



# PMSC13010 Consolidated Paramedic Practice

## Term 3 - 2019

Profile information current as at 20/04/2024 07:49 am

All details in this unit profile for PMSC13010 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

In this unit you will study the pathophysiology, presentation, and prehospital management of various medical / surgical conditions, learning how to discriminate between similar conditions and confounding presentations. Through case-based learning you will develop the critical thinking and clinical judgement skills to confidently reach diagnoses and determine the most appropriate clinical management in accordance with contemporary industry guidelines and protocols. A residential school consolidates knowledge with practice in high-fidelity simulation case management exercises.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisites: PMSC12002 Clinical Paramedic Practice 1 MPAT12001 Medical Pathophysiology PMSC13003

Pharmacology in Paramedic Practice

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 3 - 2019

- 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. **Written Assessment**

Weighting: Pass/Fail

#### 2. **Online Quiz(zes)**

Weighting: Pass/Fail

#### 3. **Practical Assessment**

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](#).

## 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 Have your say survey

##### Feedback

Students appreciated the approachability of the unit co-ordinator and the short turn around time to respond to questions via email. Several students commented on the friendliness of phone conversations and how that improved their confidence in learning the content and becoming industry-ready.

##### Recommendation

Continual reinforcement instilling in the students that they should contact the unit co-ordinator any time they have questions or are struggling with content aids in the ability to project approachability and will be continued in future units.

## Unit Learning Outcomes

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

1. Take a systematic and responsive approach to clinical assessment and evaluation.
2. Evaluate clinical history and assessment data to differentiate between medical pathologies and reach accurate diagnoses.
3. Apply critical thinking in case management, justifying clinical decisions with evidence-based rationale.
4. Manage clinical cases with appropriate prioritisation of treatment in accordance with industry guidelines and protocols.

The unit increases students' capacity to perform on-road as independent clinicians with Australian ambulance services. This is in direct response to industry feedback (through both direct consultation with management and via clinical placement feedback forms) that students and graduates lack practical skills in clinical case management, noted as a disconnect between medical science studies and the contextual application of this knowledge in the clinical environment. Improving our students' ability to meet industry requirements will strengthen the Paramedic Course ability to meet accreditation requirements.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 0%		•	•	
2 - Online Quiz(zes) - 0%		•	•	•
3 - Practical Assessment - 0%	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Written Assessment - 0%	•	•	•	•	•		•	•		
2 - Online Quiz(zes) - 0%		•	•	•		•				
3 - Practical Assessment - 0%	•	•	•	•	•		•	•		

## Textbooks and Resources

### Textbooks

PMSC13010

#### Prescribed

#### Emergency and Trauma Care for Nurses and Paramedics

Edition: 2nd (2015)

Authors: Curtis,k & Ramsden,C

Elsevier

Chatswood , NSW , Australia

ISBN: 978072952050

Binding: Paperback

#### Additional Textbook Information

Other prescribed text will be available via the online CQU library.

[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

**Gavin Cousens** Unit Coordinator

[g.cousens@cqu.edu.au](mailto:g.cousens@cqu.edu.au)

## Schedule

### Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Systematic Approach Oxygen Therapy	Emergency and Trauma Care 2e- Pg 237-252 and Pg 441-452 Textbook of Adult Emergency Medicine Pg 21 - 31	Online lecture/tutorial

### Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Fluid Replacement Analgesia Regimes	Textbook of Adult Emergency Medicine Chapter 2.3 Pg32-37, and Chapter 22.1 Pg 735-740 Associated provided readings.	Online lecture/tutorial

### Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Neurological Emergencies	Emergency and Trauma Care 2e- Chapter 23 & Pg 1287/8 Textbook of Adult Emergency Medicine Pg 386-389, Pg 390-399 & Pg 411-416	Online lecture/tutorial
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#### Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Respiratory Emergencies	Emergency and Trauma Care 2e- Chapter 21 and Pg 886 - 887 Textbook of Adult Emergency Medicine- Section Six	Online lecture/tutorial

#### Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Self Directed Revision		

#### Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cardiac Emergencies	Emergency and Trauma Care 2e- Chapter 22 Textbook of Adult Emergency Medicine Pg 227 - 231 and Pg 273 - 285	Online lecture/tutorial  <b>Written Assessment</b> Due: Week 5 Monday (16 Dec 2019) 11:45 pm AEST

#### Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Endocrine Emergencies	Emergency and Trauma Care 2e- Pg Chapter 26 Textbook of Adult Emergency Medicine Pg 520 - 532	Online lecture/tutorial

#### Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Immunological Emergencies & Shock	Emergency and Trauma Care 2e- Chapter 20 Textbook of Adult Emergency Medicine Pg 38 - 51	Online lecture/tutorial

#### Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Gastrointestinal and Genitourinary Emergencies	Emergency and Trauma Care 2e- Chapter 24 and 25 Textbook of Adult Emergency Medicine Pg Section 7 & 10	Online lecture/tutorial

#### Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Seld-directed revision for online quiz		Zoom Sessions TBA

#### Week 10 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
On-Line Quiz open		Zoom Sessions TBA  <b>Online Quiz</b> Due: Week 10 Monday (27 Jan 2020) 8:00 am AEST

#### Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Residential school		Commencing at 08:00 on Friday the 7th of February 2020 Building 17: Rockhampton North Campus (Residential school for this unit will only be offered in Rockhampton)
<b>Week 12 - 10 Feb 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Residential school Self Directed Revision.		<b>Practical Assessment</b> Due: Week 12 Monday (10 Feb 2020) 5:00 pm AEST
<b>Exam Week - 17 Feb 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

There is a compulsory residential school that must be completed in its entirety and passed to complete this unit. The residential school will be conducted in Rockhampton ONLY commencing on the 7th of February 2020 through to the 10th of February 2020. Specific information in relation to the residential school and assessment item is contained within the unit profile under assessment tasks and within the Moodle site.

## Assessment Tasks

### 1 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

Objectives.

You are required to describe and discuss the presentation and management of a case you have encountered while on placement.

You will then discuss the clinical presentation specific to the case and how it relates to contemporary pre-hospital care in Australia.

Finally, you will reflect upon the case and how it has influenced your approach to patient care and any lessons you have taken away from your experience.

Your chosen case must reflect one of the conditions specifically covered in this unit.

Requirements.

This assessment builds on the knowledge and skills you have gained over your progress throughout the entire Paramedic Science course.

You will describe the methods by which you undertake a clinical examination and obtain an accurate medical history from a patient.

You will then use this information to formulate a working diagnosis and initiate appropriate interventions. You will be required to research and define a medical condition encountered in the pre-hospital environment and provide evidence-based research justifying your management plan. With this knowledge, you will gain an understanding of clinical management within the context of pre-hospital care as a component of an integrated healthcare continuum.

Finally, you will reflect upon your practice as a novice clinician to learn and grow from your experiences in preparation to transition from an undergraduate student to a graduate paramedic.

This assessment will contain 2000 words +/-10% (not including references) and will be referenced in APA style.

**The pass mark for each individual assessment task is 75%.**

Only One (1) attempt will be granted to achieve a pass mark for this assessment.

This unit has three (3) assessment items. Each assessment is a Pass/Fail. You must pass each individual assessment item to pass the unit.

**Assessment Due Date**

Week 5 Monday (16 Dec 2019) 11:45 pm AEST

Practical assessment submissions will only be accepted via the Turnitin link through Moodle

**Return Date to Students**

Week 6 Monday (23 Dec 2019)

**Weighting**

Pass/Fail

**Assessment Criteria****Submission**

Please write your assessment using the APA referencing style and format, and then upload it into the PMSC13010 Moodle page using the Assessment 1 - Written Assessment link in the Assessment tab.

**Presentation**

The document should be formatted on A4 International Standard paper with margins of 2.54cm. Line spacing should be set to 1.5 and font size set to 12 point.

Only submissions in Microsoft Word format, .doc or .docx, will be accepted.

**Format****Cover Page**

A cover page must be included for this assessment, in the following format:

- Assessment number and name
- Unit number and name (PMSC13010 Consolidated Paramedic Practice)
- Your name
- Student number
- Word count
- Assessment due date (If you have an approved extension this needs to be noted here)

**Case Description**

In this section, you will describe the case you have selected using the following format:

- Called To: What specifically were you called to i.e. dispatch code and information given.
- General Information: Crew mix (CCP, ACP, GPIP), Time of day.
- On Arrival: What did you see on arrival at the scene? Initial scene appraisal. Where was the patient? What was their presenting posture? What was their initial appearance? Were there any family/bystanders?
- Patient Complaining of: What specifically was the patient complaining of?
- Patient Narrative: What did the patient tell you? Why did they call the ambulance? Pertinent and non-pertinent history, symptoms they described current medications, medical history, allergies. Anything else of importance or interest?
- On Examination: What did you find? Include observations (be specific, list the components of the Perfusion Status Assessment, Neurological Assessment, Respiratory Status Assessment, ECG etc), signs and symptoms you discovered. Include pertinent and non-pertinent signs, symptoms and observations, Head-to-Toes examination.
- Provisional Diagnosis: What did you think was wrong with this patient and why? Link your provisional diagnosis to all the information you gathered from the above sections.
- Differential Diagnosis: Was consideration given to any other potential conditions? Could it have been something else?

**Clinical Presentation**

In this section, you will describe the medical condition discovered from the provisional diagnosis of your patient. You must include the following information:

- Definition: Provide a working definition for the condition/disease process you have chosen.
- Pathophysiology: What is going on in this condition? Start with the specific system involved then explore systematic effects.
- Epidemiology: What is the profile of this condition in Australia? Who does it generally effect i.e. age, sex, race, socioeconomic status? What is the relevance to pre-hospital care?
- Aetiology: Why does this condition occur? Risk factors i.e. genetics, lifestyle, diet etc?
- Diagnosis: How is this condition diagnosed in-hospital? Did it reflect your provisional diagnosis? Can our diagnosis in the pre-hospital environment change/improve?



- Patient Management: What did you do for the patient? List all interventions performed, don't forget the basics like posture and reassurance. Outline why you performed these interventions and any effects they had on the patient, link to the pathophysiology of the condition and mechanism of the intervention.
- Treatment: What is the acute in-hospital management for this condition? Does it reflect your management? What evidence-based research is available supporting your management?

#### Reflection

In the final section, you should reflect upon your chosen case and lessons learnt from this experience.

- What made you choose this specific case, what stood out for you? How did you feel about interacting with the patient? Were they co-operative? Were there any other factors that affected your assessment or interactions?
- How confident were you in undertaking assessments and formulating a provisional diagnosis?
- Did you undertake any of the interventions and/or management? If yes; how did you feel about it, were you successful? If no; why not? Was it a confidence issue? Was the patient time critical?
- Has this case changed the way you approach similar presentations? Did the case presentation match your expectations from your prior knowledge of the condition? Did you receive any feedback from your mentors? Did this feedback aid in your learning?

#### Referencing Style

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

#### Submission

No submission method provided.

#### Learning Outcomes Assessed

- Evaluate clinical history and assessment data to differentiate between medical pathologies and reach accurate diagnoses.
- Apply critical thinking in case management, justifying clinical decisions with evidence-based rationale.

#### Graduate Attributes

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

## 2 Online Quiz

#### Assessment Type

Online Quiz(zes)

#### Task Description

The online quiz will incorporate multiple-choice questions, and short answer responses to assess your theoretical knowledge of topics covered throughout the unit.

You may be assessed on any topic covered in this unit, including review material.

Anatomy and pathophysiology of any disease process, incorporating presentation (signs and symptoms) and appropriate pre-hospital management may be assessed.

The assessment aligns with the learning outcomes for this unit, as described in the Unit Profile.

**The pass mark for each individual assessment task is 75%.**

This unit has three (3) assessment items. Each assessment is a Pass/Fail. You must pass each individual assessment item to pass the unit.

#### Number of Quizzes

1

#### Frequency of Quizzes

#### Assessment Due Date

Week 10 Monday (27 Jan 2020) 8:00 am AEST

Students are required to have at least one (1) quiz attempt and achieve the pass mark or an incomplete result will be awarded for the unit.

**Return Date to Students**

Week 11 Friday (7 Feb 2020)

**Weighting**

Pass/Fail

**Assessment Criteria**

This is a timed quiz with a pass mark of 75%.

At least one (1) attempt at the quiz must be made. Students will be offered two (2) attempts of the quiz during the allocated open time frame with the higher grade taken into account and the lesser grade having no effect on your overall result. Your second attempt does not have to be taken immediately after the first however it must be done during the week the quiz is open. There will not be an opportunity to review your first attempt prior to attempting the second.

Failure to achieve a pass mark on either attempt and/or non-submission will result in a fail for this assessment.

You must complete the quiz in the allocated time. There will be no opportunity to save your answers and return to the quiz at a later time.

In the absence of an approved extension, there will be no opportunity to complete this assessment after the due date.

No opportunity for a supplementary assessment will be offered.

This quiz is an individual assessment task. You are not permitted to collaborate with other students whilst undertaking this assessment. Any attempt or evidence of collaboration will result in an Academic Misconduct investigation.

This unit has Three (3) assessment items. Each assessment is a Pass/Fail. You must pass each individual assessment item in order to pass the unit.

**Referencing Style**

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

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Evaluate clinical history and assessment data to differentiate between medical pathologies and reach accurate diagnoses.
- Apply critical thinking in case management, justifying clinical decisions with evidence-based rationale.
- Manage clinical cases with appropriate prioritisation of treatment in accordance with industry guidelines and protocols.

**Graduate Attributes**

- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## 3 Practical Assessment

**Assessment Type**

Practical Assessment

**Task Description**

For this assessment, students will be required to attend a compulsory residential school.

There will be a total of three (3) assessment tasks throughout the compulsory residential school. These tasks are designed to test your theoretical knowledge in combination with your clinical assessment and patient management skills. All assessment tasks align with the learning outcomes for this unit, as described in the Unit Profile.

The assessment tasks will be in the following formats: One (1) Viva Voce and two (2) Objective Structured Clinical Examinations (OSCE).

## Viva Voce

The Viva Voce is a verbal or "interview style" assessment. You will have 20 minutes to answer a series of questions to demonstrate your knowledge and understanding of the material covered throughout the unit. You may be assessed on anatomy and pathophysiology of any disease process covered throughout the unit. You may also be asked to describe the pre-hospital presentation, including signs and symptoms, in combination with the appropriate pre-hospital management of any disease process described throughout the unit.

## Objective Structured Clinical Examination (OSCE)

The two (2) OSCEs will take the format of a structured scenario where you will be allocated 20 minutes to complete each OSCE. 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 and accurate patient assessment and history, 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 communicate effectively and overall scene management will also be assessed. Finally, you will be required to demonstrate your ability to give a patient handover to a senior clinician (i.e. CCP).

### **Assessment Due Date**

Week 12 Monday (10 Feb 2020) 5:00 pm AEST

During residential school. Please refer to timetable for residential school dates.

### **Return Date to Students**

Week 12 Friday (14 Feb 2020)

### **Weighting**

Pass/Fail

### **Assessment Criteria**

You must achieve a pass mark on each individual assessment task to be awarded an overall pass for the residential school.

The inability to achieve a pass mark for two (2) or more individual tasks will result in an automatic fail for this assessment.

One (1) additional attempt/resit will be offered if two (2) individual tasks have been completed successfully.

### **The pass mark for each individual assessment task is 75%.**

Failure to undertake and/or achieve a pass mark on the additional attempt/resit will result in a fail for this assessment and the unit.

**Critical Errors** Critical errors in this unit will be classed as anything, by act or omission, that causes immediate harm or the potential to cause harm, to yourself, partner, patient or bystanders or any procedure that is performed outside your scope of practice. During any form of assessment, if any of the following critical errors are witnessed, if safety permits, the scenario will continue however, the assessment will be graded as a fail. Furthermore, any critical error discovered on review or moderation will also result in no marks being given for that particular assessment:

- Unsafe defibrillation
- Incorrect joules delivered during defibrillation
- Defibrillation of a non-shockable rhythm
- Failure to recognise a cardiac arrest (>1minute)
- Failure to shock a shockable rhythm in a timely manner (<2 minutes)
- Failure to perform a complete drug check
- Incorrect sharps disposal or unsafe practice with a sharp
- Performing a skill or procedure or administering an incorrect drug/drug dosage outside your scope of practice
- Any grossly unsafe practice, as determined by the assessing academic.

If you do not understand any of the above, please do not hesitate to clarify with your unit coordinator.

This unit has three (3) assessment items. Each assessment is a Pass/Fail. You must pass each

individual assessment item in order to pass the unit.

### **Referencing Style**

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

### **Submission**

No submission method provided.

### **Learning Outcomes Assessed**

- Take a systematic and responsive approach to clinical assessment and evaluation.
- Evaluate clinical history and assessment data to differentiate between medical pathologies and reach accurate diagnoses.
- Apply critical thinking in case management, justifying clinical decisions with evidence-based rationale.
- Manage clinical cases with appropriate prioritisation of treatment in accordance with industry guidelines and protocols.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- 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