



# PSIO12002 *Cardiorespiratory Physiotherapy*

## Term 2 - 2022

Profile information current as at 08/05/2024 12:52 am

All details in this unit profile for PSIO12002 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

You will develop knowledge and clinical skills relating to the comprehensive management of adult and paediatric patients with acute and chronic cardiac and respiratory conditions (e.g. ischaemic heart disease, heart failure, COPD, cystic fibrosis, bronchiectasis and pneumonia). You will apply the principles of evidence-based approaches to cardiorespiratory physiotherapy management of patients in the context of biological, social and psychological factors. You will relate the role of the cardiorespiratory physiotherapist working in a diverse range of hospital and community care facilities to that of the inter-professional team, family members and carers of patients.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

To enrol in this unit you must be enrolled in the CB85 Course and meet the following pre-requisites: PSIO11003 - Foundations of Physiotherapy Practice 2 BMSC11007 - Medical Anatomy and Physiology 1 BMSC11008 - Medical Anatomy and Physiology 2 ESSC12001 - Exercise and Sport Physiology. Additionally you must be enrolled in or have already completed the following co-requisite: MPAT12001 - Medical Pathophysiology.

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 - 2022

- Bundaberg
- Rockhampton

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit 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. **In-class Test(s)**

Weighting: 15%

#### 2. **In-class Test(s)**

Weighting: 35%

#### 3. **Objective Structured Clinical Examinations (OSCEs)**

Weighting: 50%

#### 4. **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 Have Your Say

##### Feedback

Topics in cardiorespiratory are complex and lecture slides were very comprehensive and well structured, however it would be helpful if some information could be cut down.

##### Recommendation

It is recommended that the teaching team review the content of all lecture slides to ensure the most relevant content is included.

#### Feedback from Have Your Say

##### Feedback

More time is needed to be spent on the interpretation of Spirometry.

##### Recommendation

It is recommended that the clinical practical skills session on Spirometry is restructured to included more cases to help students interpret Spirometry.

#### Feedback from Have Your Say

##### Feedback

The structure of the unit is fantastic and the layout of lectures as well. The condensing of information and tutorial support to focus on key information is also extremely well done!

##### Recommendation

It is recommended that the structure of the unit is maintained and that the open door policy for individual and small group tutorials is maintained.

## Unit Learning Outcomes

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

1. Discuss the pathological processes, the symptomatology, clinical course, medical and pharmacological management and prognosis in patients with cardiorespiratory conditions
2. Develop, implement and evaluate evidence-based assessment and treatment for patients with cardiorespiratory conditions, through acute to chronic conditions
3. Explain how biological, social, and psychological factors inform a physiotherapy intervention plan for patients with cardiorespiratory conditions
4. Relate the role of physiotherapy to the management of cardiorespiratory conditions and pathologies using both an inter-professional and patient-centred approach
5. Demonstrate acceptable professional and ethical behaviours consistent with a physiotherapy practitioner.

The Learning Outcomes and Assessment tasks have been mapped against and aligned with the Physiotherapy Practice Thresholds in Australia and Aotearoa New Zealand.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - In-class Test(s) - 15%	•				
2 - In-class Test(s) - 35%	•	•	•	•	
3 - On-campus Activity - 0%					•
4 - Objective Structured Clinical Examinations (OSCEs) - 50%		•	•	•	•

## 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	•	•	•	•	•
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 - In-class Test(s) - 15%	•	•	•	•	•		•	•		
2 - In-class Test(s) - 35%	•	•	•	•	•		•	•		
3 - On-campus Activity - 0%	•				•			•		
4 - Objective Structured Clinical Examinations (OSCEs) - 50%	•	•	•	•	•		•	•		

## Textbooks and Resources

### Textbooks

PSIO12002

#### Prescribed

##### **Cardiorespiratory Physiotherapy: Adults and Paediatrics**

Edition: 5th (2016)

Authors: Main, E. and Denehy, L.

Elsevier

London , United Kingdom

ISBN: 9780702047312

Binding: Paperback

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#### Supplementary

##### **Pharmacology Handbook for Physiotherapists**

Edition: 1st or 2nd (2016)

Authors: Reznik, J., Keren, O., Morris, J., & Biran, I.

Elsevier

Saint Louis , Missouri , USA

ISBN: 9780729542142

Binding: Paperback

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#### Supplementary

##### **Physiotherapy for Respiratory and Cardiac Care**

Edition: 4th (2014)

Authors: Hough, A.

Cengage Learning

Anover , United Kingdom

ISBN: 9781408074824

Binding: Paperback

#### Additional Textbook Information

You do not need a physical copy of these text books provided you can access an online version. However, if your preference is to study from printed material, you can purchase copies from the [CQUni Bookshop](#).

All essential pre-reading and additional resources related to the topics covered in this unit will be linked for you in each weeks relevant sections.

[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 styles below:**

- [Harvard \(author-date\)](#)
- [Vancouver](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Sean Ledger** Unit Coordinator  
[s.j.ledger@cqu.edu.au](mailto:s.j.ledger@cqu.edu.au)

## Schedule

### Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A</b> <ul style="list-style-type: none"><li>• Introduction to Cardiorespiratory Physiotherapy</li><li>• Subjective Assessment of the Cardiorespiratory Patient</li></ul> <b>Session B</b> <ul style="list-style-type: none"><li>• Objective Assessment of the Cardiorespiratory Patient</li></ul>	Refer to Moodle page for prescribed readings and additional resources.	<b>E-learning module: Clinical Skills Development Service</b> - Cardiorespiratory Physiotherapy Course

### Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A</b> <ul style="list-style-type: none"><li>• Lung Volumes and Lung Function Tests</li></ul> <b>Session B</b> <ul style="list-style-type: none"><li>• Chest Imaging and Interpretation</li></ul>	Refer to Moodle page for prescribed readings and additional resources.	<b>E-learning module: Clinical Skills Development Service</b> - An Introduction to Chest Radiographs

### Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A</b> <ul style="list-style-type: none"><li>• Arterial Blood Gases</li></ul> <b>Session B</b> <ul style="list-style-type: none"><li>• Oxygen Therapy</li></ul>	Refer to Moodle page for prescribed readings and additional resources.	<b>E-learning module: Clinical Skills Development Service</b> - Oxygen Therapy

### Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A</b> <ul style="list-style-type: none"><li>• Positioning for Treatment</li><li>• Ventilation and Perfusion</li></ul> <b>Session B</b> <ul style="list-style-type: none"><li>• Airway Clearance Therapy</li></ul>	Refer to Moodle page for prescribed readings and additional resources.	

### Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A</b> <ul style="list-style-type: none"><li>• Atelectasis and Loss of Lung Volume</li></ul> <b>Session B</b> <ul style="list-style-type: none"><li>• Cardiorespiratory Case Scenarios</li></ul>	Refer to Moodle page for prescribed readings and additional resources.	

### Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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**Session A**

- Mid-term In-Class Assessment

**Session B**

- Breathlessness in Ill-Health

Refer to Moodle page for prescribed readings and additional resources.

**Wednesday:** Mid-term In-class Test (15%)

**Mid-term In-Class Test** Due: Week 6 Wednesday (24 Aug 2022) 9:45 am AEST

**Week 7 - 29 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A</b> <ul style="list-style-type: none"> <li>• Management of Pain in Cardiorespiratory Physiotherapy</li> </ul> <b>Session B</b> <ul style="list-style-type: none"> <li>• Decreased Exercise Tolerance and Mobility in Cardiorespiratory Patients</li> </ul>	Refer to Moodle page for prescribed readings and additional resources.	

**Week 8 - 05 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A</b> <ul style="list-style-type: none"> <li>• Management of the Critically Ill Patient</li> </ul> <b>Session B</b> <ul style="list-style-type: none"> <li>• Chest Trauma</li> </ul>	Refer to Moodle page for prescribed readings and additional resources.	<b>E-learning modules: Clinical Skills Development Service</b> <ul style="list-style-type: none"> <li>- Intensive Care Physiotherapy - Orientation (PaCCMan)</li> <li>- Airway suctioning via Oropharynx and Nasopharynx</li> </ul>

**Week 9 - 12 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A</b> <ul style="list-style-type: none"> <li>• Heart and Lung Transplantation</li> </ul> <b>Session B</b> <ul style="list-style-type: none"> <li>• Paediatric Cardiorespiratory Physiotherapy</li> </ul>	Refer to Moodle page for prescribed readings and additional resources.	

**Week 10 - 19 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A</b> <ul style="list-style-type: none"> <li>• Cardiac Rehabilitation</li> </ul> <b>Session B</b> <ul style="list-style-type: none"> <li>• Pulmonary Rehabilitation</li> </ul>	Refer to Moodle page for prescribed readings and additional resources.	

**Week 11 - 26 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A</b> <ul style="list-style-type: none"> <li>• Palliative Care of Cardiorespiratory Patients</li> <li>• Complex Cardiorespiratory Case Scenarios</li> </ul> <b>Session B</b> <ul style="list-style-type: none"> <li>• Complex Cardiorespiratory Case Scenarios</li> </ul>	Refer to Moodle page for prescribed readings and additional resources.	<b>Hurdle 2:</b> Submit E-learning Module Certificates  <b>Hurdles</b> Due: Week 11 Friday (30 Sept 2022) 4:00 pm AEST

**Week 12 - 03 Oct 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A</b> <ul style="list-style-type: none"> <li>• End-term In-Class Assessment</li> </ul> <b>Session B</b> <ul style="list-style-type: none"> <li>• Mock OSCE</li> <li>• Revision Session</li> </ul>		<b>Wednesday:</b> End-term In-class Assessment (35%) Have Your Say - Unit Evaluation  <b>End Term In-Class Test</b> Due: Week 12 Wednesday (5 Oct 2022) 10:45 am AEST

**Review/Exam Week - 10 Oct 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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OSCE assessment date to be confirmed in Week 6

OSCE (50%)  
Have Your Say - Unit Evaluation

### Exam Week - 17 Oct 2022

Module/Topic

Chapter

Events and Submissions/Topic

OSCE assessment date to be confirmed in Week 6

OSCE (50%)  
Have Your Say - Unit Evaluation

**OSCE Due:** Exam Week Monday (17 Oct 2022) 5:30 pm AEST

## Term Specific Information

*Due to COVID-19 impact at the time of preparing this unit profile, modifications to this units assessments for Term 2 2022 may need to be updated at a later date. Further details will be made available on the Unit Moodle site, if and when, modifications are required.*

## Assessment Tasks

### 1 Mid-term In-Class Test

#### Assessment Type

In-class Test(s)

#### Task Description

This in-class test has been designed to assess your knowledge and ability to interpret cardiorespiratory assessments and investigations based on topics covered in Weeks 1-5. This assessment will consist of multiple selection and multiple choice questions, true or false and short answer questions based on clinical case studies.

**Weighting:** This in-class test will contribute to 15% of the total unit grade.

**Conditions:** This in-class test will consist of up to 30 questions worth a total 60 marks, and will have a time limit of 90-minutes (including preparation time).

Students are required to complete this assessment to be eligible to pass the unit. No minimum grade is required to be achieved to be eligible to pass the unit.

**Late Arrival to Assessment Policy:** You should be prepared at least 15-minutes prior to the official assessment commencement time (including preparation time). In the **extraordinary circumstance** that you are late you will be permitted late entry to your assessment of up to 10 minutes after the official assessment commencement time. The period of lateness will be deducted from your overall assessment time. If you are denied access to the assessment due to lateness (i.e. arriving beyond the permitted late entry period), you should make an online application for deferred assessment (which may or may not be granted in line with CQU policy).

#### Assessment Due Date

Week 6 Wednesday (24 Aug 2022) 9:45 am AEST

Mid-term In-Class Test will be completed in the scheduled class time

#### Return Date to Students

Week 7 Wednesday (31 Aug 2022)

Results will be returned to students no later than one week after the completion of the in-class test.

#### Weighting

15%

#### Assessment Criteria

Students are required to complete this assessment to be eligible to pass the unit. No minimum grade is required to be achieved to be eligible to pass the unit.

#### Referencing Style

- [Harvard \(author-date\)](#)
- [Vancouver](#)

#### Submission

Offline



### Submission Instructions

Students will submit this assessment in-class.

### Learning Outcomes Assessed

- Discuss the pathological processes, the symptomatology, clinical course, medical and pharmacological management and prognosis in patients with cardiorespiratory conditions

### Graduate Attributes

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

## 2 End Term In-Class Test

### Assessment Type

In-class Test(s)

### Task Description

This in-class test has been designed to assess your knowledge and ability to interpret cardiorespiratory assessments and investigations based on topics covered in Weeks 1-11. This assessment will consist of multiple selection and multiple choice questions, true or false and short answer questions based on clinical case studies.

**Weighting:** This in-class test will contribute to 35% of the total unit grade.

**Conditions:** This in-class test will consist of up to 50 questions worth a total 105 marks, and will have a time limit of 150-minutes (including preparation time).

Students must complete this assessment and receive a minimum of 50% in this in-class test to be eligible to pass the course overall.

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**Late Arrival to Assessment Policy:** You should be prepared at least 15-minutes prior to the official assessment commencement time (including preparation time). In the **extraordinary circumstance** that you are late you will be permitted late entry to your assessment of up to 10 minutes after the official assessment commencement time. The period of lateness will be deducted from your overall assessment time. If you are denied access to the assessment due to lateness (i.e. arriving beyond the permitted late entry period), you should make an online application for deferred assessment (which may or may not be granted in line with CQU policy).

### Assessment Due Date

Week 12 Wednesday (5 Oct 2022) 10:45 am AEST

End Term In-Class Test will be completed in the scheduled class time

### Return Date to Students

Review/Exam Week Wednesday (12 Oct 2022)

Results will be returned to students no later than one week after the completion of in-class test.

### Weighting

35%

### Minimum mark or grade

Students must receive a minimum of 50% in this in-class test to be eligible to pass the course overall.

### Assessment Criteria

Students must complete this assessment and receive a minimum of 50% in this in-class test to be eligible to pass the course overall.

### Referencing Style

- [Harvard \(author-date\)](#)
- [Vancouver](#)

### Submission

Offline

### Submission Instructions

Students will submit this assessment in-class.

### Learning Outcomes Assessed

- Discuss the pathological processes, the symptomatology, clinical course, medical and pharmacological management and prognosis in patients with cardiorespiratory conditions
- Develop, implement and evaluate evidence-based assessment and treatment for patients with cardiorespiratory conditions, through acute to chronic conditions
- Explain how biological, social, and psychological factors inform a physiotherapy intervention plan for patients with cardiorespiratory conditions
- Relate the role of physiotherapy to the management of cardiorespiratory conditions and pathologies using both an inter-professional and patient-centred approach

### Graduate Attributes

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

## 3 OSCE

### Assessment Type

Objective Structured Clinical Examinations (OSCEs)

### Task Description

The Objective Structured Clinical Examination (OSCE) will consist of a 30-minute oral and practical assessment based on two clinical case scenarios (15-minutes per simulated patient). You will discuss and perform aspects of assessment, treatment, clinical reasoning and overall management of the conditions presented.

Your assessment time will include up to 30-minutes of preparation time to read the instructions and plan the physical examination and treatment of both clinical case scenarios. You will then have 30-minutes with an examiner.

You may be video recorded for moderation purposes. Students should be prepared to model for other examinees after completing their own assessment and students from other year groups may also act as models during the assessment as required.

This requires attendance on the day of examination for a minimum of 1.5-hours.

### Assessment Due Date

Exam Week Monday (17 Oct 2022) 5:30 pm AEST

The OSCE will take place during the exam weeks in Term 2. An individual assessment timetable will be published prior to the end of Term 2.

### Return Date to Students

Results and feedback will be available within two weeks of the assessment.

### Weighting

50%

### Minimum mark or grade

A minimum grade of 50% AND a PASS result for the PASS/FAIL component of Professionalism, Safety, and Risk Management is required to pass this assessment.

### Assessment Criteria

To **PASS** the Objective Structured Clinical Examination (OSCE) you must.

1. Achieve a PASS result of 50%; **AND**
2. Achieve a PASS result for the PASS/FAIL component of Safety and Risk Management.

If you **DO NOT** meet the above criteria, you may be offered a **Supplementary Assessment** in line with CQUniversity Policy.

**Late Arrivals Policy:** You should aim to arrive at least 15-minutes prior to the official assessment commencement time. In the extraordinary circumstance that you are late you will be permitted late entry to your assessment of up to 10 minutes after the official assessment commencement time. The period of lateness will be deducted from your overall assessment time. If you are denied access to the assessment due to lateness (i.e. arriving beyond the permitted late entry period), you should make an online application for deferred assessment (which may or may not be granted in line

with CQU policy). If your application for deferred assessment is denied, you will receive a score of zero percent (0%) for your assessment item and will not be eligible for a re-sit but may be eligible for a supplementary assessment in line with CQU policy.

### Referencing Style

- [Harvard \(author-date\)](#)
- [Vancouver](#)

### Submission

No submission method provided.

### Learning Outcomes Assessed

- Develop, implement and evaluate evidence-based assessment and treatment for patients with cardiorespiratory conditions, through acute to chronic conditions
- Explain how biological, social, and psychological factors inform a physiotherapy intervention plan for patients with cardiorespiratory conditions
- Relate the role of physiotherapy to the management of cardiorespiratory conditions and pathologies using both an inter-professional and patient-centred approach
- Demonstrate acceptable professional and ethical behaviours consistent with a physiotherapy practitioner.

### Graduate Attributes

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

## 4 Hurdles

### Assessment Type

On-campus Activity

### Task Description

#### Hurdle 1

A minimum attendance of 85% to tutorial/practical sessions is recommended by the Australian Physiotherapy Council. This has been integrated as a requirement in the CB85 Physiotherapy course, therefore a minimum of 85% attendance to tutorial/practical sessions is required for a PASS grade. The monitoring of attendance will take into consideration legitimate reasons for absences, as are outlined in the [Assessment Policy and Procedure \(5.21 & 5.22, Pg. 10-11\)](#). When there is a genuine reason for being absent, students must inform the Unit Coordinator as soon as possible. You will be warned by the Unit Coordinator when you reach the 85% threshold.

**Please note:** It is mandatory that medical certificates or other supporting documentation (e.g., funeral notices) are emailed to the unit coordinator within 5-days of missing a session. Students who fail to meet the minimum 85% attendance requirement or do not submit documentation within the required time frame will FAIL the unit.

**Prolonged absences:** Students who may require prolonged absences (>3 sessions) for a medical or health-related condition (e.g., serious, or debilitating illness or injury; hospitalisation; giving or recently given birth; mental health illness or condition), will require a face-to-face discussion with the Head of Course and the Unit Coordinator to discuss the most appropriate pathway for completion of the unit.

#### Hurdle 2

**E-learning modules:** You are required to complete e-learning modules relevant to Cardiorespiratory Physiotherapy, and the certificates gained at the completion of the modules are required to be submitted to Moodle by 4pm Friday, 30th September of Week 11.

### Assessment Due Date

Week 11 Friday (30 Sept 2022) 4:00 pm AEST

Submit online via Moodle

### Return Date to Students

Week 12 Wednesday (5 Oct 2022)

### Weighting

Pass/Fail

**Minimum mark or grade**

A PASS grade is required in order to pass the unit.

**Assessment Criteria**

Hurdle tasks are PASS/FAIL assessment items. Students must complete and pass each hurdle task.

**Referencing Style**

- [Harvard \(author-date\)](#)
- [Vancouver](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Demonstrate acceptable professional and ethical behaviours consistent with a physiotherapy practitioner.

**Graduate Attributes**

- Communication
- Team Work
- 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