



PSIO13006 *Physiotherapy Management of the Complex Patient*

Term 1 - 2023

Profile information current as at 30/04/2024 07:12 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 - 2023

- 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 SUTE Feedback

Feedback

Students suggested that opportunities for more student interaction during class was facilitated.

Recommendation

It is recommended that group assignments be used to facilitate interaction between cohorts.

Feedback from SUTE Feedback and verbal in-class feedback

Feedback

Students suggested that challenging healthcare questions on special populations should be proposed to facilitate in-class debate.

Recommendation

It is recommended that topics of a challenging nature are openly discussed in class to facilitate debate i.e. cross-class and within-class debate of healthcare topics related to the management of special populations e.g. LGBT+, HIV, Aboriginal and Torres Straight Islanders, and patients within prison-based settings.

Feedback from Email and verbal feedback

Feedback

Students found the video resources, assessment survival guide, unit Moodle site and unit Workbook very useful.

Recommendation

It is recommended that these resources are further developed and continue to be made available to students.

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



Alignment of Assessment Tasks to Learning Outcomes

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 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

Schedule

Week 1 - 06 Mar 2023

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

Week 2 - 13 Mar 2023

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

Week 3 - 20 Mar 2023

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

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Session A <ul style="list-style-type: none"> • Patient Prioritisation and Triage • Case Scenarios: Orthopaedic Elective/Trauma 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.	

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Session A <ul style="list-style-type: none"> • Management and Rehabilitation of Amputation Session B <ul style="list-style-type: none"> • Case Scenarios: Amputees • Management of Orthopaedic and Amputee Patients (Clinical Skills Session) 	Refer to the Unit Moodle site and Unit Clinical Practical Skills Workbook for prescribed readings and resources.	Wednesday: Group submissions of Palliative Care Curriculum for Undergraduates Workbooks of Core Modules or Focus Topics.

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
		<p>This is a great time to catch up on all your study, and complete the e-Learning modules and prepare the group presentation work for the Core Module or Focus Module on the Palliative Care Curriculum (Hurdle 2). OSCE assessment dates to be confirmed in Week 6.</p>

Week 6 - 17 Apr 2023

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.	<p>Assessment 1 - Mid-term In-class Test (20%)</p> <p>Mid-term In-class Test: Case scenarios, MCQ, multiple selection and short-answer questions Due: Week 6 Monday (17 Apr 2023) 9:15 am AEST</p>

Week 7 - 24 Apr 2023

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 - 01 May 2023

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 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Session A

- Respiratory: Management of Complications in Neuromuscular Disorders

Session B

- Respiratory: Sepsis, ARDS and Complex V/Q

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

Week 10 - 15 May 2023**Module/Topic****Chapter****Events and Submissions/Topic****Session A**

- Respiratory: On Call and Management of the Rapidly Deteriorating Patient

Session B

- 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.

Hurdle 2 - Group Presentations of Palliative Care Curriculum for Undergraduates Core Modules or Focus Topics.

Hurdle Due: Week 10 Wednesday (17 May 2023) 8:00 am AEST

Week 11 - 22 May 2023**Module/Topic****Chapter****Events and Submissions/Topic****Session A**

- Complex Case Scenarios and Clinical Skills Session

Session B

- Complex Case Scenarios and Clinical Skills Session

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

Week 12 - 29 May 2023**Module/Topic****Chapter****Events and Submissions/Topic****Session A**

- End-Term In-class Test

Session B

- Mock OSCE
- Revision Session: All topics and clinical skills

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

Assessment 2 - End-Term In-class test (40%)

Please complete Student Unit and Teaching Evaluation (SUTE)

End of Term In-class Test: Case scenarios, MCQ, multiple selection, and short-answer questions Due: Week 12 Wednesday (31 May 2023) 11:15 pm AEST

Review/Exam Week - 05 Jun 2023**Module/Topic****Chapter****Events and Submissions/Topic**

Assessment 3: OSCE (40%) - Please refer to timetable in the unit Moodle site. This assessment will be in either Assessment Week 1 or Week 2. Please complete Student Unit and Teaching Evaluation (SUTE)

OSCE Due: Review/Exam Week Tuesday (6 June 2023) 5:00 pm AEST

Exam Week - 12 Jun 2023**Module/Topic****Chapter****Events and Submissions/Topic**

Assessment 3: OSCE (40%) - Please refer to timetable in the unit Moodle site. This assessment will be in either Assessment Week 1 or Week 2. Please complete Student Unit and Teaching Evaluation (SUTE)

Term Specific Information

Due to COVID-19 impact at the time of preparing this unit profile, modifications to this units assessments for Term 1 2023 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, multiple selection 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, multiple choice questions and multiple selections questions based on clinical case studies and x-ray images.

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 Monday (17 Apr 2023) 9:15 am AEST

Week 6: In-class Test

Return Date to Students

Week 7 Monday (24 Apr 2023)

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

Submission

Offline

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, multiple selection, 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 written 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 Wednesday (31 May 2023) 11:15 pm AEST

Week 12: In-class Test

Return Date to Students

Review/Exam Week Wednesday (7 June 2023)

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

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 45 minute clinical skills assessment based on short case-scenarios and on all content covered during Week 1 - Week 11. You will discuss and demonstrate aspects of assessment, treatment, clinical reasoning, and overall management of the conditions presented.

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 90 minutes (45 minute: Assessment + 45 minute: Modelling).

Assessment Due Date

Review/Exam Week Tuesday (6 June 2023) 5:00 pm AEST

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

Return Date to Students

Exam Week Tuesday (13 June 2023)

Results and feedback will be available within one week of the assessment.

Weighting

40%

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

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

A minimum attendance of 85% to tutorial/practical sessions is recommended by the Australian Physiotherapy Council. This has been integrated as a requirement into 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

You are required to complete a Group Core Module or a Focus Topic 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 to be uploaded to Moodle by the Wednesday morning of Week 5 and then present a 15-minute in-class slide presentation on the topic in Week 10.

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 (17 May 2023) 8:00 am AEST

Hurdle 2: Due date for Group Presentation

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 the 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 assessment task.

Policies and Procedures:

1. The monitoring of attendance will take into consideration legitimate reasons for absences, as are outlined in the [Assessment Policy and Procedure \(5.21 & 5.22, Pg. 10-11\)](#).
2. Students will be required to complete the Supplementary Assessment within 7-14 days following Certification of Grades.

Referencing Style

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

Submission

Online Group

Submission Instructions

As a group, you will have completed the workbook by 09:00AM on the due date in Week 5, and then present an in-class 15-minute slide presentation on the focus topic in Week 10.

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