SPCH14001 *Integrated Practice in Speech Pathology*
Term 1 - 2018

Profile information current as at 01/05/2024 07:29 pm

All details in this unit profile for SPCH14001 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 explore issues that impact on professional practice, including current theory and practice in social innovation. You will engage in the discussion of ethical reasoning and be expected to integrate theoretical and empirical research in the field of speech pathology. Professional and inter-professional competencies will be investigated in the context of speech pathology practice. Current theory and practice in social innovation will also be discussed.

Details

Career Level: *Undergraduate*
Unit Level: *Level 4*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-Requisites: SPCH13006 Speech Pathology Work-Integrated Learning 4SPCH13008 Neurogenic Communication Disorders 2Co-Requisites:SPCH14003 Speech Pathology Work-Integrated Learning 5
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 - 2018

- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **In-class Test(s)**
Weighting: 50%
2. **Case Study**
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.

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have Your Say In class evaluation in week 5.

Feedback

Feedback in relation to having different lecturers for each of the four topics was mixed, but with more positive rather than negative feedback. There was also feedback that the craniofacial component was the least valuable topic.

Recommendation

The structure of the unit is under review for 2018 with student feedback taken into consideration.

Feedback from Have Your Say

Feedback

There were comments made by the students regarding the fact that they had to complete assessment work whilst on placement. There was the assumption that CQUniversity students are treated unfairly as other universities do not require this. There was also feedback that all theory needed to be covered prior to clinical placement and not whilst on clinical placement.

Recommendation

Workloads and expectations will be clearly discussed with students. A review of the requirements of unit work and work integrated learning is being undertaken by the speech pathology team and student feedback is taken into consideration during this review process.

Feedback from Have Your Say

Feedback

The feedback received for assessment tasks rated from a low of 2.9 to a high of 4.0 and clearly needs attention in 2018. The primary concern expressed by students was the completion of a complex case task whilst on clinical placment and the expectations for students having to complete both clinical and unit work. Students expressed that the task was valuable to their learning, but very time consuming whilst on cinical placement.

Recommendation

The structure of this unit and the associated assessment tasks is under review and in the context of also reviewing the structure of work integrated learning (clinical placements). Student feedback and feedback from the 5 year curriculum review panel will be integral in the review process.

Unit Learning Outcomes

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

1. Discuss ethical reasoning in clinical decision making
2. Apply current models of best practice in assessment and intervention for a client with communication and/or swallowing needs
3. Appraise the role and scope of practice of speech pathologists and other professionals involved in the interprofessional care of people with multiple intervention needs.

Speech Pathology Range of Practice covered:

- Adult - Speech, Language, Voice, Fluency, Swallowing and Multimodal Communication
- Child - Speech, Language, Voice, Fluency, Swallowing and Multimodal Communication

Competency-based Occupational Standards for Speech Pathology (CBOS 2011):

- Unit 1 Assessment: Elements 1.1, 1.2, 1.3 and 1.4 to Entry level
- Unit 2 Analysis and interpretation: Elements 2.1, 2.2, 2.3, 2.4 and 2.5 to Entry level
- Unit 3 Planning evidence based speech pathology practices: Elements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.7 to Entry level
- Unit 4 Implementation of speech pathology practice: Elements 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 to Entry level
- Unit 5 Planning, providing and managing speech pathology services - Elements 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 and 5.8 to Entry level
- Unit 6 Professional and supervisory practice - Elements 6.1, 6.2, 6.3
- Unit 7 Lifelong learning and reflective practice - Elements .7.1, 7.2, 7.3 and 7.4 to Entry level

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

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
1 - In-class Test(s) - 50%	●	●	
2 - Case Study - 50%		●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	●	●	●

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - In-class Test(s) - 50%	•	•	•	•		•	•	•		
2 - Case Study - 50%	•	•	•	•		•	•		•	

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
No textbook required for this subject.

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 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Judith Broadhurst Unit Coordinator
j.broadhurst@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to unit requirements. Orientation to unit concepts. Topic 1: Ethical reasoning in speech pathology.	Speech Pathology Australia. (2010). *Code of Ethics*. Retrieved from http://www.speechpathologyaustralia.org.au/spaweb/Document_Management/Public/Ethics.aspx Speech Pathology Australia (2014) *Competency Based Occupational Standards for Speech Pathology*. Retrieved from http://www.speechpathologyaustralia.org.au/spaweb/Document_Management/Public/CBOS.aspx Speech Pathology Australia. (2014). *Ethics Education package*. Retrieved from http://www.speechpathologyaustralia.org.au/SPAweb/Members/Ethics/Ethics_Education.aspx?hkey=64ff6a6c-e515-45ec-9159-a96d4cf6031a&WebsiteKey=fc2020cb-520d-405b-af30-fc7f70f848db Speech Pathology Australia.(2015) *Scope of Practice*. Retrieved from http://www.speechpathologyaustralia.org.au/SPAweb/Document_Management/Public/SPA_Documents.aspx?WebsiteKey=fc2020cb-520d-405b-af30-fc7f70f848db	

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Interprofessional Competencies and Social Innovation Topic 3: Head and Neck Cancer.	Beukleman, D.R. & Miranda, P. (2013) Augmentative & Alternative Communication: *Supporting Children and Adults with Complex Communication Needs*. (4th Ed., pp379-490). Marylands, USA: Paul H. Brookes Publishing. Bressman, T. (2014) Head and neck cancer and communication. In L. Cummings (Ed.) *The Cambridge Handbook of Communication Disorders* (pp 161-184). Cambridge, UK: Cambridge University Press. Canadian Interprofessional Health Collaborative (2010) *A National Interprofessional Competency Framework*. Retrieved from https://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf Charles, G., Bainbridge, L. & Gilbert, J. (2009) The University of British Columbia model of interprofessional education. *Journal of Interprofessional Care, 24(1)*, 9-18. http://dx.doi.org/10.3109/13561820903294549 Goldblatt, P. (2013). What research methodologies capture social innovation and impacts on health equity, environmental sustainability and well-being? *European Journal of Public Health, 23* (Suppl_1). Speech Pathology Australia. (2013) *Laryngectomy Clinical Guidelines*. Retrieved from http://www.speechpathologyaustralia.org.au/SPAweb/Members/Clinical_Guidelines/SPAweb/Members/Clinical_Guidelines/Clinical_Guidelines.aspx?hkey=0fc81470-2d6c-4b17-90c0-ced8b0ff2a5d Theodoras, D. (2011) A new era in speech-language pathology practice: Innovation and diversification. *International Journal of Speech-Language Pathology, 14(3)*, 189-199.	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Palliative Care.	Chater, K., & Tsai, C. (2008). Palliative care in a multicultural society: A challenge for western ethics. *Australian Journal of Advanced Nursing, 26(2)*, 95-100. O'Reilly, A., & Walshe, M. (2015). Perspectives on the role of the speech and language therapist in palliative care: An international survey. *Palliative Medicine,29(8)*, 756-761. Pollens, Robin D. (2012). Integrating Speech-Language Pathology Services in Palliative End-of-Life Care. *Topics in Language Disorders, 32(2)*, 137-148. Toner, M. A., & Shadden, B. B. (2012). Foreword: End-of-life care for adults: What speech-language pathologists should know. *Topics in Language Disorders, 32(2),* 107-110. Other readings may be posted on Moodle as required.	

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Mental Health.	Benner, G.J. & Nelson, J.R. (2014) Emotional disturbance and communication. In L. Cummings (Ed), *The Cambridge Handbook of Communication Disorders* (pp 125- 140). Cambridge, UK: Cambridge University Press. Bryan, K. (2014) Psychiatric disorders and communication. In L. Cummings (Ed.) *The Cambridge Handbook of Communication Disorders* (pp 300- 317). Cambridge, UK: Cambridge University Press. Bryan, K. & Roach, J. (2001) Assessment of speech and language in mental illness. In J. France & S. Kramer (Eds). *Communication and Mental Illness Theoretical and Practical Approaches.* (pp110-123) London, UK: Jessica Kingsley. Perrott, D. (2012). Talk to me: The link between communication and psychiatric disorders. *Psychotherapy in Australia, 19(1)*, 58-64. Reilly, J & Hung, J. (2014) Dementia and communication. In L. Cummings (Ed.) *The Cambridge Handbook of Communication Disorders* (pp 266-283). Cambridge, UK: Cambridge University Press. Speech Pathology Australia (2010) Speech Pathology in Mental Health Services position statement. Retrieved from http://www.speechpathologyaustralia.org.au/SPAweb/Document_Management/Public/Position_Statements.aspx Speech Pathology Australia (var.) - Fact Sheets. Retrieved from http://www.speechpathologyaustralia.org.au/SPAweb/Resources_for_the_Public/Fact_Sheets/SPAweb/Resources_for_the_Public/Fact_Sheets/Fact_Sheets.aspx?hkey=e0ad33fb-f640-45b1-8a06-11ed2b73f293. Sekhon, J., Douglas, J., & Rose, M. (2015). Current Australian speech-language pathology practice in addressing psychological well-being in people with aphasia after stroke. *International Journal of Speech-Language Pathology, 7(3)*, 252-262. Other readings may be posted on Moodle as required.	

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review of Topics 1-5		Ethical Practice (50%): In-class test will occur during scheduled class time. **Ethical Practice (50%)** Due: Week 5 Friday (6 Apr 2018) 5:00 pm AEST

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

No classes during break week.

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled - you will be on block clinical placements. Zoom links will be negotiated prior to you leaving for your block placements. You can contact your unit coordinator to arrange additional discussions as required.		

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled - you will be on block clinical placements. Zoom links will be negotiated prior to you leaving for your block placements. You can contact your unit coordinator to arrange additional discussions as required.		You must confirm your clinical situation presentation topic with unit coordinator by 5pm on Thursday 26 April 2018.

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled - you will be on block clinical placements. Zoom links will be negotiated prior to you leaving for your block placements. You can contact your unit coordinator to arrange additional discussions as required.		

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled - you will be on block clinical placements. Zoom links will be negotiated prior to you leaving for your block placements. You can contact your unit coordinator to arrange additional discussions as required.		

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled - you will be on block clinical placements. Zoom links will be negotiated prior to you leaving for your block placements. You can contact your unit coordinator to arrange additional discussions as required.		

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled - you will be on block clinical placements. Zoom links will be negotiated prior to you leaving for your block placements. You can contact your unit coordinator to arrange additional discussions as required.		

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic

No classes scheduled - you will be on block clinical placements.
Zoom links will be negotiated prior to you leaving for your block placements.
You can contact your unit coordinator to arrange additional discussions as required.

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
You can contact your unit coordinator to arrange additional discussions as required.		

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 - Clinical Situation Presentations. Presentation materials must be submitted to the unit coordinator the day before the scheduled presentations. Please refer to Moodle for the presentation schedule. **Clinical Presentation (50%)** Due: Exam Week Wednesday (13 June 2018) 1:00 pm AEST

Term Specific Information

Welcome to SPCH14001 for 2018.
The topic format of this unit will require you to integrate learning from previous units of study.
In order to get the most from the unit you will need to:

- review previously completed units
- complete all recommended and suggested readings prior to class
- participate in all in-class activities and discussions

Judy Broadhurst is Unit Coordinator. Her contact details are (email) j.broadhurst@cqu.edu.au and (phone) 49306481. In addition to attending classes in Weeks 1-5, you are encouraged to stay in contact with your Unit Coordinator via email or phone, especially during the second part of the term.

Assessment Tasks

1 Ethical Practice (50%)

Assessment Type
In-class Test(s)

Task Description
In this assessment task, you must complete an in-class test which will be scheduled during regular class time in Week 5. You must answer written questions relating to ethical decision making in the assessment and treatment of communication and swallowing disorders. You will be required to demonstrate entry-level clinical reasoning in speech pathology practice.

Assessment Due Date
Week 5 Friday (6 Apr 2018) 5:00 pm AEST
The In-Class Test will be completed within the Week 5 scheduled class for SPCH14001.

Return Date to Students
Week 6 Friday (20 Apr 2018)

The marking rubric and feedback will be available through the Assessment section on the Moodle site.

Weighting
50%

Minimum mark or grade
You must achieve a minimum grade of 50% (25/50 marks) for this assessment task in order to pass SPCH14001.

Assessment Criteria
This in-class assessment is worth 50% of your grade for SPCH14001.
You will receive a mark for each question. The marks for each question will be provided on the test paper. Your total mark must meet the 'Minimum mark or grade'' criteria for you to pass this assessment. You must pass this assessment in order to pass SPCH14001.
The test (short and long responses) will be assessed on your ability to :

- Clearly, accurately and comprehensively integrate effective thinking and reasoning in clinical speech pathology practice.
- Justify your choice of evidence based speech pathology practice in the assessment and treatment of people with communication and swallowing difficulties.
- Explain the ethical issues and justify your decision making using the ethical guidelines of the profession.
- Accurately explain the possible outcomes of the condition and demonstrate an awareness of resources and networks that may assist your decision making.
- Justify the speech pathologist's role in the management of the person's swallowing and communication condition.

Referencing Style

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

Submission
Offline

Submission Instructions
All In-Class Test papers must be submitted to the test supervisor before leaving the room at the completion of the test.

Learning Outcomes Assessed

- Discuss ethical reasoning in clinical decision making
- Apply current models of best practice in assessment and intervention for a client with communication and/or swallowing needs

Graduate Attributes

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

2 Clinical Presentation (50%)

Assessment Type
Case Study

Task Description
In this assessment, you are required to give an individual 20 minute oral presentation (15 minute presentation and 5 minutes answering questions), based on a clinical experience from your supervised placement in which you worked with a child or an adult (focus person) who has communication and/or swallowing difficulties. You must select a clinical experience from either your clinical block placements or approved international clinical placement. This clinical experience must meet the following criteria:

- There are a number of key issues impacting the assessment or intervention of the focus person or,
- A multidisciplinary team approach is required for effective intervention or,
- There are a number of social or psychosocial issues that are influencing clinical decision making for the focus person.

You must confirm with the unit coordinator your chosen clinical situation by Thursday 26th April.
Your oral presentation must be supported by appropriate slides and multimedia resources.

The content of the presentation must:

1. Outline the referral concerns, diagnoses and key issues; and
2. Discuss an appropriate evidence based, holistic approach for both the assessment and intervention of the focus person's communication and/or swallowing difficulties; and
3. Evidence thorough and the highest quality research in choice of assessment and treatment, and
4. Discuss how interprofessional collaboration and social innovation could be applied to improve assessment or treatment for the focus person.

Accompanying slides and multimedia resources must be emailed to the unit coordinator the day before the schedule for presentations.
The slides and multimedia resources will include:

- Title Page,
- In-text references and a reference list, and
- Content wehich supports the oral presentation.

The audience listening to your presentation will include all fourth year students, invited students from other year levels and invited staff. There will be a question and answer discussion (5 minutes) following each presentation.

Assessment Due Date
Exam Week Wednesday (13 June 2018) 1:00 pm AEST
Presentations will be made during the scheduled time available on Moodle.

Return Date to Students
Exam Week Friday (15 June 2018)
The marking rubric and feedback will be available through the Assessment site on Moodle within 2 weeks.

Weighting
50%

Minimum mark or grade
You must achieved a mark of at least 25/50 for this assessment task to pass SPCH14001.

Assessment Criteria
This assessment task is worth 50% of your final grade for SPCH14001.
You will receive a mark out of 50 for this assessment task. You must meet the "Minimum mark or grade" criteria in this assessment task in order to pass SPCH14001.
Your presentation script, oral presentation and supporting resources will contribute to your overall mark.
You will assessed against the following criteria.

- Clear explanation of the referral concerns, diagnoses and key issues (out of 5 marks)
- Depth of knowledge of the topic and theoretical frameworks (mark out of 5)
- Evidence of extensive and widely varied research; accurate APA referencing; evidence of a wide range of high level EBP (out of 5 marks).
- Integrated and holistic analysis of the person and their communication or swallowing difficulties, within the context of other key issues (out of 5 marks)
- Explanation of the choice of evidence based assessment in the context of holistic care (out of 5 marks)
- Explanation of the choice of evidence based intervention and the potential impact on the person (out of 5 marks)
- Explanation of how interprofessional competencies and social innovation may be (or have been) applied in this clinical situation (out of 5 marks)
- Written communication: clarity of expression; use of appropriate terminology; use of conventions - grammar, spelling, syntax; organisation and structure (out of 5 marks).
- Professional presentation style, including: interactive teaching style acknowledging different styles of learning; fluent responses to questions; sophistocated appropriate presentation conventions including speaking to the audience rather than your notes (out of 5 marks)
- Structure and Organisation: quality presentation materials; coherent and logical structure and sequence; effective use of presentation materials; and time management (out of 5 marks)

Referencing Style

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

Submission
Offline Online

Submission Instructions
Please refer to the schedule on Moodle for the presentation times during Exam Week. The script for your presentation

and any audiovisual materials will need to be submitted through Moodle.

Learning Outcomes Assessed

- Apply current models of best practice in assessment and intervention for a client with communication and/or swallowing needs
- Appraise the role and scope of practice of speech pathologists and other professionals involved in the interprofessional care of people with multiple intervention needs.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Social Innovation

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