedule

Residential schools - 11 May 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|---|
| Revision and preparation for the residential schools (on-campus assessment). | | Multiple residential schools available in Cairns, Townsville and Rockhampton in weeks 10, 11 and 15. Limited places available for each residential school. Please book your preferred residential school early to avoid disappointment. On-campus assessment completed at the residential school. |

Week 1 Safety, Ethics & Professionalism - 04 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Week 1 will cover basic safety, professional and ethical considerations in relation to pharmacology. You will also cover all drugs associated with PMSC12005. | Textbook of Adult Emergency Medicine Chapter 28.3: p.872-876. Chapter 28.4: p.877-880. Chapter 28.5: p.880-886. Refer to e-reading list for all readings. | |

Week 2 Neurological Emergencies - 11 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|--|
| Week 2 will explore some neurological emergencies encountered by paramedics. | Textbook of Adult Emergency Medicine Chapter 8.1: p.352-355. Chapter 8.6: p.379-382. Chapter 22.1: p.660-664. Refer to e-reading list for all readings. | Assessment 1: Presentation Open 11/03/2024 0900 AEST. |

Week 3 Respiratory Emergencies, Anaphylaxis and Shock - 18 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Week 3 will explore some respiratory emergencies, anaphylaxis and shock, encountered by paramedics. | Textbook of Adult Emergency Medicine Chapter 2.4: p.35-43. Chapter 2.8: p.59-66. Chapter 6.2: p.267-271. Chapter 6.5: p.285-290. Refer to e-reading list for all readings. | |

Week 4 Abdominal Emergencies Part A - 25 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|------------------------------|
| Week 4 will explore some gastrointestinal emergencies encountered by paramedics, including gastrointestinal bleeding. | Textbook of Adult Emergency Medicine Chapter 7.6: p.318-322. Chapter 7.13: p.343-347. Refer to e-reading list for all readings. | |

Week 5 Abdominal Emergencies Part B - 01 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Week 5 will explore some further gastrointestinal emergencies encounter by paramedics, including pancreatitis, appendicitis, and cholelithiasis. | Textbook of Adult Emergency Medicine Chapter 7.8, p.327-330. Chapter 7.9, p.330-333. Chapter 7.10, p.333-336. Refer to e-reading list for all readings. | |

Break Week - 08 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------|---------|------------------------------|
| Enjoy the break! | | |

Week 6 Infectious Diseases - 15 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| Week 6 will explore some infectious diseases encountered by paramedics. | Textbook of Adult Emergency Medicine Chapter 2.5: p.43-47. Chapter 6.1: p.262-267. Chapter 6.3: p.272-281. Chapter 6.4: p.282-285. Chapter 9.2: p.395-400. Refer to e-reading list for all readings. | Assessment 1: Presentation Due 15/04/2024 0900 AEST. Presentation Due: Week 6 Monday (15 Apr 2024) 9:00 am AEST |

Week 7 Endocrine Emergencies - 22 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Week 7 will cover some endocrine emergencies encountered by paramedics. | Textbook of Adult Emergency Medicine Chapter 11.2: p.474-477. Chapter 11.3: p.478-483. Refer to e-reading list for all readings. | |

Week 8 Metabolic Emergencies - 29 Apr 2024

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

Week 8 will explore some metabolic emergencies encountered by paramedics.

Textbook of Adult Emergency Medicine
Chapter 10.1: p.457-465.
Chapter 12.1: p.484-487.
Chapter 12.2: p.488-496.
Refer to e-reading list for all readings.

Week 9 Cardiovascular Emergencies - 06 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| Week 9 will explore some cardiovascular emergencies encountered by paramedics. | Textbook of Adult Emergency Medicine Chapter 5.5: p.223-229. Chapter 5.6: p.230-237. Chapter 5.8: p.245-250. Chapter 5.10: p.254-258. Chapter 5.11: p.259-261. Refer to e-reading list for all readings. | |

Week 10 Haematological Emergencies - 13 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Week 10 will explore some haematological emergencies encountered by paramedics. | Textbook of Adult Emergency Medicine Chapter 13.1: p.497-502. Chapter 13.2: p.503-505. Chapter 13.3: p.505-507. Chapter 13.4: p.508-510. Chapter 13.5: p.511-516. Refer to e-reading list for all readings. | |

Week 11 Paediatric Introduction - 20 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Week 11 will introduce the paediatric patient, and discuss some differences as compared to adults. | Refer to e-reading list for all readings. | |

Week 12 Culturally Appropriate Health Care - 27 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|--|
| Week 12 will explore culturally appropriate health care for the prehospital setting. | Textbook of Adult Emergency Medicine Chapter 29.9: p.920-922. Refer to e-reading list for all readings. | Assessment 3: Quiz Opens 27/05/2024 0900 AEST. |

Review/Exam Week - 03 Jun 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|---|
| | | Assessment 3: Quiz Closes 03/06/2024 0900 AEST. |

Exam Week - 10 Jun 2024

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

Assessment Tasks

1 Presentation

Assessment Type

Presentation

Task Description

For this task, you will develop a 6–8-minute video presentation from the topic listed below. This presentation should be aimed at clinicians attending an online continuing professional development (CPD) conference. The presentation will require you to use PowerPoint slides, and a video of yourself delivering your presentation. The lectures provided as part of this unit are examples of what is required for your final product. The suggested structure for your presentation is also

listed below.

Choose one topic for your presentation:

- Anaphylaxis
- Autonomic Dysreflexia
- Headaches
- Vertigo
- Asthma
- Chronic Obstructive Pulmonary Disease

Presentation Key Criteria:

- Pathophysiology of the disease.
- Epidemiology and aetiology of the disease.
- Clinical features of the disease.
- Specific questioning or investigations that could assist you with a provisional diagnosis.
- Evidence based pre-hospital management.
- Explanation of management physiology and/or relevant pharmacodynamics.
- Strategies to ensure that the ethical principles of non-maleficence and beneficence are upheld during care.
- 6-8 minutes maximum.

Referencing:

- APA 7th edition.
- Must use in-text referencing.
- Must reference figures and tables.
- Reference list to be included on the last slide/s, using APA 7th edition standard.
- A minimum of 7 peer-reviewed journal articles are required for this presentation (10 years old or less).

Required uploads:

- MP4 video presentation.
- PowerPoint slideshow, in-text referencing and reference list on the last slide/s.
- Presentation script in Word (no referencing required for the script).

Assessment Due Date

Week 6 Monday (15 Apr 2024) 9:00 am AEST

Return Date to Students

Three weeks post due date.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

- Epidemiology and Aetiology = 10 marks
- Pathophysiology = 10 marks
- Clinical Features = 10 marks
- Questioning and Investigations = 10 marks
- Pre-Hospital Management = 10 marks
- Management Explanation = 10 marks
- Ethical Consideration = 10 marks
- Presentation Design and Delivery = 10 marks
- Referencing = 10 marks

In-depth marking rubric information will be available on the Moodle site.

In the absence of an approved extension, a penalty of 5% of the total marks for the assessment will be deducted for each full or part calendar day the assessment is overdue, in accordance with Assessment Policy and Procedure. An extension request must be submitted via the 'Request Extension' link on the unit Moodle page, and each case will be assessed in accordance with the relevant policy and procedure. Students are advised that to attain a passing grade for this unit, ALL assessment items must be completed. Furthermore, a passing grade of 50% must be attained for each assessment (practical assessment, online quiz and presentation). Failure to attain this standard will cause an overall 'Fail' grade

for this unit. Students may be eligible to a supplementary assessment if they meet all the criteria set out in the CQU Assessment Policy and Procedure are met.

Referencing Style

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

Submission

Online

Submission Instructions

MP4 file presentation, PowerPoint presentation, and script.

Learning Outcomes Assessed

- Evaluate patients systematically and comprehensively, including clinical history and assessment data, in a safe, ethical and culturally appropriate manner
- Formulate and justify a provisional diagnosis by applying knowledge of underpinning foundational pathophysiology of complex and/or less commonly encountered acute and life-threatening disease processes, and implement appropriate pharmacological management
- Develop effective clinical management interventions through comprehensive knowledge and implementation of evidence-based practice, incorporating the principles of safe, professional and ethical practice.

2 On-campus

Assessment Type

Practical Assessment

Task Description

Theoretical knowledge and the practical application of this knowledge is vital when performing the role of paramedic. In this assessment, you will need to articulate and apply your theoretical knowledge gained within this unit to successfully complete a variety of assessments to an intermediate level.

You will need to complete the tasks below. All of these will be conducted at a residential school with some using simulated environments and patients.

Task Description

You will need to complete three (3) tasks, each designed to assess your knowledge and practical skills acquired during this unit.

Task one (1) will be in the form of a quiz on day one of the residential school. The quiz will be focused on drug therapy protocols provided in week 1, pathophysiology and clinical management of presentations covered within this unit. You will be allocated 15 minutes to complete the task.

Task two and three (2 & 3) will be in the form of an Objective Structured Clinical Examination (OSCE) where you will be allocated 20 minutes to complete each assessment. The OSCEs will be in the format of a structured clinical scenario. The OSCE is designed to assess your knowledge and understanding of the material covered throughout the unit, in a structured practical environment. Furthermore, the OSCE will assess your ability to perform a thorough, accurate and systematic patient assessment; and, use this information to formulate a provisional diagnosis. In combination with your patient assessment and provisional diagnosis, you will implement appropriate and timely interventions, procedures and/or skills. Your ability to effectively communicate and overall scene management will also be assessed.

Assessment Due Date

This assessment will be completed at a residential school chosen by the student.

Return Date to Students

Three weeks post residential school assessment date.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

To pass the on-campus assessment, students must achieve a minimum of 50%. Task one, two and three results will be combined and students must achieve 50% of the overall combined result.

Students are advised that to attain a passing grade for this unit, ALL assessment items must be attempted. Furthermore, a passing grade of 50% must be attained for each assessment (practical assessment, online quiz and presentation). Failure to attain this standard will cause an overall 'Fail' grade for this unit. Students may be eligible to a supplementary assessment if all the criteria set out in the CQU Assessment Policy and Procedure are met.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Evaluate patients systematically and comprehensively, including clinical history and assessment data, in a safe, ethical and culturally appropriate manner
- Formulate and justify a provisional diagnosis by applying knowledge of underpinning foundational pathophysiology of complex and/or less commonly encountered acute and life-threatening disease processes, and implement appropriate pharmacological management
- Develop effective clinical management interventions through comprehensive knowledge and implementation of evidence-based practice, incorporating the principles of safe, professional and ethical practice.

3 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

You will be required to complete an online quiz in week 12. The quiz will open on Monday the 27th of May at 09:00 AM and will close on Monday the 3rd of June at 09:00 AM. Content from weeks 1-10 inclusively will be used for this quiz. You will have 45 minutes to complete the quiz. Only one attempt is allowed for this quiz.

Questions associated with this quiz will be extracted from the content presented in PMSC12005 and this includes, lecture slides, lecture recordings and recommended readings. The quiz will be multiple choice and short answer questions. No partial marks awarded for multiple choice questions. This is NOT an open-book assessment.

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

The quiz will open on Monday the 27th of May at 09:00 AM and will close on Monday the 3rd of June at 09:00 AM.

Return Date to Students

Three weeks post closing date.

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Answering the questions correctly will result in full marks. No partial marks will be allocated for any multiple-choice questions. The quiz must be completed and submitted by the time indicated in the assessment task. In the absence of an approved extension for the quiz, there will be no opportunity to complete the tasks after the specified dates, and there will be no opportunity to apply a late penalty of 5% per day.

Students are advised that to attain a passing grade for this unit, ALL assessment items must be attempted. Furthermore, a passing grade of 50% must be attained for each assessment (practical assessment, online quiz and presentation). Failure to attain this standard will cause an overall 'Fail' grade for this unit. Students may be eligible to a supplementary assessment if all the criteria set out in the CQU Assessment Policy and Procedure are met.

Referencing Style

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

Submission

Online

Submission Instructions

Complete the quiz on the Moodle page under the assessment tab.

Learning Outcomes Assessed

- Formulate and justify a provisional diagnosis by applying knowledge of underpinning foundational pathophysiology of complex and/or less commonly encountered acute and life-threatening disease processes, and implement appropriate pharmacological management
- Develop effective clinical management interventions through comprehensive knowledge and implementation of evidence-based practice, incorporating the principles of safe, professional and ethical practice.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem