PMSC13011 *Trauma and Emergency Management*
Term 2 - 2023

Profile information current as at 03/05/2024 08:05 pm

All details in this unit profile for PMSC13011 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

Traumatic injuries form a significant treatment burden on Australia's health care system and are a major cause of death and disability across all demographics. Within this unit, you will develop an understanding of traditional and emerging approaches to treating those suffering traumatic injuries within a prehospital specific context. The number of natural and man-made disasters has risen dramatically over the last decade. Natural disasters, industrial accidents, terrorist attacks and pandemics represent major incidents, often involving multiple casualties; therefore a component of this unit will include emergency management. Upon successful completion, you will have a comprehensive understanding of trauma management, multiple casualty scene management and emergency management within a prehospital context.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *12*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

Pre-requisites PMSC12001 - Procedures and Skills in Paramedic Care PMSC12002 - Clinical Paramedic Practice 1 PMSC13012 - Paramedic Medical Emergencies 3
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 - 2023

- 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 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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: 50%
2. **Online Test**
Weighting: 50%
3. **On-campus Activity**
Weighting: Pass/Fail

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE Unit comments

Feedback

Lectures produced for past offerings by a previous Unit Coordinator were reused for some weeks. Students report perceiving these as in need of updating, and did not like that these felt different in style and flow from the rest of the unit.

Recommendation

Content for all weeks requires updating for 2023 and new lectures shall be produced by the next Unit Coordinator.

Feedback from SUTE Unit comments; direct student feedback

Feedback

Poor organisation of residential schools negatively impacted the learning experience and student performance.

Recommendation

A comprehensive residential school guide with clear plans for each session was produced for these offerings weeks in advance, with versions provided for both staff and students. It is possible that students are conflating the staffing issues with overall organisation of the residential school schedules.

Feedback from Staff reflection

Feedback

Low feedback response rate

Recommendation

The response rates remain low for this unit, negatively impacting validity of findings and limiting usefulness. One possible reason why is that this is a final term, final year unit, and many students are looking ahead to their futures and consider interaction with University systems in their past. Another reason may be that many students withhold providing feedback until after their residential school marks are back, but for the majority of students this occurs after the feedback submission period is closed. For the next offering a presentation produced by the Unit Coordinator that explains the importance and utility of student feedback may help encourage greater participation and engagement with the feedback process. The presentations should also note that even if the student will be undertaking their residential school once the feedback submission period is closed, they should still give feedback on their experiences thus far of their learning and assessment experiences.

Feedback from SUTE Unit comments; staff reflection; direct student feedback

Feedback

Residential schools were insufficiently staffed to provide an optimal student:staff ratio

Recommendation

Emergency leave for a Unit Coordinator plus difficulty recruiting sufficient sessional staff for some offering and locations did impact tuition and student:staff ratios. Caps for residential schools shall be more rigorously implemented for future terms, as student self-selection meant that some venues received many times as many students as others despite low staffing availability. Residential block C is also heavily preferred, and in future shall be held in reserve to ensure more even student distribution across earlier blocks with greater staffing numbers.

Unit Learning Outcomes

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

1. Using a systematic approach, assess emergency environments for mechanisms of injury and predicted pattern of injuries
2. Develop, evaluate and apply evidence based clinical management to the assessment, diagnosis and management of patients with traumatic conditions in the prehospital environment
3. Compare and contrast the management of emergencies via air and ground transportation
4. Apply the principles of emergency management to multi-casualty scenes in the prehospital context
5. Identify emerging technology and procedures utilised within the prehospital setting for trauma related emergencies.

This proposed unit aligns to the graduate paramedic competency standards as defined by the professional organisation representing paramedics, Paramedics Australasia and the national body providing accreditation standards for competent paramedic practice and educational design, Council of Ambulance Authorities. Reference document can be found at: http://www.caa.net.au/images/documents/accreditation_resources/Paramedic_Professional_Competency_Standards_V2.2 _February_2013_PEPAS.pdf

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**	**4**	**5**
1 - Written Assessment - 50%		●		●	●
2 - Online Test - 50%	●		●		
3 - On-campus Activity - 0%	●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
1 - Communication		●	●	●	●
2 - Problem Solving	●	●	●	●	
3 - Critical Thinking	●	●	●	●	
4 - Information Literacy			●	●	●
5 - Team Work		●		●	
6 - Information Technology Competence			●	●	●
7 - Cross Cultural Competence		●	●	●	●

Graduate Attributes	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
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 - 50%	•	•	•	•		•	•	•		
2 - Online Test - 50%	•	•	•	•		•	•	•		
3 - On-campus Activity - 0%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Ian de Jonge Unit Coordinator
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Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 1: Approach to trauma and vehicle extrication

Module/Topic	Chapter	Events and Submissions/Topic
Week 2: Head and maxillofacial trauma		

Module/Topic	Chapter	Events and Submissions/Topic
Week 3: Neck and spinal trauma		

Module/Topic	Chapter	Events and Submissions/Topic
Week 4: Thoracic trauma		

Module/Topic	Chapter	Events and Submissions/Topic
Week 5: Abdominal and pelvic trauma		**Written Assessment** Due: Week 5 Friday (11 Aug 2023) 11:59 pm AEST

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Week 6: Extremity trauma		

Module/Topic	Chapter	Events and Submissions/Topic
Week 7: Burns, compartment, & crush injuries		

Module/Topic	Chapter	Events and Submissions/Topic
Week 8: Multisystem trauma, shock, & retrieval		

Module/Topic	Chapter	Events and Submissions/Topic
Week 9: Traumatic cardiac arrest		

Module/Topic	Chapter	Events and Submissions/Topic
Week 10: HAZMAT, CBR, & Multicasualty		

Module/Topic	Chapter	Events and Submissions/Topic
Week 11: Review		

Module/Topic	Chapter	Events and Submissions/Topic
Week 12: Review		**Online Test** Due: Week 12 Monday (2 Oct 2023) 11:59 pm AEST

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment

Assessment Type
Written Assessment

Task Description
For this task you must review contemporary literature to determine best practice management of a trauma presentation, and produce a report on your findings. The purpose of this report is to contribute pre-reading material for a clinical learning session being held at your station, and your audience is therefore fellow qualified paramedics in your region. Suggested topics include:

- Airway management in trauma
- Burns management
- Electric shocks
- Haemorrhage control
- Trauma resuscitation.

Ideally you should focus on one specific area of that topic rather than giving a broad overview. For example, if considering electric shock, you might focus your research on either low-tension electric shocks, such as those received within domestic settings, or high-tension shocks, such as those from industrial environments or powerlines. Or, for any topic you might wish to look specifically at cases involving particular populations, such as obstetric, paediatric, or geriatric patients. We shall discuss topic options early in the term for further ideas and guidance, but you absolutely have the ability here to pursue a specific clinical area of genuine interest to yourself. Regardless of topic, the body of your report must cover the following areas.

- The pathophysiology and clinical features of this presentation
- Current best-practice management as reported in contemporary literature, with clear explanation of how the best-practice treatments work at the physiological level to manage the given presentation
- Report upon any recent developments in management of this condition, for example new pharmacological adjuncts or updated guidelines on interventions
- Since your audience comprises on-road paramedics, you should discuss not only the theoretical aspects of clinical best practice but also practical considerations in applying treatment recommendations to prehospital practice. For example, are your best practice findings different to current treatment guidelines in your State? If so, do you recommend adjustment to existing treatment guidelines, or the purchase of new equipment, or some other alteration to current approach?

Content and structure:
In researching current best practice you should review peer-reviewed literature published within the last five years, and may also include papers and reports from relevant government or medical authorities. At this level, undergraduate textbooks and public information websites should not be used as primary resources. Your report should be 2,000 words in total, with a clear logical structure comprising at a minimum the following sections:

- Cover page

- Introduction to your chosen topic
- Report body, which you should break up into subsections and name as best suits your content
- Conclusion
- Reference list.

The body of the report may vary as best suits your research findings, so feel free to use subheadings as you please to internally structure the report body.

Assessment Due Date
Week 5 Friday (11 Aug 2023) 11:59 pm AEST
2359, Friday 11th August. (Week 5)

Return Date to Students
Week 7 Friday (1 Sept 2023)
Friday 1st September (Week 7)

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria
Content:

- Sections: Your report should contain at a minimum the following sections: cover page, introduction, report body, conclusion, and reference list. (You may add subsections to the body if you wish.)
- Topic: Your report should focus on one clear topic. This should not be a shallow summary of treatment guidelines but a deeper synthesis of recent literature on best-practice management.
- Style: This task requires writing at a professional standard, with information presented in a clear & logical sequence, and written in academic style with correct grammar, syntax, and spelling in Australian English.
- Research: You must demonstrate critical appraisal of current best practice by presenting recent literature and synthesising your findings into a coherent report.
- Citations & references: All statements must be correctly cited and referenced in APA 7th Edition style, using reference sources appropriate to the task level.

Report Formatting

- Cover page: State the title of your paper, your name and student number, your course of study, this unit code and title, and the word count excluding title page, in-text citations, reference list and any appendices. Start these 1/3 down from the top, and make them horizontally centred. Use the same font and size as for the rest of the document and do not apply any frames.
- Margins: One-inch margins (2.54cm) on all sides (usually MS Word default margins).
- Page numbers: Top right in the header, starting from the cover page.
- Alignment: Left margin alignment throughout; do NOT use justified margins.
- Body indentation: The first line of each paragraph of the report body is indented 3-5 characters.
- Font: Times New Roman or Arial font, size 12. Either is fine, but use just one font for the entire document.
- Spacing: Double spacing throughout the entire document; no extra returns after each paragraph or reference (this is why we have the indentations, headings, and hanging

indents).
- Headings: Section headings are centred and bolded in title case; use APA style headings for any subheadings.
- Content: All required subsections are present and completed as directed.
- Referencing: All sources must be cited and referenced appropriately throughout this task in correct APA 7th Edition style; ensure that you use the Library guide for APA 7E style.
- Word count: 2,000 words +/-10%, excluding the cover page, in-text citations, the reference list and appendices. Calculate your word count minus exclusions prior to submission and include this on the cover page; if you do not do this, your submission will be returned.
- File format: Submit your document in Microsoft Word format (.doc or .docx).

Grading:

- Pass mark: You must achieve a pass mark of 50% in order to pass this assessment, and you must pass all assessment tasks to pass the unit.
- Grading rubric: Please refer to the Moodle site for additional task information such as assignment marking rubric.
- Turnitin: All submissions are subject to Turnitin scans, and all Turnitin reports are scrutinised. All instances of plagiarism are reported to the Academic Misconduct Board for review.
- Late submissions: Late submissions will be accepted, but penalties will accrue at 5% for every part or full calendar day past the due date for submissions without an approved extension.

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Develop, evaluate and apply evidence based clinical management to the assessment, diagnosis and management of patients with traumatic conditions in the prehospital environment
- Apply the principles of emergency management to multi-casualty scenes in the prehospital context
- Identify emerging technology and procedures utilised within the prehospital setting for trauma related emergencies.

Graduate Attributes

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

2 Online Test

Assessment Type
Online Test

Task Description
For this assessment task you will complete a two-hour (120 minute) online test on the Moodle website. The online test will assess your knowledge of the pathophysiology of trauma presentations, and your capacity to effectively manage trauma cases.
This test will comprise a mix of multiple-choice, true/false, and short answer questions related to

the material in this unit.

Please ensure that you read directions within this Unit Profile and upon the Moodle page prior to undertaking this quiz.

Assessment Due Date

Week 12 Monday (2 Oct 2023) 11:59 pm AEST

1159, Monday 2nd October. (Week 12)

Return Date to Students

Exam Week Friday (20 Oct 2023)

Weighting

50%

Minimum mark or grade

50

Assessment Criteria

- Please ensure that you read each question carefully and that you provide as much information as you can in your response.
- It is not acceptable to copy the exact wording from the lecture notes to answer a question, you are required to demonstrate your own understanding of the question.
- You will only be given one attempt for this quiz.
- Once started, do not press BACK on your browser or REFRESH the page at any time; your work will be lost as responses are not saved until the quiz is submitted or the allotted time expires.
- You will have a time limit of two hours (120 minutes) to complete the quiz.
- When your time limit expires, any open attempts are automatically submitted.
- When the due date expires, any open attempts are automatically submitted; you must therefore start the quiz at least two hours before that deadline, or you will not receive your full time period.
- This quiz is worth 50% of your overall mark.
- You must achieve a minimum pass mark of 50% to pass this assessment, and you must pass all assessment tasks to pass the unit.
- For this assessment task no late submissions will be accepted and the quiz will close and become unavailable after the due date and time.
- In the absence of an approved extension, there will be no opportunity to complete the task after this date.
- If you experience a technical issue you must notify the Unit Coordinators immediately.
- This is an INDIVIDUAL TASK and must not be collaboratively completed. Quiz submissions are scrutinised to identify instances of collusion between students, and all such instances are reported to the Academic Misconduct Board for review.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Using a systematic approach, assess emergency environments for mechanisms of injury and predicted pattern of injuries
- Compare and contrast the management of emergencies via air and ground transportation

Graduate Attributes

- Communication

- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Residential School

Assessment Type
On-campus Activity

Task Description
During this residential school you will apply the knowledge and systematic approach required to effectively assess and manage trauma and multi-casualty emergencies. Due to the complexity of these cases and the depth of knowledge required to effectively triage and manage such emergencies, PMSC13011 is a capstone unit assessing all the critical elements of knowledge and practice prior to graduation. As all clinical practice is underpinned by the foundational learning that preceded it, the assessments for this unit necessarily incorporate not only the content learnt this term, but all elements of learning across the whole paramedic degree course.

This assessment task is undertaken during the compulsory four day Residential School held at the end of term. During Residential School you will practice correct clinical methods and systematic approach to effectively manage trauma emergencies, and then undertake the Objective Structured Clinical Examinations (OSCE). Your assessment tasks will consist of four Clinical Management Exercises (CMEs), formatted as one (1) Long Case Management Exercise and three (3) Short Case Management Exercises.

All assessment tasks align with the learning outcomes for this unit, as described in the Unit Profile.

The CMEs are clinical scenarios, and are designed to assess your knowledge and understanding of unit content by means of structured, simulated patient interactions. Furthermore, the CMEs are designed to assess your ability to perform a thorough and accurate patient assessment and use this information to formulate a provisional diagnosis. In combination with your patient assessment and provisional diagnosis, you will be required to implement appropriate and timely clinical interventions, procedures and/or skills commensurate with your current scope of practice. Scene management and effective communication skill, including the ability to deliver a clinical handover to a senior clinician (i.e. CCP/ICP/MICA) or other health care professionals, will also be assessed.

Assessment Due Date

Res School A - 7-10 October. Res School B - 16-19 October

Return Date to Students

Weighting
Pass/Fail

Assessment Criteria
The practical assessment is a pass/fail assessment. You must achieve a cumulative mark of greater than 75% across all four (4) assessment tasks to pass this practical assessment. The practical assessments are

- One long CME, 20 minutes duration, worth 40% of the overall mark; and
- Three Short CMEs, all of 10 minutes duration, and worth 20% each of the overall mark.

Multiple scoring tools/rubrics will be utilised, based on the format of the OSCE. The scoring tools/rubrics for each assessment are validated and reliable, and shall be available prior to the residential school. The Unit Coordinator shall facilitate a Zoom tutorial session to explain in detail the structure of these practical assessments.

Due to the use of aggregate scoring, there shall be no resits of any CME. All assessment attempts are videoed, and moderation, if required, can take place over the first two weeks following residential school through Unit Coordinator review of video footage.

Critical Errors:

Assessments with critical errors will be moderated by the Unit Coordinator and therefore feedback will not be made available immediately at the completion of your assessment day/s or residential school.

Critical errors in this unit will be classed as anything, by act or omission that: causes immediate harm or has the potential to cause harm to yourself, partner, patient or bystanders and/or any procedure/skill or pharmacology administered, that is performed outside your scope of practice.

During any form of assessment, if any of the following critical errors are witnessed the assessment will continue and be moderated. Upon review and confirmation of a critical error, no marks will be awarded for that assessment item. Furthermore, any critical error discovered on review or moderation will result in no marks being awarded for that assessment item.

Critical errors are as follows:

- Unsafe defibrillation
- Incorrect joules delivered during defibrillation
- Defibrillation of a non-shockable rhythm
- Failure to recognise a cardiac arrest within one (1) minute
- Failure to defibrillate a shockable rhythm within two (2) minutes
- Failure to perform a complete drug check, including determining indications and all contraindications
- Incorrect sharps disposal or unsafe practice with a sharp
- Performing a skill or procedure outside your scope of practice taught to you in all previous and current units
- Administering pharmacology outside your scope of practice, or administering an incorrect drug or drug dose
- Failure to check indications and contra-indications before performing a skill or procedure
- Any grossly unsafe practice, as determined by the assessing academic.

If you do not understand any of the above, please clarify with your Unit Coordinator.

Failure to attempt/undertake an assessment task will result in a fail for this assessment.

If you fail this practical component you will fail the unit.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Using a systematic approach, assess emergency environments for mechanisms of injury and predicted pattern of injuries
- Develop, evaluate and apply evidence based clinical management to the assessment, diagnosis and management of patients with traumatic conditions in the prehospital environment
- Compare and contrast the management of emergencies via air and ground transportation
- Apply the principles of emergency management to multi-casualty scenes in the prehospital context
- Identify emerging technology and procedures utilised within the prehospital setting for trauma related emergencies.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- 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