



# SPCH13010 Swallowing and Feeding Across the Lifespan

## Term 1 - 2023

Profile information current as at 26/04/2024 03:48 pm

All details in this unit profile for SPCH13010 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

In this unit, you will learn about the development of feeding and the progression of swallowing across the lifespan. You will advance your competency in the assessment, analysis, planning and treatment of swallowing and feeding difficulties across the lifespan. You will consider the aetiology, diagnosis and management of swallowing and feeding in the context of the International Classification of Functioning, Disability and Health (ICF) framework. Evidence based practice will provide the foundation for your learning in all stages of diagnosis and management.

### 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

Pre-Requisites ALLH12006 Evidence Based Practice for Health Professionals SPCH12003 Functional Anatomy of the Head, Neck, and Thorax SPCH12007 Speech Pathology Work Integrated Learning 2 SPCH13004 Communication Goals and Needs Across the School Years

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

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

Weighting: 50%

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

Weighting: 50%

### 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 verbal feedback in class.

**Feedback**

Having actors coming into class has been helpful for increasing experiential learning opportunities and developing verbal scripting ability.

**Recommendation**

It is recommended that opportunities continue to be provided for students to learn from a variety of delivery methods to increase depth of understanding and knowledge regarding the clinical theory of dysphagia and its application in diagnosis, planning and intervention.

#### Feedback from Lecturer self-reflection

**Feedback**

Explore adding more time in class dedicated to clinical documentation to improve assessment performance in this area and meet time deadlines.

**Recommendation**

It is recommended that the allocated teaching time for clinical documentation be reviewed to ensure students are receiving adequate write-up practice post role play scenarios.

## Unit Learning Outcomes

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

1. Describe the mechanism of a safe swallow and its variation across the lifespan
2. Analyse swallowing and feeding behaviour using both formal and informal assessment techniques, and make appropriate recommendations for the management and rehabilitation of swallowing and feeding difficulties
3. Adapt communication to provide information and counselling to clients and others about swallowing and feeding difficulties and implications for safety, nutrition, and hydration
4. Demonstrate ethical practice while making independent holistic decisions

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Objective Structured Clinical Examinations (OSCEs) - 50%	•	•	•	•
2 - Objective Structured Clinical Examinations (OSCEs) - 50%	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				

## Textbooks and Resources

### Textbooks

SPCH13010

#### Prescribed

##### **Clinical management of swallowing disorders**

5th Edition (2018)

Authors: Murry, T., Carrau, R.L., & Chan, L.

Plural

ISBN: 13: 978-1-63550-228-2

Binding: Paperback

#### Additional Textbook Information

The prescribed textbook can be accessed online at the CQUniversity Library website. If you would prefer your own copy, purchase either paper or eBook versions 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

**Susan Walker** Unit Coordinator

[s.walker3@cqu.edu.au](mailto:s.walker3@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>Lecture Topics</b> <ul style="list-style-type: none"><li>• Introduction to the typical swallow</li><li>• What is dysphagia?</li><li>• Prevalence of dysphagia</li><li>• Diagnosis of dysphagia</li></ul>		
<b>Tutorial Topics</b> <ul style="list-style-type: none"><li>• Case History</li><li>• Oromotor examination</li><li>• Introduction to dysphagia screening</li></ul>		

### Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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**Lecture Topics**

- The Clinical Swallow assessment
- Instrumental assessment of the swallow function

**Tutorial Topics**

- Understanding the oromotor assessment
- Information gathering in dysphagia
- Introduction to dysphagia screening

**Week 3 - 20 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lecture Topics**

- Decision making in dysphagia
- Dysphagia management and rehabilitation part 1
- Introduction to texture modified food and fluids
- Dysphagia in acquired brain injury

**Tutorial Topics**

- The clinical swallow assessment
- Introduction to texture modified food and fluids
- Compensatory strategies in dysphagia management
- Rehabilitation strategies in dysphagia management

**Week 4 - 27 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lecture Topics**

- Dysphagia management and rehabilitation part 2
- Dysphagia in the head and neck cancer population
- Documentation in dysphagia

**Tutorial Topics**

- Case studies in dysphagia
- Outcome measures in dysphagia
- Documentation in dysphagia

**Week 5 - 03 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lecture Topics**

- Dysphagia and end of life care
- "Risk Feeding"
- Dysphagia in disability
- Dysphagia in complex medical presentation
- Dysphagia in progressive neurological conditions
- Ethical issues in dysphagia

**Tutorial Topics**

- Case studies in dysphagia
- Ethical issues in dysphagia

**Vacation Week - 10 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 17 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lecture Topics**

- There is no lecture content this week

**Tutorial Topics**

- Case studies in dysphagia and practical time

**Week 7 - 24 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Adult Swallow OSCE</b> Due: Week 7 Wednesday (26 Apr 2023) 8:00 am AEST

**Week 8 - 01 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lecture Topics**

- Overview of development of body systems involved in feeding
- The typical infant swallow
- Transition to typical mature swallow
- Dysphagia in the paediatric population

**Tutorial Topics**

- Case History and information gathering
- Oromotor examination
- Similarities and differences in adult and paediatric dysphagia

**Week 9 - 08 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lecture Topics**

- The clinical swallow assessment
- Instrumental assessment of the swallow function
- Family and community roles in feeding and swallowing
- Treatment strategies 1

**Tutorial Topics**

- Case history taking in paediatric feeding and swallowing
- The clinical swallow assessment
- Instrumental swallow assessment
- Positioning for swallowing assessments
- Treatment strategies 1

**Week 10 - 15 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lecture Topics**

- Decision making in paediatric feeding and swallowing
- Treatment strategies 2

**Tutorial Topics**

- Decision making in paediatric feeding and swallowing
- Treatment strategies 2
- Outcome measurement in paediatric feeding and swallowing

**Week 11 - 22 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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### Lecture Topics

- Treatment strategies for children with specific needs

### Tutorial Topics

- Decision making in paediatric feeding and swallowing
- Treatment strategies 1
- Mealtime management
- Case studies

### Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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### Lecture Topics

- There is no lecture content this week

### Tutorial Topics

- Case studies in paediatric feeding and swallowing

### Review/Exam Week - 05 Jun 2023

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

Module/Topic	Chapter	Events and Submissions/Topic
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**Paediatric swallow OSCE** Due: Exam Week Tuesday (13 June 2023) 8:00 am AEST

## Term Specific Information

For each topic covered this term, the majority of the content will be delivered during the face to face scheduled classes. Some weeks there might be some additional readings or pre-recorded content, you will need to engage with this content and complete the learning activities before attending your face-to-face classes. The classes will require significant input from the student, please ensure that you review the weekly Moodle tile prior to attending the class to ensure that you are prepared .

### Assessment Cupboard Access

Students will require access to the CQU Speech Pathology assessment cupboard to prepare for their OSCEs. Students will be provided with scheduled weekly access to the Speech Pathology assessment cupboard, the available dates and times will be outlined on Moodle.

### Office Hours

If you wish to arrange a meeting with the Unit Coordinator (Susan Walker) please send her an email (s.walker3@cqu.edu.au) and a mutually agreeable time can be arranged to meet via Zoom.

## Assessment Tasks

### 1 Adult Swallow OSCE

#### Assessment Type

Objective Structured Clinical Examinations (OSCEs)

#### Task Description

A full description will be posted on Moodle in the Assessment section.

For this assessment task, (conducted face to face), you will be required to complete an Objective Structured Clinical Examination based on an adult clinical swallowing scenario. An actor will play the role of the "client/caregiver"

A brief outline of each timed section is provided below with additional details provided on Moodle.

#### 1. Interpret background information and plan case history interview (15 minutes)

You will be given a brief written case history on a client with a swallowing disorder. In this 15 minutes you will prepare for your interview with the client/carer and the subsequent swallow assessment. You will need to consider your questioning and what materials you will need for the interview



## **2. Interview client and/or carer- case history (5 minutes)**

You will be required to interview the client and/or carer and take an appropriate case history, using information you obtained from the initial referral, and take relevant notes, identify any missing information required to conduct the assessment and develop recommendations and a management plan.

## **3. Consider case history findings and plan assessment (5 minutes)**

You will have 5 minutes to consider the information you obtained from the case history and consolidate your assessment plan based on the new information.

## **4. Report on assessment plan (5 minutes)**

You will be asked to describe your assessment plan to an assessor and provide an explanation of: 1) What you will assess; 2) How you will assess; and 3) Why you will assess these areas. You will need to verbally demonstrate your clinical reasoning and justification of decision making.

## **5. Conduct an oromotor examination and clinical swallow assessment (5 minutes)**

You will conduct an oromotor examination and clinical swallow assessment using appropriate food/fluid textures for the situation/client. You will need to demonstrate a comprehensive oromotor examination and clinical swallow assessment and respond in real time to the client and their response to the scenario.

## **6. Consider assessment findings and plan intervention (5 minutes)**

You will have 5 minutes to consider the information you obtained from the oromotor assessment and clinical swallow examination and plan your swallow intervention.

## **7. Report on intervention plan (5 minutes)**

You will be asked to describe your intervention plan to an assessor and provide an explanation of the education and swallow intervention you intend to implement. You will need to verbally demonstrate your clinical reasoning and justification of decision making.

## **8. Implementation of swallow interventions (10 minutes)**

You will explain your findings from the swallow assessment to the client/carer demonstrating clear clinical reasoning and problem solving skills. You will also negotiate an EBP therapy plan with the simulated client/carer and then implement it, demonstrating two compensatory and two rehabilitative therapy techniques with your client/carer. The most suitable treatment options for the presenting issues should be demonstrated. You will need to facilitate active participation by the client/caregiver and provide feedback on their responses. You will be required to respond to any clinical questions that the client/carer has regarding their dysphagia.

## **9. Reflect on session (10 Minutes)**

You will be required to reflect on the clinical session with the assessor using critical reasoning as you discuss your performance and thoughts for ongoing management of the client.

### **Assessment Due Date**

Week 7 Wednesday (26 Apr 2023) 8:00 am AEST

An individually scheduled time and day for the viva will be outlined on Moodle no later than three weeks before the due date

### **Return Date to Students**

Week 9 Thursday (11 May 2023)

Feedback will be provided to you via Moodle

### **Weighting**

50%

### **Minimum mark or grade**

This is a MUST PASS assessment a grade of 50% or more must be attained to pass

### **Assessment Criteria**

Full assessment criteria will be available on Moodle. A summary is below.

You will be assessed using criteria outlined in Speech Pathology Australia's Professional Standards. This includes your reasoning, professional conduct and reflective practice skills. To pass this task, You MUST PASS each section of the rubric in order to pass this assessment.

*A summary of the behavioural expectations for a pass mark are listed below:*

- Your clinical reasoning demonstrates accurate integration of theory (i.e., knowledge from unit content and readings) and case information (i.e., the client background/needs and the service delivery setting)
- You demonstrate that you can integrate some knowledge obtained via independent study (i.e., additional reading).
- When working with simulated clients you demonstrate the ability to maintain complete focus on the client in a routine situation (i.e., there are no unexpected responses from the client, you may have lapses in professionalism when presented with unexpected situations).
- When working with simulated clients you demonstrate knowledge and application of culturally safe (i.e., communicate in a manner that is appropriate for that client's background) and responsive communication (i.e., you respond to their interactions) and service .
- You can develop complete assessment and intervention plans that consider all aspects of the client including other

health conditions or cultural and linguistic differences.

- You can reflect on your performance and what factors may be contributing to your interpretation of information and/or the conclusions and recommendations you make, showing self-awareness.

*Late Arrivals:*

You should aim to arrive at least 15 minutes prior to the official assessment commencement time. In the extraordinary circumstance you are late you will be permitted late entry to your assessment of up to 10 minutes after the official 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 but may be eligible for a supplementary assessment in line with CQU policy.

### Referencing Style

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

### Submission

Offline

### Submission Instructions

There are no submission instructions for this assessment

### Learning Outcomes Assessed

- Describe the mechanism of a safe swallow and its variation across the lifespan
- Analyse swallowing and feeding behaviour using both formal and informal assessment techniques, and make appropriate recommendations for the management and rehabilitation of swallowing and feeding difficulties
- Adapt communication to provide information and counselling to clients and others about swallowing and feeding difficulties and implications for safety, nutrition, and hydration
- Demonstrate ethical practice while making independent holistic decisions

## 2 Paediatric swallow OSCE

### Assessment Type

Objective Structured Clinical Examinations (OSCEs)

### Task Description

A full description will be posted on Moodle in the Assessment section.

For this assessment task, (conducted face to face), you will be required to complete an Objective Structured Clinical Examination based on a paediatric clinical swallowing scenario. An actor will play the role of the " caregiver" and the child "client" will be represented with a simulation doll.

A brief outline of each timed section is provided below with additional details provided on Moodle.

#### **1. Interpret background information and plan case history interview (15 minutes)**

You will be given a brief written case history on a client with a swallowing disorder. In this 15 minutes you will prepare for your interview with the carer and the subsequent swallow assessment. You will need to consider your questioning and what materials you will need for the interview.

#### **2. Interview carer- case history (5 minutes)**

You will be required to interview the carer, taking an appropriate case history, using information you obtained from the initial referral, and take relevant notes, and identify any missing information required to conduct the assessment and develop recommendations and management plan. You should also observe the client and their behaviours.

#### **3. Consider case history findings and plan assessment (5 minutes)**

You will have 5 minutes to consider the information you obtained from the case history and consolidate your assessment plan based on the new information.

#### **4. Report on assessment plan (5 minutes)**

You will be asked to describe your assessment plan to an assessor and provide an explanation of: 1) What you will assess; 2) How you will assess; and 3) Why you will assess these areas. You will need to verbally demonstrate your clinical reasoning and justification of decision making.

#### **5. Conduct an oromotor examination and clinical swallow assessment (5 minutes)**

You will conduct an oromotor examination and clinical swallow assessment using appropriate food/fluid textures for the situation/client. You will need to demonstrate an appropriate oromotor examination and clinical swallow assessment and support the carer to feed the client. The carer will let you know how the child responds i.e., the carer will say "they coughed on that biscuit".

#### **6. Consider assessment findings and plan intervention (5 minutes)**

You will have 5 minutes to consider the information you obtained from the oromotor assessment and clinical swallow examination and plan your swallow intervention.

#### **7. Report on intervention plan (5 minutes)**

You will be asked to describe your intervention plan to an assessor and provide an explanation of the education and

swallow intervention. You will need to verbally demonstrate your clinical reasoning and justification of decision making.

### **8. Implementation of swallow interventions (10 minutes)**

You will explain your findings from the swallow assessment to the carer demonstrating clear clinical reasoning and problem-solving skills and, negotiate an EBP therapy plan with the carer and then implement it, demonstrating two compensatory and two rehabilitative therapy techniques with the carer and client. . The carer will let you know how the client responds e.g., the carer will say "they swallowed that water". You will need to support the carer, if required, during this process.

The most suitable treatment options for the presenting issues should be demonstrated. You will need to facilitate active participation by the carer and provide feedback on their responses. You will be required to respond to any clinical questions that the carer has regarding their dysphagia.

### **9. Reflect on session (10 Minutes)**

You will be required to reflect on the clinical session with the assessor using critical reasoning as you discuss your performance and thoughts for ongoing management of the client.

### **Assessment Due Date**

Exam Week Tuesday (13 June 2023) 8:00 am AEST

Students will be advised of the assessment time on Moodle no later than week 9

### **Return Date to Students**

Exam Week Friday (16 June 2023)

Feedback will be uploaded to Moodle

### **Weighting**

50%

### **Minimum mark or grade**

This is a MUST PASS assessment task, students must attain a mark of 50% or more

### **Assessment Criteria**

Full assessment criteria will be available on Moodle. A summary is below.

You will be assessed using criteria outlined in Speech Pathology Australia's Professional Standards. This includes your reasoning, professional conduct and reflective practice skills. To pass this task, You MUST PASS each section of the rubric in order to pass this assessment.

*A summary of the behavioural expectations for a pass mark are listed below:*

- Your clinical reasoning demonstrates accurate integration of theory (i.e., knowledge from unit content and readings) and case information (i.e., the client background/needs and the service delivery setting)
- You demonstrate that you can integrate some knowledge obtained via independent study (i.e., additional reading).
- When working with simulated clients you demonstrate the ability to maintain complete focus on the client in a routine situation (i.e., there are no unexpected responses from the client, you may have lapses in professionalism when presented with unexpected situations).
- When working with simulated clients you demonstrate knowledge and application of culturally safe (i.e., communicate in a manner that is appropriate for that client's background) and responsive communication (i.e., you respond to their interactions) and service .
- You can develop complete assessment and intervention plans that consider all aspects of the client including other health conditions or cultural and linguistic differences.
- You can reflect on your performance and what factors may be contributing to your interpretation of information and/or the conclusions and recommendations you make, showing self-awareness.

Late Arrivals:

You should aim to arrive at least 15 minutes prior to the official assessment commencement time. In the extraordinary circumstance you are late you will be permitted late entry to your assessment of up to 10 minutes after the official 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 but may be eligible for a supplementary assessment in line with CQU policy.

### **Referencing Style**

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

### **Submission**

Offline

### **Submission Instructions**

There are no Moodle submission for this task

### **Learning Outcomes Assessed**

- Describe the mechanism of a safe swallow and its variation across the lifespan
- Analyse swallowing and feeding behaviour using both formal and informal assessment techniques, and make appropriate recommendations for the management and rehabilitation of swallowing and feeding difficulties
- Adapt communication to provide information and counselling to clients and others about swallowing and feeding difficulties and implications for safety, nutrition, and hydration
- Demonstrate ethical practice while making independent holistic decisions

## 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