



PODI12006 *Fundamentals of Pre-Clinical Podiatry Practice*

Term 1 - 2017

Profile information current as at 05/05/2024 11:03 pm

All details in this unit profile for PODI12006 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

This unit introduces the student to podiatric clinical practice and fundamental concepts required in practice. Students will develop the necessary communication skills required in patient management and will learn to undertake a comprehensive patient history and to conduct a routine podiatric examination. Students will gain knowledge in common dermatopathology, including microbiology of the skin and nails in podiatric practice and commence practical skill development in skin and nail technique. In addition, students will complete 40 hours of external placement as a participant-observer in an allied health clinic involving podiatry.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Nil.

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 - 2017

- Rockhampton
- Sydney

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. **Online Quiz(zes)**

Weighting: 30%

2. **Practical and Written Assessment**

Weighting: 30%

3. **Professional Practice Placement**

Weighting: Pass/Fail

4. **On-campus Activity**

Weighting: Pass/Fail

5. **Examination**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have Your Say

Feedback

"Assessment return time was fantastic and the availability and quality of feedback was amazing"

Recommendation

It is recognised that feedback has a significant impact on student learning and as such we will continue to aim to provide summative and formative feedback for assessment tasks while it is still fresh in the student's mind before the student moves on to subsequent tasks.

Action

Providing effective feedback was again key to the teachings in this unit. This was evidenced in the student satisfaction score. Attention to helping students to identify areas of improvement and offering ideas and suggestions about how to approach these was a central theme in this first podiatry-specific unit. The Unit Coordinator (based in SYD) held weekly meetings with the casual academic in ROK to ensure consistency of delivery and related communications with students were addressed early.

Feedback from Staff Reflection

Feedback

Practical Sessions

Recommendation

Whilst the students commented quite positively on how they felt the practical sessions were relevant, well planned, informative and enjoyable, the integration of subsequent self-directed practical classes in the timetable may allow additional learning opportunity for students to refine these skills with their peers.

Action

Students were encouraged to practice skills and techniques with their peers outside of the timetabled classes. However, the students on our SYD campus were somewhat restricted with respect to resources as the fit-out was not completed in term time. Staff will however continue to reinforce to the students early on in the curriculum the need for them to practice with peers.

Feedback from Have Your Say

Feedback

"The coordinator allowed for many learning styles and to accommodate them"

Recommendation

The program will continue to acknowledge that we all learn differently and as such the coordinator will continue to work with a mix of teaching and learning strategies to continue to motivate student learning in this first podiatry specific unit.

Action

This was addressed. It was recognised at the outset (prior to term) that a number of students were at different levels of unit attainment with also varied backgrounds. The teaching staff worked hard to ensure a mix of strategies were incorporated to engage interest and motivation (such as Moodle forums, and in-class discussions) but at times this also was challenging particularly in regard to the use of technology across campuses.

Unit Learning Outcomes

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

1. Examine the changing role of the podiatrist and scope of practice in health care provision.
2. Use appropriate podiatric terminology.
3. Describe the professional role in relation to its standard policies, codes and guidelines for podiatry practice; and further produce evidence of meeting the stated pre-clinical documentation requirements for placement.
4. Undertake a basic patient assessment involving medical and social history taking, and physical examination (including dermatological, vascular, neurological and biomechanical assessment) in a simulated environment.
5. Discriminate between the aetiology (including microbial causes), pathogenesis, transmission of infection, clinical presentation, and treatment strategies for common nail and skin disorders.
6. Demonstrate manual skills development under supervision involving nail clipper and scalpel technique.
7. Recognise appropriate use of basic chair side techniques including application of padding and/or strapping.
8. Demonstrate the use of critical thinking and clinical reasoning as a skill in podiatry practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Online Quiz(zes) - 30%	•	•	•	•	•	•	•	•
2 - Practical and Written Assessment - 30%		•	•	•	•	•	•	
3 - Examination - 40%	•	•	•	•	•	•	•	•
4 - Professional Practice Placement - 0%	•	•	•	•	•		•	
5 - On-campus Activity - 0%			•					

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Communication	•	•	•	•	•	•	•	•
2 - Problem Solving				•	•		•	
3 - Critical Thinking				•	•		•	
4 - Information Literacy	•	•	•	•	•	•	•	•
5 - Team Work	•			•		•		
6 - Information Technology Competence	•	•	•	•	•	•	•	•

Graduate Attributes	Learning Outcomes							
	1	2	3	4	5	6	7	8
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 - Online Quiz(zes) - 30%	•	•	•	•	•	•		•		
2 - Practical and Written Assessment - 30%	•	•	•	•	•		•	•		
3 - Examination - 40%	•	•	•	•	•		•	•		
4 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•		
5 - On-campus Activity - 0%								•		

Textbooks and Resources

Textbooks

PODI12006

Supplementary

Merriman's Assessment of the Lower Limb

Third Edition (2012)

Authors: Edited by Ben Yates

Churchill Livingstone

United Kingdom

ISBN: 978-0-7020-5247-7

Binding: Paperback

[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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Stephen Howe Unit Coordinator

s.howe@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
The history of the podiatry profession; role and scope of practice; working in a team.	Appropriate reading chapters and other resources relevant to each week will be discussed during term time and posted in Moodle.	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Legislative clinical requirements, including occupational health and safety; and sterilisation & infection control.		

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Communication & documentation in clinical podiatry practice.		

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Dermatological assessment & common skin conditions.		

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Dermatological assessment & common nail conditions.		Quiz 1 (weeks 1-5 inclusive) opens Friday 6:00pm.

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Vascular assessment & common presentations.		Quiz 1 closes Friday 11:45pm. On-campus Activity Due: Week 6 Monday (17 Apr 2017) 4:00 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Neurological assessment & common presentations.		

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Biomechanical assessment & common presentations.		

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Footwear.		Quiz 2 (weeks 6-9 inclusive) opens Friday 6:00pm.

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Skill development - nail cutting & scalpel technique.		

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Chairside techniques - padding and strapping.		Quiz 2 closes Friday 11:45pm.

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Clinical decision making in practice; and using a learning contract.		

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2017

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

External clinical placement (40 hours total) at the end of term.

Students will be advised of related placement dates and locations during term.

Clinical placement is compulsory requiring 100% attendance rate. Students must show evidence that they have met all the pre-clinical placement requirements prior to commencing placement. All students are required to wear during clinical placement the approved CQUniversity podiatry uniform and to project a professional image at all times. Please refer to the Podiatry Course Handbooks for further information related to placement.

Assessment Tasks

1 Online Quiz(zes)

Assessment Type

Online Quiz(zes)

Task Description

There will be two quizzes in total with each quiz worth 15%, providing a total overall of 30%. Each quiz allows for only one attempt. Questions for each quiz are from content covered in the modules preceding each quiz. Quiz 1 will contain questions related to the course modules/topics from weeks 1 to 5 inclusive. Quiz 2 will contain questions related to the course modules/topics from weeks 6 to 9 inclusive. The quizzes will be made accessible on the course Moodle site by opening the 'Assessment' icon.

When released each online quiz will remain open for two (2) weeks to allow ample time for learning plus consideration has been given for other coursework assessment tasks due this term. Each quiz is an individual task which must be completed within one hour.

Number of Quizzes

2

Frequency of Quizzes**Assessment Due Date**

Quiz 1 will be open from Friday Week 5 at 6pm to Friday Week 6 at 11.45pm (allowing for Vacation Week). Quiz 2 will be open from Friday Week 9 at 6pm to Friday Week 11 at 11.45pm.

Return Date to Students

Quizzes will be marked electronically. Results will be assessable on Moodle through your MyCQU page.

Weighting

30%

Minimum mark or grade

15

Assessment Criteria

Answers will either be correct or incorrect and tabulated by the Moodle online course system.

Referencing Style

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

Submission

Online

Submission Instructions

Only one attempt at each quiz is allowed. Once you have commenced a quiz, you must complete it and submit it for grading within 1 hour.

Learning Outcomes Assessed

- Examine the changing role of the podiatrist and scope of practice in health care provision.
- Use appropriate podiatric terminology.
- Describe the professional role in relation to its standard policies, codes and guidelines for podiatry practice; and further produce evidence of meeting the stated pre-clinical documentation requirements for placement.
- Undertake a basic patient assessment involving medical and social history taking, and physical examination (including dermatological, vascular, neurological and biomechanical assessment) in a simulated environment.
- Discriminate between the aetiology (including microbial causes), pathogenesis, transmission of infection, clinical presentation, and treatment strategies for common nail and skin disorders.
- Demonstrate manual skills development under supervision involving nail clipper and scalpel technique.
- Recognise appropriate use of basic chair side techniques including application of padding and/or strapping.
- Demonstrate the use of critical thinking and clinical reasoning as a skill in podiatry practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Ethical practice

2 Practical and Written Assessment

Assessment Type

Practical and Written Assessment

Task Description

This exam is an objective structured clinical examination (OSCE). There will be four (4) OSCE stations each designed to assess your knowledge and practice skills acquired during this course. Each station will be allocated 10 minutes per station with a mix of station types and competencies tested. There will be a combination of written answer stations and observer assessed (using checklists) stations.

Assessment Due Date

Week 9 - Date & time to be advised.

Return Date to Students

Results will be released at the end of grading all student practical assessments.

Weighting

30%

Minimum mark or grade

15/30 - this assessment has a must pass requirement.

Assessment Criteria

The assessment criteria for this assessment task will be made available during the term in Moodle.

Referencing Style

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

Submission

Offline

Submission Instructions

In Person.

Learning Outcomes Assessed

- Use appropriate podiatric terminology.
- Describe the professional role in relation to its standard policies, codes and guidelines for podiatry practice; and further produce evidence of meeting the stated pre-clinical documentation requirements for placement.
- Undertake a basic patient assessment involving medical and social history taking, and physical examination (including dermatological, vascular, neurological and biomechanical assessment) in a simulated environment.
- Discriminate between the aetiology (including microbial causes), pathogenesis, transmission of infection, clinical presentation, and treatment strategies for common nail and skin disorders.
- Demonstrate manual skills development under supervision involving nail clipper and scalpel technique.
- Recognise appropriate use of basic chair side techniques including application of padding and/or strapping.

Graduate Attributes

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

3 Placement

Assessment Type

Professional Practice Placement

Task Description

Off-Campus Activity: External Clinical Placement - 40 hours total. Details of individual placement locations and related dates to be provided during term.

Assessment Due Date

Placement documents are to be completed during external placement and submitted at the end of placement.

Return Date to Students

Placement documents will be returned to the student once completed and marked by the unit coordinator.

Weighting

Pass/Fail

Minimum mark or grade

Pass/Fail.

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Offline

Submission Instructions

Hard Copy, In Person.

Learning Outcomes Assessed

- Examine the changing role of the podiatrist and scope of practice in health care provision.
- Use appropriate podiatric terminology.
- Describe the professional role in relation to its standard policies, codes and guidelines for podiatry practice; and further produce evidence of meeting the stated pre-clinical documentation requirements for placement.
- Undertake a basic patient assessment involving medical and social history taking, and physical examination (including dermatological, vascular, neurological and biomechanical assessment) in a simulated environment.
- Discriminate between the aetiology (including microbial causes), pathogenesis, transmission of infection, clinical presentation, and treatment strategies for common nail and skin disorders.
- Recognise appropriate use of basic chair side techniques including application of padding and/or strapping.

Graduate Attributes

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

4 On-campus Activity

Assessment Type

On-campus Activity

Task Description

Students enrolled in the Bachelor of Podiatry Practice (Honours) program at CQUniversity must meet all pre-clinical requirements set by the University. This ensures compliance with State/Territory legislation and Health Care Facility requirements. All mandatory documentation is to be submitted PRIOR to 4pm on the Monday during Week 6 of Term 1. Please refer to the **Professional Practice Guide for Allied Health Students: Pre Practice Requirements**.

Assessment Due Date

Week 6 Monday (17 Apr 2017) 4:00 pm AEST

Return Date to Students

All documentation will be returned to the student when signed off as completed.

Weighting

Pass/Fail

Minimum mark or grade

Pass/Fail.

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Describe the professional role in relation to its standard policies, codes and guidelines for podiatry practice; and further produce evidence of meeting the stated pre-clinical documentation requirements for placement.

Graduate Attributes

- Ethical practice

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

40%

Length

120 minutes

Exam Conditions

Closed Book.

Materials

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

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