



PMSC13012 *Paramedic Medical Emergencies 3*

Term 1 - 2020

Profile information current as at 19/05/2024 06:44 pm

All details in this unit profile for PMSC13012 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.

Corrections

Unit Profile Correction added on 24-02-20

Course CG95 has gone through a restructure with a change to the course's prescribed textbook occurring. It does not appear that the new prescribed course text has been embedded into the unit profile. This change needs to reflect the new unit prescribed text is as follows.

Textbook of Adult Emergency Medicine 5th edn (2020)

Authors: Cameron, P, Little, M, Biswadev, M & Deasy, C

Elsevier Australia Sydney

Queensland, Australia

ISBN 9780702076244

Binding: Paperback

General Information

Overview

In this unit, you will study the pathophysiology, presentation, and pre-hospital management of various environmental, toxicological and toxinological emergencies. You will learn 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 - PMSC12005 Paramedic Medical Emergencies 2PMSC12004 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 - 2020

- 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: 50%

2. **Online Test**

Weighting: 50%

3. **Practical Assessment**

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](#).

Unit Learning Outcomes

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

1. Evaluate patients systematically and comprehensively, to formulate a provisional diagnosis associated with toxicology, toxinology and environmental emergencies
2. Justify the provisional diagnosis by applying knowledge of underpinning physiological changes associated with acute toxicology, toxinology and environmental presentations
3. Utilise critical thinking in case management, justifying clinical decisions with an evidence-based rationale
4. Demonstrate the appropriate level of clinical management through comprehensive knowledge and implementation of best-practice clinical interventions.

The justification for the new unit is strongly influenced by industry feedback from Central Queensland University graduate paramedics and industry stakeholders. By increasing the paramedic-specific focus of this course, the graduates will be better prepared for independent on-road practice without additional educational support from the ambulance services. This is extremely important due to the nature of Paramedicine as graduates can work in isolated environments shortly after graduation and shortly after employment. This unit will strengthen the paramedic course's position when seeking accreditation through proactively seeking industry feedback and demonstrating positive and prompt responsiveness to that feedback. It will also assist paramedics with full registration through the Australian Health Practitioners Regulation Agency (AHPRA) by instilling a core base knowledge that will aid with ongoing professional development into the future.

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 |
| 1 - Written Assessment - 50% | • | | • | |
| 2 - Practical Assessment - 0% | • | • | • | • |
| 3 - Online Test - 50% | | • | | • |

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 | | | | • |

| Graduate Attributes | Learning Outcomes | | | |
|-----------------------------------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 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 - 50% | • | • | • | • | | • | • | • | | |
| 2 - Practical Assessment - 0% | • | • | • | • | • | • | • | • | | |
| 3 - Online Test - 50% | • | • | • | • | | • | • | • | | |

Textbooks and Resources

Textbooks

PMSC13012

Prescribed

Emergency and Trauma Care for Nurses and Paramedics

Edition: 3rd edn (2019)

Authors: Curtis, K & Ramsden, C

Elsevier Australia

Sydney , Queensland , Australia

ISBN: 9780729542982

Binding: Paperback

Additional Textbook Information

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Gavin Cousens Unit Coordinator
g.cousens@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------|
| Systematic Approach and Resuscitation Unit Specific Pharmacology | Textbook of Adult Emergency and Trauma Care 5th ed- Section One Pg 1 - Pg 11 Drug Therapy Protocols as outlined | Online Lecture/Tutorial |

Week 2 - 16 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------|
| Toxicological Emergencies Approach to the Poisoned Patient Toxidromes | Textbook of Adult Emergency and Trauma Care 5th ed- Section 25 Clinical Practice Guidelines as outlined. | Online Lecture/Tutorial |

Week 3 - 23 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------|
| Toxicological Emergencies Cardiovascular Drugs Antipsychotic Drugs Antidepressant Drugs Lithium Anticonvulsant Drugs Antidiabetic Drugs Anticonvulsant | Textbook of Adult Emergency and Trauma Care 5th ed- Section 25 Clinical Practice Guidelines as outlined. | Online Lecture/Tutorial |

Week 4 - 30 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------|
| Toxicological Emergencies Drugs of Abuse Cocaine Benzodiazepines Psychostimulants Opioids | Textbook of Adult Emergency and Trauma Care 5th ed- Section 25 Clinical Practice Guidelines as outlined. | Online Lecture/Tutorial |

Week 5 - 06 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------|
| Toxicological Emergencies Ethanol Paracetamol Salicylates Theophylline and Caffeine Oral Anticoagulants | Textbook of Adult Emergency and Trauma Care 5th ed- Section 25 Clinical Practice Guidelines as outlined. | Online Lecture/Tutorial |

Vacation Week - 13 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------|
| No new content will be added this week | Textbook of Adult Emergency and Trauma Care 5th ed- Section 25 Clinical Practice Guidelines as outlined. | |

Week 6 - 20 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------|
| Toxicological Emergencies Pesticides/Herbicides Carbon Monoxide Cyanide Hydrofluoric Acid Fluid Injection Injury | Textbook of Adult Emergency and Trauma Care 5th ed- Section 25 Clinical Practice Guidelines as outlined. | Online Lecture/Tutorial |

Week 7 - 27 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Toxinology Emergencies Snakebite Spider Bite Hymenoptera Sting Marine Envenomation | Textbook of Adult Emergency and Trauma Care 5th ed- Section 26 & 25.20 Clinical Practice Guidelines as outlined. | Online Lecture/Tutorial Written Assignment Due: Week 7 Monday (27 Apr 2020) 11:55 am AEST |

Week 8 - 04 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------|
| Environmental Emergencies Chemical, Biological, Radiological, Incendiary or Explosive (CBRIE) Heat-Related Illnesses Hypothermia Dybarism Near Drowning Electrical Shock and Lightning Injury Altitude Illness | Textbook of Adult Emergency and Trauma Care 5th ed- Section 24 Clinical Practice Guidelines as outlined. | Online Lecture/Tutorial |

Week 9 - 11 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------------------------------------------|----------------------|------------------------------|
| Online Test Opens 07:00 Monday 11th of May 2020 for seven (7) days | All material covered | |

Week 10 - 18 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------|----------------------|-------------------------------------------------------------------------------------------|
| Preparation for Residential School | All material covered | Zoom Session TBA Online Test Due: Week 10 Monday (18 May 2020) 7:00 am AEST |

Week 11 - 25 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------|----------------------|-------------------------------------------------------------------------------|
| Residential School | All material covered | Practical Assessment Due: Week 11 Thursday (28 May 2020) 11:45 pm AEST |

Week 12 - 01 Jun 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------|----------------------|------------------------------|
| Self-directed revision | All material covered | |

Review/Exam Week - 08 Jun 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------|---------|------------------------------|
| Exam Week - 15 Jun 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |

Term Specific Information

The 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, Cairns and Townsville campuses commencing on the 25th of May 2020 through to the 28th of May 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 Assignment

Assessment Type

Written Assessment

Task Description

In recent years, methamphetamine-related hospitalisations have increased 13-fold in NSW alone. This is, unfortunately, is a national trend: deaths involving methamphetamine have overtaken alcohol to become the third most common substance implicated in accidental drug deaths in Australia, rising from 175 in 2013 to 442 in 2016. These statistics are reflected in an increasing prevalence of prehospital cases involving acute behavioural disturbances (ABD) secondary to psychostimulant use.

This task requires you to complete a 2,000-word report on the prehospital management of psychostimulant emergencies. You will analyse peer-reviewed literature for evidence on current best-practice in managing these presentations, and compare these recommendations against current protocols employed by Australian statutory ambulance services.

Assessment Due Date

Week 7 Monday (27 Apr 2020) 11:55 am AEST

Return Date to Students

Week 9 Monday (11 May 2020)

Results and rubrics will be posted in grade book

Weighting

50%

Assessment Criteria

This task is worth 50% of your overall mark. You must attain a minimum mark of 50% for this task to pass, and you must pass this task to pass the unit.

- Presentation and layout: Layout formatting of report body is consistent and correct APA style as stipulated; cover page includes name and student number, unit ID, due date and any extension status, and calculated word count (excluding citations, reference list, and DTP).
- Content: All required subsections are present and completed as directed; at least six current relevant peer-reviewed papers are used.
- Style: This task requires writing at the standard of a third-year undergraduate student. Information is presented in a

clear & logical sequence; written in academic style; conforms to word count; and demonstrates correct grammar and spelling.

- Referencing: All sources are cited and referenced appropriately throughout this task in correct APA style.
- File format: Submitted as a Word document.
- Word count: 2,000 words +/-10%, excluding cover page, in-text citations, and reference list. Calculate your word count prior to submission and include this on the cover page.
- Late submissions: Late submissions will be accepted, but penalties will accrue at 5% for every calendar day past the due date.
- Academic integrity: All submissions are subject to review of the associated Turnitin report.

Report formatting:

You must format your written report using APA formatting style. The APA doesn't just set citation and reference styles, but have layout requirements too; these stipulate rules on the font, margins, headings and subheadings, spacing and returns, as well as how we layout our reference list. Please apply the following formatting to your layout:

- Cover page shows the title of your paper, your name and student number, this unit code, and the word count excluding the exclusions (title page, in-text citations, your DTP, and reference list). Start these 1/3 down from the top, and make them horizontally centred.
- No fancy templates on the cover page or on the sides of each page of the report; keep the background plain and white.
- One inch margins (2.54cm) on all sides (usually MS Word default margins).
- Left margin alignment; NOT justified margins.
- First line of each paragraph of the report body is indented 3-5 characters.
- Times New Roman or Arial font, size 12. Either is fine, but use just one font for the entire document.
- Double spacing throughout the entire document.
- Section headings are centred and bolded in sentence case; use the headings provided for each question within the content section of this assessment task.
- No extra returns after each paragraph or reference (this is why we have the indentations, headings, and hanging indents).
- Reference list starts on a new page, and is strictly alphabetised.
- Each reference has a hanging indent of 5-7 characters.

Report content:

Your report will comprise the following content. Utilise current peer-reviewed literature to support your statements at all time, and review this literature when contrasting published evidence with current ambulance protocols.

- Definition: Identify what substances are classed as psychostimulants and outline the differences between illicit and prescribed substances.
- Epidemiology: What is the prevalence of psychostimulants in Australia? What is the relevance to pre-hospital care?
- Pathophysiology: What are the specific body systems involved with psychostimulant use and explain their systematic effects.
- Review of current protocols: Discuss the treatment options and considerations in the treatment of psychostimulant emergencies
- Pharmacological interventions: Compare the use of midazolam, droperidol, ketamine and other sedation methods for

safety and effectiveness.

- Safety concerns: What are the critical considerations of patient safety and appropriate paramedic thought processes when sedating patients under the influence of a psychostimulant.
- Literature review: Does the evidence found within your literature support or refute our protocols for management of psychostimulant emergencies?

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Evaluate patients systematically and comprehensively, to formulate a provisional diagnosis associated with toxicology, toxinology and environmental emergencies
- Utilise critical thinking in case management, justifying clinical decisions with an evidence-based rationale

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

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

The online test will incorporate any topics covered in this unit including anatomy and pathophysiology, toxicological, toxinological or environmental emergency processes, presentations and appropriate pre-hospital management of the various condition covered.

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

Assessment Due Date

Week 10 Monday (18 May 2020) 7:00 am AEST

Online test will open at 07:00 am on the 11th of May 2020

Return Date to Students

Week 12 Monday (1 June 2020)

Results will be posted in grade book

Weighting

50%

Assessment Criteria

This is a 90 minute timed quiz with a pass mark of 50% and you must pass this task to pass the unit.

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.

The test will be opened for exactly seven (7) days.

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

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

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.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Justify the provisional diagnosis by applying knowledge of underpinning physiological changes associated with acute toxicology, toxinology and environmental presentations
- Demonstrate the appropriate level of clinical management through comprehensive knowledge and implementation of best-practice clinical interventions.

Graduate Attributes

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

3 Practical Assessment

Assessment Type

Practical Assessment

Task Description

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

There will be a total of two (2) assessment tasks in the format of Objective Structured Clinical Examination (OSCE).

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 two (2) OSCEs will take the format of a structured scenario where you will be allocated 20 minutes to complete each task. 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 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 or other health professional.

Assessment Due Date

Week 11 Thursday (28 May 2020) 11:45 pm AEST

Return Date to Students

Week 12 Friday (5 June 2020)

Students will be aware of a pass/fail grade only prior to departing residential school.

Weighting

Pass/Fail

Assessment Criteria

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

The pass mark for each OSCE is 50%.

Only one reattempt will be provided should a student fail one of the two OSCE's

The inability to achieve a pass mark for two (2) OSCE's will result in an automatic fail.

Failure to undertake or achieve a pass mark for two OSCE's 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.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Evaluate patients systematically and comprehensively, to formulate a provisional diagnosis associated with toxicology, toxinology and environmental emergencies
- Justify the provisional diagnosis by applying knowledge of underpinning physiological changes associated with acute toxicology, toxinology and environmental presentations
- Utilise critical thinking in case management, justifying clinical decisions with an evidence-based rationale
- Demonstrate the appropriate level of clinical management through comprehensive knowledge and implementation of best-practice clinical interventions.

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