



# SPCH12003 *Functional Anatomy of the Head, Neck and Thorax*

## Term 2 - 2021

Profile information current as at 23/04/2024 09:23 pm

All details in this unit profile for SPCH12003 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 understanding of the functional anatomy and physiology relevant to communication and swallowing. Topics covered include surface anatomy and the anatomical relationships of bones, muscles, blood vessels and nerves within each of the pertinent body regions. This unit will provide you with foundation knowledge to assist in clinical reasoning, practice and consultation in speech pathology.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Prerequisites BMSC11007 Medical Anatomy and Physiology 1 OR ALLH11005 Anatomy and Physiology for Health Professionals 1 BMSC11008 Medical Anatomy and Physiology 2 OR ALLH11004 Anatomy and Physiology for Health Professionals 2 SPCH11001 Introduction to Communication and Swallowing Disorders

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 - 2021

- 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. **Case Study**

Weighting: 50%

#### 2. **Online Quiz(zes)**

Weighting: 10%

#### 3. **Practical Assessment**

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](#).

## 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 Student feedback via “Have your say” and self reflection

**Feedback**

Better alignment of weekly lecture and weekly tutorial

**Recommendation**

Teaching team to work together to align each week's case study and tutorial topics.

#### Feedback from Student feedback via “Have your say” and self reflection

**Feedback**

Students expressed a preference to split face to face tutorials to contain (1) a practical section that consolidates the lecture content and (2) a functional section using case studies to put knowledge into working practice

**Recommendation**

It is recommended the teaching team consider spending the first part of tutorials reviewing anatomical models and plastinates based on the pertinent weekly lecture content. The second part of the tutorial could be focused on a case study pertinent to the weekly lecture which highlights clinical application.

#### Feedback from Student feedback via “Have your say”

**Feedback**

Face to face tutorial classes are helpful in consolidating learning.

**Recommendation**

Weekly tutorials will continue to be delivered face to face to keep high student engagement and to consolidate learning.

#### Feedback from Student feedback via “Have your say”

**Feedback**

Students requested case studies be given in advance to give more time for preparation of information related to each case.

**Recommendation**

Consider giving students a week's notice for case study information and allocation of related research to allow more dedicated time during tutorials for discussion and expanding knowledge of clinical application.

## Unit Learning Outcomes

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

1. Define the skeletal structures, innervation and musculature serving respiration, phonation, mastication and swallowing, articulation and resonance, and hearing
2. Describe the functional importance of each structure/muscle/nerve relative to respiration, phonation, mastication and swallowing, articulation and resonance, and hearing
3. Explain the relationship between structure and function of the speech, hearing and swallowing mechanism in a developmental context
4. Discuss the relevance of anatomy and physiology to clinical practice in speech pathology
5. Discuss the relationship between physiologic functions which sustain life versus physiologic functions related to communication.

The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia.

The Speech Pathology Australia Professional Framework states - "It is expected that an entry-level speech pathologist in Australia will be familiar with the ICF framework and competently apply the social health principles of individual functioning and well-being to their speech pathology practice. Applying the ICF to the clinical practice of speech pathology, practitioners can incorporate both the diagnosis of impairment (body function and structure) and the activity and participation of the individual to assess the impact of the communication and/or swallowing disorder on quality of life. A guiding principle of speech pathology assessment, habilitation and/or rehabilitation is a thorough evaluation of an individual's functional abilities. Using the ICF framework, including the contextual factors (environmental and personal) and activity and participation levels, allows speech pathologists to collaboratively set goals with an individual and their caregivers."

The Learning Outcomes for this unit reflect this principle through the assessment of foundation knowledge in anatomy and physiology required to accurately evaluate human body function and structure.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
<b>1 - Case Study - 50%</b>		•	•	•	•
<b>2 - Online Quiz(zes) - 10%</b>	•	•			
<b>3 - Practical Assessment - 40%</b>	•		•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>1 - Communication</b>	•	•	•	•	•
<b>2 - Problem Solving</b>	•	•	•	•	•

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Case Study - 50%	•	•	•	•		•				
2 - Online Quiz(zes) - 10%	•	•	•	•		•				
3 - Practical Assessment - 40%	•	•	•	•		•				

## Textbooks and Resources

### Textbooks

SPCH12003

#### Prescribed

#### **Anatomy & Physiology for Speech, Language, and Hearing**

Edition: 6 (2021)

Authors: J. Anthony Seikel, David G. Drumright, Daniel J. Hudock

Plural Publishing Inc

ISBN: 978-1-63550-279-4

Binding: Hardcover

#### **Additional Textbook Information**

Both paper and eBook versions can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### **You will need access to the following IT resources:**

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Charmaine Ramlogan-Steel** Unit Coordinator

[c.ramlogan-steel@cqu.edu.au](mailto:c.ramlogan-steel@cqu.edu.au)

## Schedule

### **Week 1 - 12 Jul 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Bones and Joints of the Head, Neck and Thorax	Seikel, J. A., Drumright, D. G., & King, D. W. (2021). Anatomy and physiology for speech, language, and hearing (6th edition). Ch. 1 - pp. 1-38 Ch. 2 - pp. 47-71 Ch. 6 - pp. 321-359 Appendices A & B pp. 761-766	Case Study (50%), opens Monday, Week 1 at 09:00 am AEST. Case Study Viva on Friday, Week 10.

### **Week 2 - 19 Jul 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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Muscles of the Head and Neck	Seikel, J. A., Drumright, D. G., & King, D. W (2021). Anatomy and physiology for speech, language, and hearing (6th edition). Ch. 2 - pp. 93-132 Ch. 6 - pp. 366-375, 382-391 Appendices C, D & E pp. 813-832	Online Quiz 1 (1%) - To be completed prior to Week 2 Tutorial
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### Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Vascular Features of the Head and Neck	Ch. 10 & 14 in Blumenfeld's Neuroanatomy through Clinical Cases (available in Moodle site)	Online Quiz 2 (1%) - To be completed prior to Week 3 Tutorial

### Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Nervous System	Seikel, J. A., Drumright, D. G., & King, D. W (2021). Anatomy and physiology for speech, language, and hearing (6th edition). Ch. 11 - pp. 601-685 Appendix F pp. 833	Online Quiz 3 (1%) - To be completed prior to Week 4 Tutorial

### Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Nerve Supply of Head, Neck & Thorax	Seikel, J. A., Drumright, D. G., & King, D. W (2021). Anatomy and physiology for speech, language, and hearing (6th edition). Ch. 11 - pp. 686-730 Ch. 12 - pp. 745-791 Appendix G pp. 835-838	Online Quiz 4 (1%) - To be completed prior to Week 5 Tutorial

### Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
The Thorax and the Respiratory System	Seikel, J. A., Drumright, D. G., & King, D. W (2021). Anatomy and physiology for speech, language, and hearing (6th edition). Ch. 2 - pp. 47-87 Ch. 3 - pp. 145-171 Appendix C pp.813- 820	Online Quiz 5 (1%) - To be completed prior to Week 6 Tutorial

### Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Articulation, Resonance & Swallowing	Seikel, J. A., Drumright, D. G., & King, D. W (2021). Anatomy and physiology for speech, language, and hearing (6th edition). Ch. 6 - pp. 299-370 Ch. 7 - pp. 411- 435 Ch. 10 in Moore's Before We Are Born ( available in Moodle site)	Online Quiz 6 (1%) - To be completed prior to Week 7 Tutorial

### Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Phonation	Seikel, J. A., Drumright, D. G., & King, D. W (2021). Anatomy and physiology for speech, language, and hearing (6th edition). Ch. 4 - pp. 185-239 Ch. 5 - pp. 247-289	Online Quiz 7 (1%) - To be completed prior to Week 8 Tutorial
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### Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Hearing & Equilibrium	Seikel, J. A., Drumright, D. G., & King, D. W (2021). Anatomy and physiology for speech, language, and hearing (6th edition). Ch. 9 - pp. 515-541 Ch. 10 - pp. 549-573	Online Quiz 8 (1%) - To be completed prior to Week 9 Tutorial

### Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Motor & Sensory Pathways	Ch. 6 & 7 in Blumenfeld's Neuroanatomy through Clinical Cases (available in Moodle site)	Online Quiz 9 (1%) - To be completed prior to Week 10 Tutorial Case Study Viva- Friday Week 10. Times: TBA on Moodle  <b>Case Study Viva</b> Due: Week 10 Friday (24 Sept 2021) 9:00 am AEST

### Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Higher Order Cerebral Function	Ch. 19 in Blumenfeld's Neuroanatomy through Clinical Cases (available in Moodle site)	Online Quiz 10 (1%) - To be completed prior to Week 11 Tutorial

### Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Revision (self-directed)		

### Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Final Practical Assessment		Final Practical Assessment (40%) • Date: Tuesday, October 12, 2021. • Time: 10am • Location: ROK 7/1.22  <b>PRACTICAL ASSESSMENT</b> Due: Review/Exam Week Tuesday (12 Oct 2021) 10:00 am AEST

## Term Specific Information

Lectures are pre-recorded by Dr. Charmaine Ramlogan-Steel.  
Tutorials are delivered live each week in ROK 7/1.22 by Jenni-Lee Rees and Charmaine Ramlogan-Steel. Students must watch the weekly lectures prior to attending weekly tutorials.

## Assessment Tasks

### 1 Case Study Viva

#### Assessment Type

Case Study

## **Task Description**

You will be provided basic case history information and diagnosis of a client with an underlying health issue which pertains to the areas of speech, language, voice and/or swallowing. Included with the case history handout will be a series of questions related to these specific areas. In preparation for your viva, you are expected to research these questions and prepare to answer them in relation to the areas listed below. You are permitted to bring an A4 (double-sided) page of notes with you to your viva (size 11, Calibri font, 1.5 spacing). While you may refer to these notes in your viva, you are expected to communicate clearly and succinctly and therefore an over reliance on notes is not recommended.

You may also bring with you a completed ICF model based on your client's history. Notes should be in dot point format and you will be expected to explain the reasoning behind each identified point. You may also use anatomical models from the Anatomy Laboratory during the viva for clarification and demonstration purposes if you wish. All paperwork/notes brought into the viva must be handed in to the examiner prior to leaving the examination room.

### **Section 1: Analysis and Interpretation**

Your examiner will commence your viva by asking questions in relation to the 'analysis and interpretation' of the background information and assessment results you were previously provided. Questions regarding anatomy and physiology, as well as functional impact, will be asked based on the handout's questions. For more information, please refer to the case history and questions on the handout, which is supplied to you in week 1, in addition to the marking rubric on Moodle (20 minutes)

### **Section 2: Planning of Evidence-Based Speech Pathology Practices**

Next, your examiner will ask questions in relation to the 'planning of evidence-based speech pathology practices'. As part of this section you will be expected to explain your management of the case including goal setting and intervention strategies. You will also be posed with a question in relation to a change in the background information of your case. This is an opportunity for you to demonstrate your ability to problem solve. Once again, your examiner will ask questions related to those in the original case history & questions. Please refer to these and the marking rubric on Moodle for more information (20 minutes).

### **Section 3: Generic Professional Competencies**

Lastly, your examiner will ask you to reflect on your performance within the viva to identify areas of strength and areas for improvement. You will also be asked to identify and justify strategies to support your learning and development. This section also contains marks correlating to the four generic professional competencies (i.e., Reasoning, Communication, Learning and Professionalism) which relate to your performance across the entirety of the viva. There are 2 main questions that will be asked as part of this section, however your examiner may ask additional prompting questions. Please refer to the marking rubric on Moodle for more information (5 minutes).

This is a **must pass** assessment task, and you must achieve a grade of 50% to pass this assessment.

## **Assessment Due Date**

Week 10 Friday (24 Sept 2021) 9:00 am AEST  
Vivas commence at 9am. Student schedule TBA via Moodle.

## **Return Date to Students**

Week 12 Friday (8 Oct 2021)  
Results will be returned to students within two weeks of having completed the viva.

## **Weighting**

50%

## **Minimum mark or grade**

50%

## **Assessment Criteria**

Please refer to the rubric on Moodle for a full description of the assessment criteria. A summarised version is provided below.

### **Section 1: Analysis and Interpretation**

In this section you will be marked on the following criteria:

- Ability to integrate information and succinctly summarise underlying anatomical, physiological and neurological information
- Ability to successfully hypothesise the speech pathology related impact on the client
- Ability to integrate information from a variety of sources demonstrating critical reasoning
- Ability to identify gaps in information and how you addressed these issues to create a holistic client profile
- Ability to clearly explain the impact of the communication/swallowing condition on the client in relation to the ICF
- Accuracy and consistency of correct terminology in appropriate contexts throughout the viva

### **Section 2: Planning of Evidence-Based Speech Pathology Practices**

In this section you will be marked on the following criteria:

- Appropriateness of intervention strategies which are pertinent and holistic
- Justification of intervention and ability to integrate aspects of the case with theory and evidence-based practice

- Evidence of understanding and use of the ICF in goal development
- Demonstration of understanding the short- and long-term implications for treatment and outcomes
- Evidence of flexibility and problem solving when presented with a challenge to management planning
- Demonstration of high quality research woven into verbal explanations

### Section 3: Generic Professional Competencies

In this section you will be marked on the following criteria:

- Depth and critical nature of reflection showing insight into own abilities
- Ability to integrate theory, reflective practice and past experiences linking into the four generic professional competencies
- Use of clear verbal and non-verbal communication skills
- Professional manner, orientation and suitability of interaction

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

No submission method provided.

### Submission Instructions

A viva is a "live" oral assessment event, therefore there is no requirement for submission of any kind. All paperwork/notes brought into the OSCE must be handed in to the examiner prior to leaving the examination room.

### Learning Outcomes Assessed

- Describe the functional importance of each structure/muscle/nerve relative to respiration, phonation, mastication and swallowing, articulation and resonance, and hearing
- Explain the relationship between structure and function of the speech, hearing and swallowing mechanism in a developmental context
- Discuss the relevance of anatomy and physiology to clinical practice in speech pathology
- Discuss the relationship between physiologic functions which sustain life versus physiologic functions related to communication.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## 2 WEEKLY QUIZZES

### Assessment Type

Online Quiz(zes)

### Task Description

Weekly quizzes will be held each week beginning in Week 2 and ending in Week 11. There will be 10 quizzes in total with each quiz worth 1% of the overall unit mark. Collectively, the weekly quizzes accounts for 10% of the overall unit mark. You must score at least 50% to pass each quiz and you must pass at least 50% of the quizzes (5 quizzes) in this assessment item. Each weekly quiz will be open for 12 hours and will cover content from the previous week. For example, **Quiz 1** is open in **Week 2** and covers content from **Week 1**.

- Quizzes are open on Mondays in weeks 2-11 from 12noon - 12 midnight
- You are allowed 1 attempt at each quiz.
- You will have 45 minutes to complete each quiz once you click the start button .

Please contact the unit coordinator if there are circumstances that prevent you from completing any of the weekly quizzes. Directions will be given once contacted.

### Number of Quizzes

10

### Frequency of Quizzes

Weekly

### Assessment Due Date

Weeks 2-11, Tuesdays at 00.00 (Midnight on Mondays)

### **Return Date to Students**

One week after submission via Moodle

### **Weighting**

10%

### **Minimum mark or grade**

50% (cumulative) You must pass 5/10 weekly quizzes in order to pass this assessment task. Each quiz requires at least 50% to pass.

### **Assessment Criteria**

For online quizzes, your responses are scored according to the following criteria:

- Ability to link underlying anatomical, physiological and neurological information to speech pathology related practice
- Demonstrated understanding and use of the ICF in developing client-centered relevant intervention
- Correctness, relevance and completeness of the response to the question asked
- Correct spelling and use of anatomical terminology

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Learning Outcomes Assessed**

- Define the skeletal structures, innervation and musculature serving respiration, phonation, mastication and swallowing, articulation and resonance, and hearing
- Describe the functional importance of each structure/muscle/nerve relative to respiration, phonation, mastication and swallowing, articulation and resonance, and hearing

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## **3 PRACTICAL ASSESSMENT**

### **Assessment Type**

Practical Assessment

### **Task Description**

In the clinical context, speech pathologists are expected to have in-depth knowledge and understanding of anatomical structures and their function in the head, neck and thorax. In a university simulation setting you will take part in practical learning activities with anatomical models, bones and real plastinated human bodies to develop detailed knowledge of these structures.

In this practical assessment you will

- Identify anatomical structures of the head, neck and thorax.
- Describe different physiological mechanisms relevant to swallowing and speech therapy.
- Identify and/or describe individual variations of the human body in relation to the head, neck and thorax.
- Explain how anatomy and physiology are interrelated.

The practical assessment is worth 40% of your overall mark for the unit. It consists of 15-20 stations set up around the laboratory, each with specimens including models, bones and plastinates where structures will be clearly labelled. At each station, there will be a station identifier that lists the questions. You will also have an answer sheet on which to write your answers with the questions listed for each station. You will be assessed on identification of, or stating the function of labelled structures and associated parts including muscles, bones, joints, nerves, blood vessels, viscera and supporting structures in the head, neck and thorax. Students are responsible for all content covered in class for the entire term, that is visible on the specimens in the anatomy laboratory, with particular emphasis placed on the practical activities.

There will be one (1) student at each station at a time. After a set period of time, you will rotate to the next station and

repeat this process until you have been to all stations. You will be given an answer sheet on which to write your answers. This assessment is closed book so the only things you will be allowed to have with you in the laboratory are pens (blue or black ink only), your answer sheet and photo ID (e.g., student ID or driver's license). Duration of this assessment will be announced via Moodle.

**Assessment Due Date**

Review/Exam Week Tuesday (12 Oct 2021) 10:00 am AEST

All students undertake the practical assessment in person in ROK 7/1.22

**Return Date to Students**

Within 2 weeks of the assessment date

**Weighting**

40%

**Minimum mark or grade**

50%

**Assessment Criteria**

For the practical assessment, your responses are scored according to the following criteria:

- correctness, relevance and completeness of the response to the question asked
- correct spelling and use of anatomical and physiological terminology

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Offline

**Learning Outcomes Assessed**

- Define the skeletal structures, innervation and musculature serving respiration, phonation, mastication and swallowing, articulation and resonance, and hearing
- Explain the relationship between structure and function of the speech, hearing and swallowing mechanism in a developmental context
- Discuss the relationship between physiologic functions which sustain life versus physiologic functions related to communication.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## 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