SPCH11001 *Introduction to Speech Pathology*
Term 2 - 2017

Profile information current as at 03/05/2024 09:52 am

General Information

Overview

This unit is an introduction to the profession of speech pathology and your role as a speech pathologist. You will study the types of communication and swallowing disorders that speech pathologists assess and manage across the lifespan. You will also be introduced to the range of intervention settings in which speech pathologists are employed. The standards required and terminology used in speech pathology practice as well as the International Classification of Functioning, Disability and Health (ICF) will be examined. The principles of evidence based practice, interprofessional practice and the Speech Pathology Australia Code of Ethics are embedded throughout the unit to support your development.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
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 - 2017

- Distance
- 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. **Portfolio**
Weighting: Pass/Fail
2. **Presentation**
Weighting: 30%
3. **Reflective Practice Assignment**
Weighting: 30%
4. **Examination**
Weighting: 40%

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.

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 Unit Evaluation – Have your say

Feedback

Mixed feedback was provided in response to the assessments. One student commented "I really enjoyed the reflection assessments and feel they are a vital development piece to the course" however generally students felt the written assessment pieces were lengthy, time consuming and felt they needed further explanation. This was the primary reason behind the 'red flag' for assessment description.

Recommendation

Assessment requirements were changed from the 2015 unit following the inclusion of flex students in 2016. Reflection assessment tasks will remain in the course as this forms an integral component of the Speech Pathology course as a whole. It is recommended that one written assessment remains and the second written assessment task becomes a final examination in response to feedback.

Feedback from Unit Evaluation – Have your say

Feedback

On campus students reported that they found interactive group learning opportunities effective and enjoyable however, Flex students found engaging with the interactive components of the course difficult and struggled to hear the recordings effectively.

Recommendation

It is recommended that this course be offered for on campus students only. It is recommended that interactive teaching and learning styles continue to encourage further enrolments in the Bachelor of Speech Pathology course. Additionally developing student relationships and enhancing learning through interaction is a core learning and teaching strategy for the course.

Feedback from Unit Evaluation – Have your say

Feedback

Students provided positive feedback in regards to the inclusion of guest lecturers and community members.

Recommendation

This will continue to be a core teaching strategy to allow for variation in perspectives and teaching styles and to allow students to engage with the community.

Unit Learning Outcomes

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

1. Identify the scope of practice for speech pathologists according to Speech Pathology Australia's guidelines and within an interprofessional practice framework.
2. Describe the different types of communication and swallowing disorders that speech pathologists work with across the lifespan.
3. Provide evidence that you have completed all pre-clinical requirements, as described in the 'Professional Practice Guide for Allied Health Students – Pre Practice Requirements' handbook.
4. Discuss the principles of evidence based practice and the International Classification of Functioning, Disability and Health (ICF) framework in the speech pathology context.
5. Apply the International Classification of Functioning, Disability and Health (ICF) framework using simple case studies.

Range of Practice:
Adult - Speech, Fluency, Voice, Swallowing, Language and Multimodal Communication
Child - Speech, Fluency, Voice, Swallowing, Language and Multimodal Communication

Competency-based Occupational Standards for Speech Pathology (CBOS 2011):
Unit 1 Assessment - Elements 1.1 and 1.2 to Novice standard
Unit 2 Analysis and interpretation - Elements 2.1, 2.2, 2.3, 2.4 and 2.5 to Novice standard
Unit 3 Planning evidence based speech pathology practices - Elements 3.1, 3.2 and 3.5 to Novice standard
Unit 5 Planning, providing and managing speech pathology services – Elements 5.4 to Novice standard
Unit 7 Lifelong learning and reflective practice – Elements 7.1, 7.2, 7.3 and 7.4 to Novice standard

Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:
Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3 to Novice standard
Unit 2 Communication - Elements 2.1, 2.2 and 2.3 to Novice standard
Unit 3 Learning - Elements 3.1, 3.2, 3.3 and 3.4 to Novice standard
Unit 4 Professionalism - Elements 4.1, 4.2, 4.4 and 4.5 to Novice standard

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — | N/A Level | ○ | Introductory Level | ● | Intermediate Level | ● | Graduate Level | ○ | Professional Level | ○ | Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes								
			1			2	3	4	5
1 - 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 - Portfolio - 0%	○	○	○	○		○	○	○		
2 - Presentation - 30%	○	○	○	○		○	○	○		
3 - Reflective Practice Assignment - 30%	○	○	○	○		○	○	○		
4 - Examination - 40%	○	○	○	○		○	○	○		

Textbooks and Resources

Textbooks

SPCH11001

Prescribed

Communication Sciences and Disorders. A Clinical Evidence-Based Approach.
Edition: 3(e) (2013)
Authors: Laura M. Justice & Erin E. Redle
Pearson
Boston , USA
ISBN: 0133387224
Binding: Paperback

Additional Textbook Information
Please ensure you purchase this text as you will be using it across all years of the speech pathology course.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom capacity (web cam and microphone)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Tina Janes Unit Coordinator
t.janes@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to week 1, 2017. The topics
covered in sessions 1 and 2 are as
follows:
• Introduction to the course (Bachelor
of Speech Pathology Honours) and the
speech pathology profession
• Introduction to the unit
•
Unit outline
• Unit outcomes
• Assessments
• Pre-clinical requirements
• Rubrics
• Class requirements
• Zoom
• Broad overview of the profession -
What is Speech Pathology?
• Speech Pathology Australia (SPA)
resources
• Speech pathology quiz
• What is communication?
**REFLECTIVE WRITING - JOURNAL
ENTRY 1**

Communication Sciences and
Disorders. Laura M. Justice and Erin E.
Redle.
• Chapter 1 - Fundamentals of
Communication Sciences and
Disorders
• Chapter 2 - An Overview of
Communication Development

Week 2 - 17 Jul 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Welcome to week 2, 2017. The topics covered in sessions 1 and 2 are as follows: • International Classification of Functioning, Disability and Health (ICF) and speech pathology • EBP (evidence based practice) and speech pathology • Clinical requirements • Speech Pathology Australia standards • Scope of practice • Range of Practice (ROP) areas • Anatomical bases of communication disorders • Revision of readings from text book - chapters 1 and 2 **REFLECTIVE WRITING - JOURNAL ENTRY 2**	Communication Sciences and Disorders. Laura M. Justice and Erin E. Redle. • Chapter 3 - Anatomical and Physiological Bases of Communication and Communication Disorders	

Week 3 - 24 Jul 2017

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Welcome to week 3, 2017. The topics covered in sessions 1 and 2 are as follows: **SPEECH - Paediatrics** • Special Guest Jessica Farne-Sangh - CQU graduate and speech pathologist at Child and Family Health • Speech pathology in paediatrics • Speech sound disorders in children • Competency Based Occupational Standards (CBOS) for child speech range of practice • Revision of readings from text book - chapter 3 • Revision of content so far **REFLECTIVE WRITING - JOURNAL ENTRY 3**	Communication Sciences and Disorders. Laura M. Justice and Erin E. Redle. • Chapter 9 - Speech Sound Disorders in Children	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to week 4, 2017. The topics covered in sessions 1 and 2 are as follows: **SPEECH - Adults** • Introduction to speech disorders in adults • Relate this to Competency Based Occupational Standards (CBOS) for adult speech range of practice • Motor speech disorders in children continued • Revision of readings (chapters 9 and 12) and content to date **REFLECTIVE WRITING - JOURNAL ENTRY 4**	Communication Sciences and Disorders. Laura M. Justice and Erin E. Redle. • Chapter 12 - Motor Speech Disorders	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to week 5, 2017. The topics covered in sessions 1 and 2 are as follows: **LANGUAGE (including literacy) - Paediatrics** • Introduction to language disorders in paediatrics • Relate this to Competency Based Occupational Standards (CBOS) for child language range of practice • Potential guest speaker from the school services team • Revision of readings and content to date **REFLECTIVE WRITING - JOURNAL ENTRY 5**	Communication Sciences and Disorders. Laura M. Justice and Erin E. Redle. • Chapter 7 - Language Disorders in Early and Later Childhood	

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to week 6, 2017. The topics covered in sessions 1 and 2 are as follows: **PRESENTATIONS (Assessment 2) - 30% -** during scheduled class times **REFLECTIVE WRITING - JOURNAL ENTRY 6**		**Presentation - 30%** Due: Week 6 Monday (21 Aug 2017) 5:00 pm AEST

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to week 7, 2017. The topics covered in sessions 1 and 2 are as follows:
LANGUAGE (including literacy) - Adults
• Introduction to language disorders in adults
• Relate this to Competency Based Occupational Standards (CBOS) for adult language range of practice
• Special Guest from Rockhampton Hospital - Geriatric and Rehabilitation Service - Pip Fox
• Revision of readings and content to date
REFLECTIVE WRITING - JOURNAL ENTRY 7

Communication Sciences and Disorders. Laura M. Justice and Erin E. Redle.
• Chapter 8 - Adult Language Disorders and Cognitive Based Dysfunction

Portfolio - Pre-Clinical requirements Due: Week 7 Thursday (31 Aug 2017) 9:00 am AEST

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to week 8, 2017. The topics covered in sessions 1 and 2 are as follows:
VOICE - paediatric and adult
• Introduction to the voice range of practice in both paediatrics and adults
• Special Guest - Meghan Currant - Oncology and Head and Neck
• Review of content and readings to date
REFLECTIVE WRITING - JOURNAL ENTRY 8

Communication Sciences and Disorders. Laura M. Justice and Erin E. Redle.
• Chapter 11 - Voice Disorders

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to week 9, 2017. The topics covered in sessions 1 and 2 are as follows:
SWALLOWING (Dysphagia)
• Introduction to swallowing disorders (dysphagia) in the paediatric and adult population
• Relate this to Competency Based Occupational Standards (CBOS) for dysphagia range of practice
• Special Guest - Acute Hospital - Georgia Hayes (CQU graduate)
• Revision of readings and content to date
REFLECTIVE WRITING - JOURNAL ENTRY 9

Communication Sciences and Disorders. Laura M. Justice and Erin E. Redle.
• Chapter 15 - Feeding and Swallowing Disorders

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to week 10, 2017. The topics
covered in sessions 1 and 2 are as
follows:
MULTIMODAL COMMUNICATION
• Introduction to the multimodal
communication range of practice in
the paediatric and adult population
• Relate this to Competency Based
Occupational Standards (CBOS) for the
multimodal communication range of
practice
• Potential guest speakers from
disability service providers
• NDIS - National Disability Insurance
Scheme
• Revision of content and readings to
date
**REFLECTIVE WRITING - JOURNAL
ENTRY 10**

Communication Sciences and
Disorders. Laura M. Justice and Erin E.
Redle.
• Chapter 4 - Augmentative and
Alternative Communication

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to week 11, 2017. The topics covered in sessions 1 and 2 are as follows: **FLUENCY - Paediatric and Adult** • Introduction to the fluency range of practice for both paediatrics and adults • Relate this to Competency Based Occupational Standards (CBOS) for the fluency range of practice • Revision of content and readings to date **REFLECTIVE WRITING - JOURNAL ENTRY 11**	Communication Sciences and Disorders. Laura M. Justice and Erin E. Redle. • Chapter 10 - Fluency Disorders	

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to week 12, 2017. **REVIEW** week		**Reflective Practice Assignment - 30%** Due: Week 12 Tuesday (3 Oct 2017) 8:00 am AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Welcome to SPCH11001 - Introduction to Speech Pathology for Term 2, 2017. This is your first discipline specific unit for speech pathology and all of the speech pathology team welcome you to the course.

As the unit is offered in both on-campus and distance modes for 2017, students who are enrolled in the distance modality are REQUIRED to "Zoom" into the two scheduled classes each week. A "Zoom" meeting will be established for each class time and students enrolled via the distance modality will require access to a computer with web cam facilities (see IT resources section). This will facilitate the interactive nature of the class and ensure both on-campus and distance students are equally engaged in the learning and activities of the classes. Recordings will be uploaded to Moodle in a timely manner after the classes. It is the nature of the speech pathology course as a whole, that classes are dynamic and interactive requiring active student participation to optimise learning and engagement.This is the only speech pathology specific unit that is offered via distance and on-campus modes. On-campus students for this unit are required to attend the scheduled classes and will only be 'zoomed' in for special circumstances such as accessibility requirements or limitations.

Tina Janes is your unit co-ordinator and primary educator, however you are provided with guest speakers throughout the unit - both from the university and external professionals.

Please ensure you have your textbook - Justice, L. & Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd Ed.). Boston; USA: Pearson. Readings from this text commence in week 1 of term.

I hope you enjoy this unit and I look forward to meeting you all and learning with you over the duration of the unit.

Assessment Tasks

1 Portfolio - Pre-Clinical requirements

Assessment Type
Portfolio

Task Description
PRE-CLINICAL REQUIREMENTS PORTFOLIO:
This assessment is a pass/fail 'hurdle' task that relates directly to Learning Outcome (LO) 3. This task must be appropriately completed in order to pass the unit overall. The specific requirements will be explained in detail to you by CQUniversity's Clinical Education Coordinator (CEC) for Speech Pathology - Leisa Skinner. It is a mandatory requirement in order to attend any clinical placements, including observations.

Assessment Due Date
Week 7 Thursday (31 Aug 2017) 9:00 am AEST
This portfolio comprising your pre-clinical requirements is handed directly to the unit coordinator.

Return Date to Students

Leisa Skinner (CEC) will provide you with feedack regarding elements of this portfolio that require further attention.

Weighting
Pass/Fail

Minimum mark or grade
This is a must pass assessment task. Students need to have submitted all requirements in order to achieve a pass grade.

Assessment Criteria
This assessment is a pass/fail 'hurdle' task that relates directly to Learning Outcome (LO) 3 and is based on completion of the **ALL** of the pre-clinical requirements. This is a mandatory requirement for participation in the clinical program of the speech pathology course.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline

Submission Instructions
Portfolio to be handed directly to Unit Coordinator.

Learning Outcomes Assessed

- Provide evidence that you have completed all pre-clinical requirements, as described in the 'Professional Practice Guide for Allied Health Students – Pre Practice Requirements' handbook.

Graduate Attributes

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

2 Presentation - 30%

Assessment Type
Presentation

Task Description
For this task you are randomly assigned a disorder, syndrome and/or specific diagnosis to present to the class. In the presentation you need to include research on the following:

- background information on the disorder, syndrome and/or specific diagnosis
- associated features
- aetiology
- relevant range of practice areas
- assessment and management principles

Your task may involve either an adult or child scenario, or in some cases relate to both children and adults (across the lifespan disorder). The oral presentation constitutes 30% of the unit grade with the PowerPoint presentation being submitted as a part of your presentation. The presentation is between 15 to 20 minutes in duration with an extra 5 minutes allocated to comments and questions.
You will be assigned the area to research in week 1 to give you ample time to present this to the class in week 6.

Assessment Due Date
Week 6 Monday (21 Aug 2017) 5:00 pm AEST
The oral presentations will occur in the allocated class times for SPCH11001 in week 6. Presentations are to be submitted to the Unit Coordinator by 5pm Monday of week 6.

Return Date to Students
Week 7 Thursday (31 Aug 2017)
Results and feedback will be uploaded to Moodle.

Weighting
30%

Minimum mark or grade
Must Pass - 50%. A minimum mark of 15/30 (50%) is required in order to pass this unit.

Assessment Criteria
The rubric contains the complete assessment criteria (on Moodle), but in summary you will be assessed on the following criteria:

- Content of presentation
- Communication skills
- Professional practice skills
- Research and referencing skills
- Adhering to time limits
- Responding to questions

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline

Submission Instructions
PowerPoints are to be emailed to the Unit Coordinator directly.

Learning Outcomes Assessed

- Identify the scope of practice for speech pathologists according to Speech Pathology Australia's guidelines and within an interprofessional practice framework.
- Describe the different types of communication and swallowing disorders that speech pathologists work with across the lifespan.
- Discuss the principles of evidence based practice and the International Classification of Functioning, Disability and Health (ICF) framework in the speech pathology context.

Graduate Attributes

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

3 Reflective Practice Assignment - 30%

Assessment Type
Reflective Practice Assignment

Task Description
This assessment task introduces you to the crucial skill of reflective practice and the use of reflection as a dynamic learning tool for health professionals. You are required to compile a reflective writing journal with reflections for weeks 1 through to 11. The reflection for week 6 will be based on your presentation assessment task. As stated by Hill, Davidson and Theodoros (2012, p 414) "Reflective practice is considered to enhance critical thinking and clinical reasoning by providing clinicians with the means by which to engage in metacognitive processes whereby they become aware of their own knowledge and actively seek to expand their learning". This task is aimed at preparing you for reflective practice in both your clinical and academic units of the speech pathology course and future employment as an allied health professional.
You will be provided with a proforma to use for your journal writing and a guide to the topic of each week's reflection requirements.

Reflective practice is considered to enhance

critical thinking and clinical reasoning by providing clinicians with the means by which to engage in metacogni-

tive processes whereby they become aware of their

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own knowledge and actively seek to expand their learning.

Assessment Due Date
Week 12 Tuesday (3 Oct 2017) 8:00 am AEST
Submitted to Moodle.

Return Date to Students
Review/Exam Week Friday (13 Oct 2017)
Results and feedback will be uploaded to Moodle.

Weighting
30%

Minimum mark or grade
Must Pass - 50%. A mark of 15/30 (50%) is required in order to pass this unit.

Assessment Criteria
The complete rubric is on Moodle, however, in summary this assessment is marked according to the following criteria:

- Writing conventions
- Demonstration of reflective practice principles
- Independent research
- Organisation and style
- Integration of Generic Professional Competencies

Referencing Style

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

Submission
Online

Submission Instructions
Uploaded to Moodle.

Learning Outcomes Assessed

- Identify the scope of practice for speech pathologists according to Speech Pathology Australia's guidelines and

within an interprofessional practice framework.
- Apply the International Classification of Functioning, Disability and Health (ICF) framework using simple case studies.

Graduate Attributes

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

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
40%

Length
180 minutes

Minimum mark or grade
This is a must pass assessment task. Students need to achieve a minimum grade of 20/40 (i.e. 50%)

Exam Conditions
Closed Book.

Materials
No calculators permitted
Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

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