PODI12007 *Gerontology in Podiatry Practice*
Term 2 - 2019

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 - 2019

- 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. **Group Work**
Weighting: 30%
2. **Written Assessment**
Weighting: 20%
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 Have your say

Feedback

Modern teaching methods such as video and YouTube made learning much more fun.

Recommendation

The use of modern teaching methods such as carefully selected YouTube videos should continue to be used as learning resources to allow the students to hear 'first hand' from a diverse range of geriatric patients and aid in developing an empathetic style of patient care.

Feedback from Have your say

Feedback

There was a lot of reading required in the last week and some students did not have time to read it all before lessons as assessments were also due that week. Students would have preferred that the material be provided earlier in the unit.
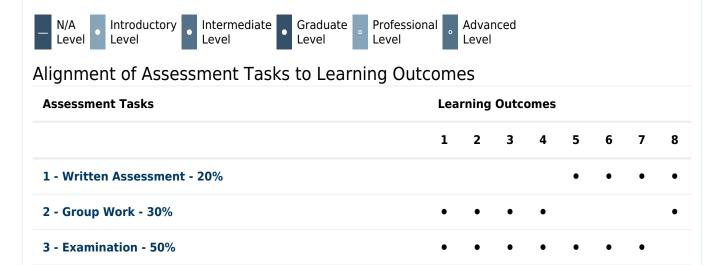
Recommendation

Reading updated academic literature is vital to help develop critical thinking in the assessment method of specific geriatric pathologies. These readings cannot be provided earlier as students have yet to acquire the required knowledge. In future, when extensive reading was required, students should be notified beforehand and more effort should be placed to help students in the area of time management towards the end of the term.

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

— N/A Level	∘ Introductory Level	∘ Intermediate Level	• Graduate Level	∘ Professional Level	∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes							
	1	2	3	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
PODI12007

Prescribed

Neale's Disorders of the Foot
Edition: 8th (2010)
Authors: Paul Frowen, Maureen O'Donnell, Donald Lorimer and Gordon Burrow
Churchill Livingstone
London , United Kingdom
ISBN: 978-0-7020-3029-1
Binding: Hardcover

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

Malia Ho Unit Coordinator
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Schedule

Week 1 - 15 Jul 2019

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

Week 2 - 22 Jul 2019

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

Week 3 - 29 Jul 2019

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

Week 4 - 05 Aug 2019

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

Week 5 - 12 Aug 2019

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

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
In-class presentations		**Written and oral presentation** Due: Week 6 Thursday (29 Aug 2019) 9:00 am AEST

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Common medical problems affecting the elderly Pain in the aged Pharmacy in the elderly		

Week 8 - 09 Sep 2019

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

Week 9 - 16 Sep 2019

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

Week 10 - 23 Sep 2019

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

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Podiatric assessment and management strategies in caring for the ageing person - Part 2		**Essay** Due: Week 11 Thursday (3 Oct 2019) 11:45 pm AEST

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Exam Revision		

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

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.
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 details.

Assessment Tasks

1 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 Thursday (29 Aug 2019) 9:00 am AEST
Group Oral Presentation (times to be advised).

Return Date to Students
Week 8 Thursday (12 Sept 2019)

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

2 Essay

Assessment Type
Written Assessment

Task Description
The written assessment will be in the form of an essay.
The topic(s) will be in the area of "Foot Pathologies and Falls Risk in the Elderly". You will be expected to review the relevant literature in order to establish the current knowledge of your particular topic(s) .
The essay must be 1500 (+/- 10%) words (excluding any references, figures and tables) and should include:
• A cover page which includes assessment title, student's name and number, Unit Coordinators name, course code and title, due date, word count.
• An introduction
• Argument/case supported with evidence from the literature.
• Conclusion
More detailed information will be provided on the Moodle Site early in the term.

Assessment Due Date
Week 11 Thursday (3 Oct 2019) 11:45 pm AEST
Task submission via Turnitin in Moodle.

Return Date to Students
Review/Exam Week Thursday (17 Oct 2019)
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

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