



PODI12007 Gerontology in Podiatry Practice

Term 2 - 2018

Profile information current as at 14/05/2024 11:46 am

All details in this unit profile for PODI12007 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 is designed to provide you with a strong comprehension of the psycho-social-biological changes that people experience as they grow older. Population ageing across all communities and cultures, as well as the theories of ageing will be reviewed. The physiological and pathophysiological effects of ageing and senescence will be covered in-depth. The implications of an ageing society for all Australians will also be discussed. Mental health issues, particularly in dementia care and communication, along with polypharmacy in the elderly will be addressed. You will be able to describe the role of podiatric practice in an ageing society.

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

Pre-requisite: ALLH11006 Life Course Development for Health Professionals.

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 2 - 2018

- 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. **Written Assessment**

Weighting: 20%

2. **Group Work**

Weighting: 30%

3. **Examination**

Weighting: 50%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student In Class

Feedback

Practicing paddings and strappings on each other was very useful.

Recommendation

In-class practical time will continue to be allocated to ensure students can apply these foundational manual skills when managing the ageing client in future podiatry placements.

Feedback from Student In Class and Staff Reflection

Feedback

Use of role plays to develop students' patient-care skills with the older client.

Recommendation

Role playing was an effective learning technique and got the students engaged. It was recognised by the students' as a valuable teaching method for skills, knowledge and attitude development. This method of learning will therefore continue to be used in future deliveries of the unit.

Unit Learning Outcomes

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

1. Investigate the socio-economic impact of ageing and relate to podiatric practice.
2. Apply effective and appropriate communication styles in managing the ageing patient.
3. Describe the physiology and pathophysiology of ageing on different body systems.
4. Analyse the relationship between common disease conditions and foot problems of older adults.
5. Appraise functional performance with respect to basic sensory, perceptual and physical changes associated with ageing.
6. Describe the cognitive and psychological changes associated with ageing and their impact on care.
7. Examine the challenges of polypharmacy encountered with elderly patients in podiatric practice.
8. Evaluate best evidence in gerontology relevant to podiatric 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 - Written Assessment - 20%					•	•	•	•
2 - Group Work - 30%	•	•	•	•				•
3 - Examination - 50%	•	•	•	•	•	•	•	

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	•	•	•	•	•	•	•	•
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 - Written Assessment - 20%	•	•	•	•		•		•		
2 - Group Work - 30%	•	•	•	•	•	•	•	•		
3 - Examination - 50%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

This text is currently unavailable in hardback.

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

Malia Ho Unit Coordinator

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Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Gerontology; Theories of Ageing		

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Population ageing trends; Impact of ageing on health care; Attitudes to ageing		

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Communication with the aged person		

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Physiological effects of ageing on different body systems		

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Pathophysiological effects of ageing on different body systems		

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Common medical problems affecting the elderly		Written and oral presentation Due: Week 6 Tuesday (21 Aug 2018) 11:45 pm AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Pain in the aged; Pharmacy in the elderly		

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Normal age related changes which affect locomotion; Falls in the elderly		

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Common Foot Problems of Older Adults - Part 1		

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Podiatric assessment and management strategies in caring for the ageing person - Part 1		

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Common Foot Problems of Older Adults - Part 2		Essay Due: Week 11 Friday (28 Sept 2018) 11:45 pm AEST

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Podiatric assessment and management strategies in caring for the ageing person - Part 2		

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Oct 2018

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

Attendance: As per the University's recommendation that "All on-campus students are expected to attend scheduled classes," students should also be aware that there is clear evidence to show that attendance rates are directly related to academic progress. It is therefore in your best interest and strongly recommended in the Bachelor of Podiatry Practice (Honours) course, that you attend all scheduled learning activities to support your learning. Attendance will be recorded.

Uniform: In all practical classes, students are required to wear the nominated uniform. Students must purchase their uniform from the bookshop. This uniform is separate to the mandatory clinical uniform. Please refer to the Podiatry Course Handbook for further detail.

Assessment Tasks

1 Essay

Assessment Type

Written Assessment

Task Description

Students will be required to submit a written assessment in the form of an essay. Students are to review the literature in order to establish the current knowledge on the specified topic: 'Foot Pathologies and Falls Risk'. Length: 1500 words (+/- 10%). Your written assessment will include an in-depth analysis, discussion or description of the topic supported by your wider reading. The essay must be well organized and you must present information on the topic in a coherent way. Refer to further assessment details via the Unit Moodle Site early in the term.

Assessment Due Date

Week 11 Friday (28 Sept 2018) 11:45 pm AEST

Task submission via Turnitin in Moodle.

Return Date to Students

Review/Exam Week Friday (12 Oct 2018)

Results and feedback will be returned in Moodle.

Weighting

20%

Assessment Criteria

The marking guide (rubric) and feedback sheet will be made available under the 'Assessment' link in Moodle. In general, the assessment criteria for the essay will consider the following: Content: quality, relevance and depth of information and use of references (citations are accurately presented in-text and in a reference list using APA referencing style). Process: definition of the topic and/or problem within the broader context; analysis of the key issues; logical sequence of argument. Affect: demonstration of original and independent thinking. Skills: use of an appropriate academic writing style.

Note: APA referencing system is used for all written assessments. In-text citations are counted as part of the word count for assessment purposes. Penalties will be applied where those strict word limits are exceeded (+/- 10%). If the assessment item exceeds 10%, the content will not be assessed by the examiner (excludes tables, appendices and references where applicable). If you are late submitting your assignment – each day incurs a 5% penalty.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Appraise functional performance with respect to basic sensory, perceptual and physical changes associated with ageing.
- Describe the cognitive and psychological changes associated with ageing and their impact on care.
- Examine the challenges of polypharmacy encountered with elderly patients in podiatric practice.
- Evaluate best evidence in gerontology relevant to podiatric practice.

Graduate Attributes

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

2 Written and oral presentation

Assessment Type

Group Work

Task Description

'The contribution of foot problems to mobility impairment in the aged.'

Students will work in pairs (or an approved trio) for this written and oral presentation assignment task. As a group you will be required to analyse and discuss the above statement with specific evidence-based reference to:

1. The context of podiatry practice;
2. Australia's ageing population;
3. The impact of ageing on general and/or foot health, including common conditions causing mobility issues in older age;
4. The related demand for health care services;

You will also need to incorporate in your assessment:

5. Any effective communication strategies in managing the ageing patient with mobility constraints.

It is expected that each group member will contribute equally to the project.

Your grade will be determined by your team effort and overall execution of the project. A section of your mark will include a peer review score. Refer to further assessment details via the Unit Moodle Site early in the term.

Assessment Due Date

Week 6 Tuesday (21 Aug 2018) 11:45 pm AEST

Group Oral Presentation (times to be advised).

Return Date to Students

Week 9 Tuesday (11 Sept 2018)

Weighting

30%

Assessment Criteria

Detailed assessment criteria and related marking guide for this group assessment will be released on Moodle during

Week 1 of term. In general, the assessment criteria for both the written and oral components of the group assessment will be based on:

- Delivery/Style
- Presentation and Organisation
- Visual Aids
- Content/Knowledge and Critical Thinking

Note: APA referencing system is used for all written assessments. In-text citations are counted as part of the word count for assessment purposes. Penalties will be applied where those strict word limits are exceeded (+/- 10%). If the assessment item exceeds 10% the content, will not be assessed by the examiner (excludes tables, appendices and references where applicable). If you are late submitting your assignment – each day incurs a 5% penalty.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Investigate the socio-economic impact of ageing and relate to podiatric practice.
- Apply effective and appropriate communication styles in managing the ageing patient.
- Describe the physiology and pathophysiology of ageing on different body systems.
- Analyse the relationship between common disease conditions and foot problems of older adults.
- Evaluate best evidence in gerontology relevant to podiatric practice.

Graduate Attributes

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

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

50%

Length

120 minutes

Exam Conditions

Closed Book.

Materials

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