



PSIO13006 *Physiotherapy Management of the Complex Patient*

Term 1 - 2021

Profile information current as at 09/05/2024 12:00 am

All details in this unit profile for PSIO13006 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 an evidence-based and patient-centred approach to physiotherapy management of the complex adult and paediatric patient across a range of clinical areas. Topics include: orthopaedics, amputees, mental health, oncology, men's and women's health, neurodegenerative diseases, burns and plastics, sepsis and acute respiratory distress syndrome, palliative care, and community based rehabilitation. Your focus will be on establishing the connections between physiological capacity for improvement and symptomology, while considering all relevant domains of the International Classification of Functioning, Disability, and Health (ICF) framework.

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

To enrol in this unit you must be enrolled in the CB85 Course and meet the following pre-requisites: PSIO12002 - Cardiorespiratory Physiotherapy PSIO12005 - Musculoskeletal Physiotherapy 2 MPAT12001 - Medical Pathophysiology PSIO12004 - Neurosciences Across the Lifespan

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 - 2021

- 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: 20%

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

Weighting: 40%

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

Weighting: 40%

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, Verbal and Email feedback

Feedback

Students really appreciated the effort in the transition to online during COVID19, the regular verbal encouragement to keep going with studies and strategies put in place to engage online (cross-campus break-out rooms, turning cameras on etc). The resources put together were excellent. Nevertheless students would still have preferred in-class face to face sessions.

Recommendation

It is recommended that the significant resources that were created and made available to students continue, and that students return to face to face lectures and clinical practical skills sessions in Term 1 2021.

Feedback from Have Your Say

Feedback

The best aspects of the unit were getting in guests lecturers, its good to hear experiences and knowledge from people heavily involved in a specific topic.

Recommendation

It is recommended that the external highly specialised physiotherapists continue to deliver components of this unit that focuses on complex patients as their clinical experience and knowledge is important to student learning.

Feedback from Have Your Say

Feedback

The printable practical workbook was great and very helpful when going back to study for the exams, and was useful companion to the unit Moodle site.

Recommendation

It is recommended that the Unit Workbook is continued and further developed as companion resource to the Unit Moodle site.

Unit Learning Outcomes

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

1. Apply and demonstrate knowledge of pathological processes, symptomology, medical and pharmacological management, clinical course and prognosis for complex clinical conditions and pathologies
2. Develop, apply, demonstrate and evaluate an evidence-based assessment and treatment for clients with complex clinical conditions and pathologies across all domains of the International Classification of Functioning, Disability, and Health (ICF) framework
3. Design and demonstrate a safe rehabilitation program for a specific complex clinical scenario that applies a variety of exercise techniques with appropriate progression and modification for that scenario
4. Relate the role of physiotherapy to the management of complex conditions and pathologies using both an inter-professional and client-centred approach
5. Demonstrate acceptable professional and ethical behaviours consistent with a physiotherapy practitioner.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



N/A
Level



Introductory
Level



Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

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: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Sean Ledger Unit Coordinator
s.j.ledger@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Session A <ul style="list-style-type: none">• Introduction to Physiotherapy Management of the Complex Patient Session B <ul style="list-style-type: none">• Orthopaedic Imaging: Lower Limb and Spine	Refer to the Unit Moodle site and Unit Clinical Practical Skills Workbook for prescribed readings and resources.	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Session A <ul style="list-style-type: none">• Pre and Post-surgical Assessment (recap) Session B <ul style="list-style-type: none">• Orthopaedics: Management of the Lower Limb (Elective and Trauma)	Refer to the Unit Moodle site and Unit Clinical Practical Skills Workbook for prescribed readings and resources.	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Session A <ul style="list-style-type: none">• Orthopaedics: Management of the Upper Limb (Elective and Trauma) Session B <ul style="list-style-type: none">• Orthopaedics: Management of the Spine (Elective and Trauma)	Refer to the Unit Moodle site and Unit Clinical Practical Skills Workbook for prescribed readings and resources.	

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Session A

- Management of Amputation

Session B

- Case Scenarios: Orthopaedic Elective/Trauma/Amputee

Refer to the Unit Moodle site and Unit Clinical Practical Skills Workbook for prescribed readings and resources.

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Session A <ul style="list-style-type: none"> • Revision of Management of Orthopaedic and Amputee Patients (Clinical Skills Session) Session B <ul style="list-style-type: none"> • Mental Health 	Refer to the Unit Moodle site and Unit Clinical Practical Skills Workbook for prescribed readings and resources.	

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Session A <ul style="list-style-type: none"> • Women's Health Physiotherapy Session B <ul style="list-style-type: none"> • Men's Health Physiotherapy 	Refer to the Unit Moodle site and Unit Clinical Practical Skills Workbook for prescribed readings and resources.	Friday: In-class Test (20%) Mid-term In-class Test: Case scenarios, MCQ and short-answer questions Due: Week 6 Friday (23 Apr 2021) 9:15 am AEST

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Session A <ul style="list-style-type: none"> • Management of Acute Burns Session B <ul style="list-style-type: none"> • Management of Chronic Burns 	Refer to the Unit Moodle site and Unit Clinical Practical Skills Workbook for prescribed readings and resources.	

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Session A <ul style="list-style-type: none"> • Oncology: Management of Lymphoedema and Breast Cancer Session B <ul style="list-style-type: none"> • Oncology: Management of Lung Cancer 	Refer to the Unit Moodle site and Unit Clinical Practical Skills Workbook for prescribed readings and resources.	

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Session A <ul style="list-style-type: none"> • Respiratory: Management of Complications in Neuromuscular Disorders Session B <ul style="list-style-type: none"> • Respiratory: Sepsis, ARDS, COVID-19 and Complex V/Q 	Refer to the Unit Moodle site and Unit Clinical Practical Skills Workbook for prescribed readings and resources.	

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Session A <ul style="list-style-type: none"> • Respiratory: On Call Session B <ul style="list-style-type: none"> • End of Life Management (Stepping out of Patient Care)* 	Refer to the Unit Moodle site and Unit Clinical Practical Skills Workbook for prescribed readings and resources.	Preparation: Palliative Care Focus Topic Modules (on-line): Workbook and Group Presentation Hurdle Due: Week 10 Wednesday (19 May 2021) 9:00 am AEST

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Session A • Complex Case Scenarios Session B • Complex Case Scenarios	Refer to the Unit Moodle site and Unit Clinical Practical Skills Workbook for prescribed readings and resources.	
Week 12 - 31 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Session A • Mock OSCE Session B • Revision Session: All topics and clinical skills	Refer to the Unit Moodle site and Unit Clinical Practical Skills Workbook for prescribed readings and resources.	Thursday: In-class test 40% Have Your Say - Unit Evaluation End of Term In-class Test: Case scenarios, MCQ and short-answer questions Due: Week 12 Thursday (3 June 2021) 11:15 am AEST
Review/Exam Week - 07 Jun 2021		
Module/Topic	Chapter	Events and Submissions/Topic
		OSCE (40%) Have Your Say - Unit Evaluation
Exam Week - 14 Jun 2021		
Module/Topic	Chapter	Events and Submissions/Topic
		OSCE (40%) Have Your Say - Unit Evaluation OSCE Due: Exam Week Friday (18 June 2021) 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 1 2021 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: Case scenarios, MCQ and short-answer questions

Assessment Type

In-class Test(s)

Task Description

This in-class test has been designed to assess your knowledge and ability to manage orthopaedic, amputation and mental health patients. This assessment will be based on all topics covered in Weeks 1-5 and will consist of short-answer questions and multiple choice and multiple selections questions based on clinical case studies and x-ray images.

You will require access to Moodle via a laptop with a Eduroam (internet connectio) to complete this assessment.

Weighting: This in-class test will contribute to 20% 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 60 minutes. It will be a test under closed-book assessment conditions, therefore access to books, notes, external websites and use of other electronic devices to access information is strictly prohibited during the test. Students will not be allowed to exit the room until

after all students have finished.

Assessment Due Date

Week 6 Friday (23 Apr 2021) 9:15 am AEST

Week 6: In-class Test

Return Date to Students

Week 7 Friday (30 Apr 2021)

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

Weighting

20%

Assessment Criteria

Students are required to complete this in-class test on either the Bundaberg or Rockhampton campuses to be eligible to pass the course overall.

No minimum grade is required to be achieved to be eligible to pass the unit.

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.

Referencing Style

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

Submission

Online

Submission Instructions

Students will submit the assessment in-class.

Learning Outcomes Assessed

- Apply and demonstrate knowledge of pathological processes, symptomology, medical and pharmacological management, clinical course and prognosis for complex clinical conditions and pathologies

Graduate Attributes

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

2 End of Term In-class Test: Case scenarios, MCQ and short-answer questions

Assessment Type

In-class Test(s)

Task Description

This in-class test has been designed to assess your clinical reasoning processes and evidence based knowledge. This assessment will consist of short-answer questions and multiple choice and multiple selection questions based on clinical case studies related to all content covered in this unit from Weeks 1-11, including lectures, tutorials, practical's and readings.

Weighting: This in-class test will contribute to 40% of the total unit grade.

Conditions: This in-class test will consist of up to 60 questions worth a total 120 marks, and will have a time limit of 3-hours. It will be a test under closed-book assessment conditions, therefore access to books, notes, external websites and use of other electronic devices is strictly prohibited during the test. Students will not be allowed to exit the room until after all students have finished.

Assessment Due Date

Week 12 Thursday (3 June 2021) 11:15 am AEST

Week 12: In-class Test

Return Date to Students

Review/Exam Week Friday (11 June 2021)

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

Weighting

40%

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 in-class test on either the Bundaberg or Rockhampton campuses.

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

Late Arrivals: 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 \(author-date\)](#)

Submission

Offline

Submission Instructions

Students will submit this test in-class.

Learning Outcomes Assessed

- Apply and demonstrate knowledge of pathological processes, symptomology, medical and pharmacological management, clinical course and prognosis for complex clinical conditions and pathologies
- Develop, apply, demonstrate and evaluate an evidence-based assessment and treatment for clients with complex clinical conditions and pathologies across all domains of the International Classification of Functioning, Disability, and Health (ICF) framework
- Design and demonstrate a safe rehabilitation program for a specific complex clinical scenario that applies a variety of exercise techniques with appropriate progression and modification for that scenario
- Relate the role of physiotherapy to the management of complex conditions and pathologies using both an inter-professional and client-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 40-minute oral and practical assessment based on two clinical case scenarios (20-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 40-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 in the examination for a minimum of 70-minutes.

Assessment Due Date

Exam Week Friday (18 June 2021) 5:30 pm AEST

The OSCE will take place during the exam period. An individual assessment timetable will be published prior to the end of Week 6.

Return Date to Students

At the end of term

Weighting

40%

Minimum mark or grade

A minimum grade of 50% in EACH clinical case scenarios in the OSCE is required in order to pass this unit.

Assessment Criteria

In order to **PASS** the Objective Structured Clinical Examination (OSCE) you must:

1. Achieve a PASS result for the PASS/FAIL component of Risk Management/Safety for each of the two clinical scenarios (i.e. PASS for clinical scenario one and PASS for clinical scenario two); **AND**
2. Achieve 50% or higher in the graded component for each of the two clinical scenarios (i.e. a minimum of 50% for clinical scenario one and a minimum of 50% for clinical scenario two).

If you **DO NOT** meet the above criteria for each clinical scenario, you will be eligible for one opportunity to re-sit the entire OSCE assessment task, provided you have:

1. Achieved an overall grade equal to, or higher than 44.5% for your OSCE; **AND**
2. Achieved 49.5% or higher for each of the assessment items that have been completed and graded at the time of the OSCE.

OSCE re-sit conditions:

1. If you meet the eligibility criteria for a re-sit, you will be given only one re-sit opportunity to pass the OSCE.
2. The re-sit will be assessed by up to two examiners and will be of an equivalent format to the original assessment task.
3. The re-sit will be conducted within the university vacation period between Term 1 and Term 2.
4. The assessment criteria of the re-sit will be identical to the original OSCE.

5. If you pass the re-sit you will receive a grade of exactly 50% for the OSCE (i.e. 25% of the Unit grade), irrespective of your achievement for the graded component. This is to ensure equity to those students who only had one attempt.

If you do not meet the requirements to be offered a re-sit, you will receive your original grade and may be offered a supplementary assessment in line with CQUniversity Policy.

If you do not PASS the re-sit, you will receive a grade equal to your resit OSCE grade and 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 \(author-date\)](#)

Submission

Offline

Learning Outcomes Assessed

- Develop, apply, demonstrate and evaluate an evidence-based assessment and treatment for clients with complex clinical conditions and pathologies across all domains of the International Classification of Functioning, Disability, and Health (ICF) framework
- Design and demonstrate a safe rehabilitation program for a specific complex clinical scenario that applies a variety of exercise techniques with appropriate progression and modification for that scenario
- Relate the role of physiotherapy to the management of complex conditions and pathologies using both an inter-professional and client-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 Hurdle

Assessment Type

On-campus Activity

Task Description

Hurdle 1

At least 85% attendance of tutorial/practical sessions is required for a PASS grade. If there is a genuine reason for being absent, students need to inform the Unit Coordinator as soon as possible. A minimum attendance requirement of 85% is recommended from the Australian Physiotherapy Council for all tutorials and practical sessions. The monitoring of attendance will take into

consideration legitimate reasons for absence, such as those outline in the Assessment of Coursework Procedures (1.21, 1.23 and 1.24) and these will not be counted as absence for the purpose of this attendance requirement.

Hurdle 2

You are required to complete a Core Module or a Focus Topic module on the Palliative Care Curriculum for Undergraduates website (<https://pcc4u.org.au/>). You will work in groups of 4-5 students and complete a workbook on one of the following 4 Core Modules or 4 Focus Topics (groups will be allocated a topic in class). As a group, you will complete the Workbook by the Wednesday morning of Week 10 and then present a 15-minute in-class slide presentation on the topic.

Core Modules:

- Topic 1: Principles of palliative care
- Topic 2: Communicating with people affected by life-threatening illnesses
- Topic 3: Assessing and managing Symptoms
- Topic 4: Optimising function in palliative care

Focus Topics

- Topic 1: A multidisciplinary approach in palliative care
- Topic 2: Caring for Aboriginal people with life-limiting conditions
- Topic 3: Caring for children with life-limiting conditions
- Topic 4: Culture-centred care of people with life-limiting conditions

Assessment Due Date

Week 10 Wednesday (19 May 2021) 9:00 am AEST

Hurdle 2: Due date

Return Date to Students

Hurdle 1: Attendance will be graded at the End of Term 1. Hurdle 2: Students will receive feedback and comments in Week 10 presentation session.

Weighting

Pass/Fail

Minimum mark or grade

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

Assessment Criteria

The Hurdle Requirement is a Pass/Fail formative assessment task.

Policies and Procedures:

1. The CQUniversity [Assessment of Coursework Procedures](#) policy (for centrally timetabled examinations) applies to all assessment items in this unit. The monitoring of attendance will take into consideration legitimate reasons for absence, as outlined in the aforementioned CQUniversity Assessment of Coursework Procedures policy, and these will not be counted as an absence for the purpose of this attendance requirement.

2. Supplementary Assessments: As per the CQU [Assessment of Coursework Procedures](#) policy, students will be notified regarding final unit grades, including the provision of Supplementary Assessments, prior to the official Certification of Grades date for Term 1. All Supplementary Assessments will be granted in accordance with the [Grades and Results Procedures](#) policy, Supplementary Assessments will be required to be completed within the two weeks following Certification of Grades.

Referencing Style

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

Submission

Online Group

Submission Instructions

As a group, you will have completed the workbook by 09:00AM on the due date in Week 10, and then present an in-class 15-minute slide presentation on the focus topic.

Learning Outcomes Assessed

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

Graduate Attributes

- Communication
- 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