



SPCH14001 *Integrated Practice in Speech Pathology*

Term 1 - 2021

Profile information current as at 27/09/2024 10:19 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, and apply prior learning of paediatric and adult clinical practice to complex contexts. 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.

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 2SPCH13009 Hearing and Multimodal Communication SPCH13010 Dysphagia Across the Lifespan SPCH13012 Voice Disorders and Clinical Practice SPCH13011 Fluency Disorders and Clinical Practice

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 - 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. **Oral Examination**

Weighting: 50%

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

Weighting: 50%

3. **Electronic Focused Interactive Learning (eFIL)**

Weighting: Pass/Fail

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 Student Survey

Feedback

Students felt they were not prepared for the viva and were not clear about the expectations for this task.

Recommendation

It is recommended that the viva expectations be thoroughly reviewed with students in class, including emphasis on reviewing unit content from prior units on paediatric and adult clinical practice.

Feedback from Have Your Say Student Survey

Feedback

Students enjoyed the guest lectures that were implemented into the unit.

Recommendation

It is recommended that the lecturer continue to source guest lecturers to support the content in this unit where appropriate.

Feedback from Have Your Say Student Survey

Feedback

The students appreciated having a lecturer with current and relevant clinical experience who could provide authentic examples through the lectures.

Recommendation

Given that this unit is focused on the current clinical practice in speech pathology, it is recommended that the course continue to include an industry speech pathologist in its delivery in as much as possible.

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
4. Apply clinical reasoning and evidence-based practice within the context of paediatric and adult speech pathology practice.

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

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 - Oral Examination - 50%		•	•	
3 - Electronic Focused Interactive Learning (eFIL) - 0%				•

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				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Objective Structured Clinical Examinations (OSCEs) - 50%	•	•	•	•			•	•		
2 - Oral Examination - 50%	•	•	•	•				•		
3 - Electronic Focused Interactive Learning (eFIL) - 0%	•	•	•			•		•		

Textbooks and Resources

Textbooks

There are no required textbooks.

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

Barbra Zupan Unit Coordinator
b.zupan@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ethics in Speech Pathology	Information re: required reading is posted on Moodle.	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Speech Pathology with Culturally and Linguistically Diverse Clients and Aboriginal and Torres Strait Islander Peoples	Information re: required reading is posted on Moodle.	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Integrated Speech Pathology Practice in the Context of Mental Health	Information re: required reading is posted on Moodle.	

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Speech Pathology in Youth Justice	Information re: required reading is posted on Moodle.	
NOTE: Your tutorial for this week will be 3 hours. Further information will be provided via Moodle.		

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Speech Pathology and Cleft Lip and/or Palate	Information re: required reading is posted on Moodle.	

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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There are no Lectures this week.
During this week, you will be scheduled to attend a 75 minute session to complete your paediatric viva assessment.

Paediatric Viva Due: Week 6 Monday (19 Apr 2021) 12:00 am AEST

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Speech Pathology in Head and Neck Cancer	Information re: required reading is posted on Moodle.	
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Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Speech Pathology in Critical Care	Information re: required reading is posted on Moodle.	
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Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Speech Pathology in Palliative Care Counselling in Speech Pathology	Information re: required reading is posted on Moodle.	
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Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Speech Pathology in NDIS Private Practice in Speech Pathology	Information re: required reading is posted on Moodle.	
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Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Rural and Remote Interprofessional Practice	Information re: required reading is posted on Moodle.	
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Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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There are no lectures this week.
During this week, you will be scheduled to attend a 1.5 hour session to complete your adult OSCE assessment.

Adult OSCE Due: Week 12 Monday (31 May 2021) 12:00 am AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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eFIL (Interactive Learning Activities) Due: Review/Exam Week Monday (7 June 2021) 8:00 am AEST

Exam Week - 14 Jun 2021

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

For each topic covered this term, you will have a series of short recorded lectures and interactive online activities that provide you with the foundation information on that topic. You will need to engage with this content and complete the learning activities before attending your face-to-face tutorial. The focus of your face-to-face tutorial will be to discuss and apply the content presented in the recorded lectures and the interactive activities. Some of your tutorials will be delivered by speech pathologists with expertise on that week's topic. Details regarding each tutorial will be provided on Moodle. For Week 4, rather than a series of recorded lectures, you will need to engage in some pre-readings and one activity prior to your tutorial. Instead of recorded lecture material, your tutorial will be increased to three hours that week. Further information will be provided on Moodle.

To further support your learning and assist you in revising content to prepare for your viva and OSCE assessment tasks and for your clinical block placements in Term 2, this unit also includes two learning modules - one focused on paediatric clinical practice and one focused on adult clinical practice. These modules are available on Moodle next to the assessment tile. It is recommended that you take time each week to progress through the content in these modules.

Assessment Tasks

1 Paediatric Viva

Assessment Type

Oral Examination

Task Description

For this assessment task, you will be required to complete a viva (an oral assessment in the form of a dynamic interview) based on a paediatric clinical scenario. At the start of your viva, you will be provided with basic written case information about a child who is presenting with communication difficulties, as well as a number of social/psychosocial issues. You will then have 10 minutes to review and consider this written information prior to commencing your viva. After the 10 minutes of review time has passed, you will sit down with your assessor/s (this may involve a panel of up to three people) in an interview-type scenario that will require you to respond to a range of questions related to assessment and intervention for the client described in the case. Throughout this viva, you will be provided with additional information and asked to indicate if/how that information affects your decision-making process and recommendations.

During the viva, you must independently demonstrate your skills, knowledge, and competence in paediatric clinical practice across the new professional standards. Overall, this viva requires you to independently integrate information, to problem-solve in real-time, and to make decisions regarding assessment and intervention and the overall management of a client, with reference to the ICF and within the ethical guidelines of the speech pathology profession. You must also demonstrate your use of effective thinking, reasoning and reflective skills and provide clear and appropriate rationales for decisions that carefully consider evidence-based practice.

Your oral viva will be video recorded for assessment purposes.

Assessment Due Date

Week 6 Monday (19 Apr 2021) 12:00 am AEST

Your viva will be scheduled for Week 6. You will be provided a specific date and time at least two weeks prior.

Return Date to Students

Week 8 Friday (7 May 2021)

Feedback will be provided to you via Moodle.

Weighting

50%

Minimum mark or grade

In order to demonstrate approaching/entry level competency across the assessment and intervention processes in paediatric clinical practice, students must achieve a mark equivalent to 50% in each section of the rubric as per accreditation requirements.

Assessment Criteria

You will be assessed using criteria outlined in CBOS (Units 1 to 3) and the new Professional Standards. This includes your reasoning, professional conduct and reflective practice skills.

To pass this task, you need to demonstrate that you are at, or very near (i.e., approaching) entry-level competency in

paediatric clinical practice. Therefore, you need to achieve a mark of 50% in each section of the rubric. A mark below 50% in any section of the rubric indicates that you have not met this approaching/entry level for that area of competency, which equates to a fail grade on the assessment task. Each criterion on the rubric is graded as follows:

- 5 marks (HD) – Advanced competency level
- 4 marks (D) – Just above entry-level
- 3.5 marks (C) – Meeting entry-level
- 2.5 marks (P) – Approaching entry-level
- (F) – Below entry-level (intermediate or lower)

There are four sections in the rubric, each with a minimum required mark. A brief description of these sections, including the minimum required mark, is as follows:

Section 1: Independently review background information and develop an assessment plan (10 minutes) and describe and justify your assessment plan with the assessor (10 minutes). Students must achieve a grade of 12.5/25 on this section.

Section 2: Review assessment results (15 minutes) and discuss your analysis and interpretation of those results with the assessor, being sure to identify gaps in information and discuss likely outcomes for the client (10 minutes). Students must achieve a grade of 10/20 on this section.

Section 3: Review a summary of the child's diagnosis and develop a holistic assessment intervention plan (10 minutes) then outline and justify that plan with the assessor (10 minutes). Students must achieve a grade of 12.5/25 on this section.

Section 4: Reflect on the case and the decisions you made, respond to feedback from the assessor, and discuss learning goals (10 minutes). Students must achieve a grade of 12.5/25 on this section.

Late arrivals: You should aim to arrive/log in at least 15 minutes prior to the assessment commencement time. In the extraordinary circumstance that you are late, you will be permitted late entry to your assessment of up to 10 minutes after the assessment 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/logging in beyond the permitted late entry period), you should make an online application for a 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 and you may be eligible for a supplementary assessment in line with CQU policy.

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Your viva will be scheduled for Week 6. You will be provided a specific date, time and location/format at least two weeks prior.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

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

2 Adult OSCE

Assessment Type

Objective Structured Clinical Examinations (OSCEs)

Task Description

For this assessment task, you will be required to complete an objective structured clinical examination (OSCE) based on an adult-focused clinical scenario. The OSCE includes 12 stations in total, 8 of which will be overtly assessed. Of the 8 stations that are assessed, 4 will include working with a simulated client. A description of each station is provided on Moodle.

At the start of your OSCE, you will be provided with basic written case information about an adult who is presenting with

communication and/or swallowing difficulties, as well as a number of social/psychosocial issues. You will then have 10 minutes to review and consider this written information prior to commencing your OSCE. After the 10 minutes of review time has passed, you will begin to cycle through the OSCE stations. Some of these stations will require you to demonstrate clinical competencies while working with a simulated client and others will require you to respond to a range of questions related to assessment and intervention for the client described in the case.

During the OSCE, you must independently demonstrate your skills, knowledge, and competence in the practice areas of adult clinical practice across the new professional standards. Overall, this OSCE requires you to independently integrate information, to problem-solve in real-time, and to make decisions regarding assessment and intervention and the overall management of a client, with reference to the ICF and within the ethical guidelines of the speech pathology profession. You must also demonstrate your use of effective thinking, reasoning and reflective skills and provide clear and appropriate rationales for decisions that carefully consider evidence-based practice. Parts of your OSCE will be video recorded for assessment purposes.

Assessment Due Date

Week 12 Monday (31 May 2021) 12:00 am AEST

Your OSCE will be scheduled for Week 12. You will be provided a specific date, time and location/format at least two weeks prior.

Return Date to Students

Exam Week Friday (18 June 2021)

Feedback will be provided to you via Moodle.

Weighting

50%

Minimum mark or grade

In order to demonstrate approaching/entry level competency across the assessment and intervention processes in adult clinical practice, students must achieve a mark equivalent to 50% in each section of the rubric as per accreditation requirements.

Assessment Criteria

You will be assessed using criteria outlined in CBOS (Units 1 to 4) and the new professional standards. This includes your reasoning, professional conduct and reflective practice skills.

To pass this task, you need to demonstrate that you are at, or very near (i.e., approaching) entry-level competency in adult clinical practice. Therefore, you need to achieve a mark of 50% in each graded section of the rubric. A mark below 50% in any section of the rubric indicates that you have not met this approaching/entry level for that area of competency, which equates to a fail grade on the assessment task. Each criterion on the rubric is graded as follows:

- 5 marks (HD) – Advanced competency level
- 4 marks (D) – Just above entry-level
- 3.5 marks (C) – Meeting entry-level
- 2.5 marks (P) – Approaching entry-level
- (F) – Below entry-level (intermediate or lower)

There are 8 graded sections in the rubric, each with a minimum required mark. A brief description of the assessed stations, including the minimum required mark, is as follows:

Station 1: Not assessed. Review background information.

Station 2: After independently reviewing background information for an adult client, you will be required to conduct a case history interview with a simulated client. You will be assessed on the type of questions asked as well as how you interact with the client as you gather information in this interview. Students must achieve a grade of 7.5/15 on this section.

Station 3: Not assessed. Assessment planning.

Station 4: You will be provided with a completed case history form and required to develop an assessment plan relevant to the client. At Station 4, you will be assessed on your explanation and justification of that assessment plan. Students must achieve a grade of 7.5/15 on this section.

Station 5: At this station, you will be required to conduct part of your planned assessment with a simulated client. Students must achieve a grade of 7.5/15 on this section.

Station 6: Not assessed. Review assessment results.

Station 7: You will be given 15 minutes to review assessment results for the client. You will then need to discuss your analysis and interpretation of those results with the assessor, being sure to identify gaps in information. Students must achieve a grade of 10/20 on this section.

Station 8: You will need to provide the client with feedback regarding the assessment results. Students must achieve a grade of 2.5/5 on this section.

Station 9: Not assessed. Plan speech pathology intervention.

Station 10: You will need to develop a holistic assessment intervention plan for your client (10 minutes) and then outline and justify that plan with the assessor. Students must achieve a grade of 5/10 on this section.

Station 11: You will need to implement your intervention plan with the client. Students must achieve a grade of 10/20 on this section.

Station 12: You will need to justify the decisions you made within the context of an ethical issue and also reflect on your performance throughout the OSCE. Students must achieve a grade of 12.5/25 on this section.

Late arrivals: You should aim to arrive/log in at least 15 minutes prior to the assessment commencement time. In the extraordinary circumstance that you are late, you will be permitted late entry to your assessment of up to 10 minutes after the assessment 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/logging in beyond the permitted late entry period), you should make an online application for a 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 and you may be eligible for a supplementary assessment in line with CQU policy.

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Your OSCE will be scheduled for Week 12. You will be provided a specific date, time and location/format at least two weeks prior.

Graduate Attributes

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

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

3 eFIL (Interactive Learning Activities)

Assessment Type

Electronic Focused Interactive Learning (eFIL)

Task Description

As part of this unit, you are required to engage with interactive, online content to support your learning. This content is referred to as eFIL. eFIL refers to any activities included on your Moodle page in relation to course content. This may include (but is not limited to):

- Recorded lectures.
- H5P interactive learning activities.
- Discussion forums.
- Tasks set by your lecturer requiring you to email or upload content including work samples or videos.
- Surveys.
- Formative (i.e., non-graded) Moodle Quizzes.
- Paediatric and Adult Learning modules

Assessment Due Date

Review/Exam Week Monday (7 June 2021) 8:00 am AEST

It is recommended that you complete activities on a weekly basis, but the lecture will grade this task for completion on Monday, 7 June 2021.

Return Date to Students

Exam Week Friday (18 June 2021)

Some online activities provide immediate feedback. For other eFIL activities (e.g., discussion forums), you will be

provided feedback in the form of 1-2 comments by your lecturer, provided the activities are completed by 11:59pm on Sunday of the week the activity was set. For example, if an activity is set for Week 3, the activity needs to be completed by Sunday 11:59pm of Week 3 in order for you to receive feedback.

Weighting

Pass/Fail

Minimum mark or grade

The student must complete 80% of all eFIL activities and complete each weekly quiz (with a mark of 100% for each) by 8:00 AM on Monday of Review/Exam Week to pass this assessment task.

Assessment Criteria

There are two requirements to pass this assessment task:

1. You must complete a **minimum of 80%** of the eFIL activities. An activity will be considered 'complete', when it has met the task requirements set for the individual activity (e.g., completion of an H5P activity, meeting activity instructions and guidelines such as posting a reflection in the discussion forum).
2. You must complete 100% of the formative Moodle Quizzes and **must receive a mark of 100% on each quiz**. You may re-attempt each quiz as many times as you need to achieve the minimum grade of 100%. Your Moodle quiz will appear on your Moodle page for each associated week.

This is a **must pass** assessment task (i.e., you must pass each of these two requirements to pass this assessment task and therefore the unit).

Referencing Style

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

Submission

Online

Submission Instructions

The student must complete 80% of all eFIL activities and complete each weekly quiz (with a mark of 100% for each) by 8:00AM Monday of Review/Exam Week.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence
- Ethical practice

Learning Outcomes Assessed

- Apply clinical reasoning and evidence-based practice within the context of paediatric and adult speech pathology practice.

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