



SPCH14001 *Integrated Practice in Speech Pathology*

Term 1 - 2019

Profile information current as at 03/05/2024 09:44 am

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 integrate theoretical and empirical research in the field of speech pathology and debate ethical dilemmas. 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 - 2019

- 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](#).

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 Have Your Say feedback. Unit Coordinator reflection.

Feedback

The amount of work, the practical in-class discussions and the clear format of the classes were reported as the best aspects of this unit.

Recommendation

The amount of work, the practical in-class discussions and the clear format of the classes will be maintained.

Feedback from Have Your Say feedback. Unit Coordinator reflection.

Feedback

The rubrics and assessment task accuracy needs improvement.

Recommendation

All rubrics and assessment tasks will be checked by one other academic prior to publication to improve clarity and accuracy. Particular attention will be given to the ensuring there are no errors in the in-class test paper.

Feedback from Have Your Say feedback.

Feedback

Assessment 2: Case Study requires students to select their focus person from their work-integrated learning during the term. Students report that they did not have enough time to familiarise themselves with the work-integrated learning setting and select a focus person, before the due date for notifying the unit coordinator of their choice of focus person.

Recommendation

The unit coordinator will review the due dates for components of Assessment 2: Case Study to ensure students have enough time to select their focus person for this assessment task.

Unit Learning Outcomes

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

1. Debate ethical reasoning in clinical decision making.
2. Justify assessment and intervention decisions for children and adults 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



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

There are no specific texts prescribed for this unit.

You will be required to access library resources and texts from previous units in CB87 Bachelor of Speech Pathology (Honours).

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

Barbra Zupan Unit Coordinator

b.zupan@cqu.edu.au

Schedule

Week 1: Clinical Practice Frameworks in Speech Pathology. - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to unit requirements. Orientation to unit concepts and frameworks, including: <ul style="list-style-type: none">• International Classification of Functioning, Disability and Health.• Ethical Reasoning in Speech Pathology.• Interprofessional Competency, and• Social Innovation. Throughout the term, we will debate clinical practice decisions in the context of these frameworks.	Speech Pathology Australia. (2010). <i>Code of Ethics</i> . Retrieved from http://www.speechpathologyaustralia.org.au/spaweb/Document_Management/Public/Ethics.aspx Speech Pathology Australia (2014) <i>Competency Based Occupational Standards for Speech Pathology</i> . Retrieved from http://www.speechpathologyaustralia.org.au/spaweb/Document_Management/Public/CBOS.aspx Speech Pathology Australia. (2014). <i>Ethics Education package</i> . 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) <i>Scope of Practice</i> . Retrieved from http://www.speechpathologyaustralia.org.au/SPAweb/Document_Management/Public/SPA_Documents.aspx?WebsiteKey=fc2020cb-520d-405b-af30-fc7f70f848db Other readings may be posted on Moodle as required.	

Week 2: Ethical Practice Decision-making in Speech Pathology. - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Ethical reasoning in speech pathology. Discussion of ethical issues in clinical scenarios from authentic clinical situations.	Readings may be posted on Moodle as required.	

Week 3 and 4: Head and Neck Cancer. - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Head and neck cancer. Head and neck cancer assessment and treatment will provide the context for debating and evaluating clinical decision making. A clinical focus person (scenario) will be utilised to debate and justify your decision making for assessment and treatment. Discussion and evaluation of social innovation and interprofessional practice models in different community contexts will also occur.	Beukelman, D.R. & Miranda, P. (2013) <i>Augmentative & Alternative Communication: Supporting Children and Adults with Complex Communication Needs</i> . (4th Ed., pp379-490). Maryland, USA: Paul H. Brookes Publishing. Bressman, T. (2014) Head and neck cancer and communication. In L. Cummings (Ed.) <i>The Cambridge Handbook of Communication Disorders</i> (pp 161-184). Cambridge, UK: Cambridge University Press. Canadian Interprofessional Health Collaborative (2010) <i>A National Interprofessional Competency Framework</i> . 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. <i>Journal of Interprofessional Care</i> , 24(1), 9-18. http://dx.doi.org/10.3109/13581820903294549 Goldblatt, P. (2013). What research methodologies capture social innovation and impacts on health equity, environmental sustainability and well-being? <i>European Journal of Public Health</i> , 23 (Suppl. 1). Speech Pathology Australia. (2013) <i>Laryngectomy Clinical Guidelines</i> . 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. <i>International Journal of Speech-Language Pathology</i> , 14(3), 189-199. Other readings may be posted on Moodle as required.	

Week 5: Palliative Care. - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Topic: Palliative care.
The topic will provide a context to discuss clinical practice frameworks for assessment and intervention. You will be required to justify your decisions.
There will be a particular focus on different cultural perspectives. You will need to explain how you consider the perspectives of others in your clinical decision making.

Beukleman, D.R. & Miranda, P. (2013) *Augmentative & Alternative Communication: Supporting Children and Adults with Complex Communication Needs*. (4th Ed., pp379-490). Maryland, USA: Paul H. Brookes Publishing.
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.

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
No classes during Vacation Week.		

Week 6: Palliative Care - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>Topic: Palliative care. Discussion of ethical issues in clinical scenarios from authentic paediatric clinical situations. You will be required to research and report on your readings for this topic.</p>		

Week 7: Mental Health Practice in Speech Pathology - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>Topic: Mental health practice in speech pathology. The topic will provide a context to debate and evaluate evidence based practice in speech pathology.</p>	<p>Benner, G.J. & Nelson, J.R. (2014) Emotional disturbance and communication. In L. Cummings (Ed), <i>The Cambridge Handbook of Communication Disorders</i> (pp 125- 140). Cambridge, UK: Cambridge University Press. Bryan, K. (2014) Psychiatric disorders and communication. In L. Cummings (Ed.) <i>The Cambridge Handbook of Communication Disorders</i> (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). <i>Communication and Mental Illness Theoretical and Practical Approaches</i>. (pp110-123) London, UK: Jessica Kingsley. Perrott, D. (2012). Talk to me: The link between communication and psychiatric disorders. <i>Psychotherapy in Australia</i>, 19(1), 58-64. Reilly, J. & Hung, J. (2014) Dementia and communication. In L. Cummings (Ed.) <i>The Cambridge Handbook of Communication Disorders</i> (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. <i>International Journal of Speech-Language Pathology</i>, 7(3), 252-262. Other readings may be posted on Moodle as required.</p>	

Week 8: Child and adolescent mental health - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>Topic: Child and adolescent mental health. You will continue to debate and evaluate speech pathology practice in the context of paediatric mental health.</p>		
	Other readings may be posted on Moodle as required.	

Week 9: Review and In-Class Test - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Review.

Assessment 1 - Clinical Test (50%):

The clinical test will occur during this week. There are no additional learning experiences in Week 9.

Assessment 1 - Clinical Test (50%):

Clinical Test will occur during the week. The schedule of assessment times will be available on Moodle.

Clinical Test (50%) Due: Week 9
Friday (17 May 2019) 11:45 pm AEST

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Discussion to assist you to prepare for Assessment 2.		

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
No classes scheduled. You will be provided with background information regarding the clinical scenario for your viva. You are expected to independently progress your preparation of Assessment 2. You can contact your unit coordinator to arrange additional discussions as required.		

Week 12: Assessment 2 - Clinical Vivas - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Your Vivas will be scheduled this week. You are only required to attend your scheduled time. The schedule for Vivas will be published on Moodle.		Assessment 2 - Clinical Viva. Please refer to Moodle for the Clinical Viva schedule. Clinical Viva (50%) Due: Week 12 Tuesday (4 June 2019) 9:00 am AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Welcome to SPCH14001 for 2019.

The topic format of this unit will require you to integrate past learning from previous units of study with new learning during the term.

In order to get the most from the unit you will need to:

- review content from previously completed units,
- complete the recommended readings prior to class,
- independently research and analyse the topics, and
- participate in all in-class activities.

Judy Broadhurst is Unit Coordinator. Her contact details are (email) j.broadhurst@cqu.edu.au and (phone) 49306481.

Assessment Tasks

1 Clinical Test (50%)

Assessment Type

In-class Test(s)

Task Description

In this assessment, you must demonstrate a range of behaviours/skills/knowledge specific to an adult clinical scenario that may include consideration of multimodal communication. The assessment requires you to complete tasks in a modified OSCE. The modified OSCE includes a series of stations. At some stations you will work independently to review or prepare materials. At other stations you will be asked to demonstrate skills and competencies outlined in CBOS or engage in dialogue to explain your clinical reasoning. Throughout the modified OSCE, you are required to:

- Integrate information to make decisions regarding assessment and intervention for the overall management of a standardised patient; and,
- Integrate the ICF and evidence-based practice in your clinical reasoning; and,
- Justify your reasoning; and,
- Develop a best practice plan to address an ethical issue.

You will be provided with opportunities to practice this style of assessment throughout the term.

Assessment Due Date

Week 9 Friday (17 May 2019) 11:45 pm AEST

The Clinical Test will be completed within Week 9. The schedule will be published on the Moodle site.

Return Date to Students

Week 11 Wednesday (29 May 2019)

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 assessment is worth 50% of your grade for SPCH14001.

Marks will be awarded for each task assessed in the OSCE, based on the criteria listed in the marking rubric. 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 Clinical Test will mark your ability to:

- Independently develop an evidence-based assessment plan suitable for the clinical scenario and justify your choice of assessment procedures and plans;
- Independently analyse and interpret assessment data; and project the likely outcome of the communication condition;
- Independently plan evidence-based speech pathology intervention;
- Independently develop an plan (consistent with speech pathology ethical practice) to address an ethical issue;
- Communicate effectively, conduct yourself in a professional manner and reflect on your clinical practices.

Referencing Style

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

Submission

Offline

Submission Instructions

You must complete each OSCE station and submit any papers to the assessor during the assessment.

Learning Outcomes Assessed

- Debate ethical reasoning in clinical decision making.
- Justify assessment and intervention decisions for children and adults 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 Viva (50%)

Assessment Type

Case Study

Task Description

In this assessment, you will complete an oral assessment (viva) based on a clinical scenario. The viva will include a written scenario regarding a child (focus person) who has communication and/or swallowing difficulties. The focus person will have numerous social/psychosocial issues that are influencing clinical decision making and other complications or challenges to service delivery.

During the viva you must demonstrate your skills, knowledge and competence in the practice areas of child speech, language, swallowing and multimodal communication. You will consider, discuss and respond to questions about the clinical scenario. The questions are designed to assess your ability to:

- Clearly, accurately and comprehensively integrate effective thinking and reasoning in clinical speech pathology practice.
- Analyse the clinical issues and justify your decision making consistent with the ethical guidelines of the profession.
- Justify your choice of evidence based speech pathology practice in the assessment and treatment of children with communication and swallowing difficulties.
- Appraise the speech pathologist's scope of practice in relation to counselling, ethical practice and medico-legal issues in clinical practice.

You will be provided with opportunities to practice this style of viva throughout the term.

You will be provided with the background information for the clinical scenario in Week 11 to assist you to plan for the viva. During the viva, you will be provided with some additional information and general questions which explore your application of speech pathology competencies and principles to the clinical scenario.

Assessment Due Date

Week 12 Tuesday (4 June 2019) 9:00 am AEST

Vivas will be made during the scheduled time available on Moodle.

Return Date to Students

Exam Week Monday (17 June 2019)

The marking rubric and feedback will be available through Moodle.

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 (25/50 marks) in this assessment task in order to pass SPCH14001.

You will assessed against the entry level requirements outlined in CBOS. The assessment criteria are:

- Independently develop an evidence-based assessment plan suitable for the clinical scenario and justify your choice of assessment procedures and plans; and,
- Independently analyse and interpret assessment data; and project the likely outcome of the communication condition; and,
- Independently plan evidence-based speech pathology intervention; and,
- Modify plans for intervention when presented with unexpected challenges (for example, service delivery constraints or changes in the focus person or their situation) and evaluate intervention outcomes; and
- Communicate effectively, conduct yourself in a professional manner and reflect on your clinical practices.

Referencing Style

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

Submission

Offline

Submission Instructions

Please refer to the schedule on the Moodle site for the viva times.

Learning Outcomes Assessed

- Justify assessment and intervention decisions for children and adults 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
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- 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