



PODI12007 Gerontology in Podiatry Practice

Term 2 - 2022

Profile information current as at 29/04/2024 02:53 pm

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 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. By the end of the unit, 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 - 2022

- 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. **Written Assessment**

Weighting: 20%

2. **Presentation**

Weighting: 30%

3. **In-class Test(s)**

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 feedback (verbal)

Feedback

Pre-recorded sessions on assessment tasks, provided early in the term, were helpful for students' planning and preparation for assessment items.

Recommendation

It is recommended that recorded sessions on assessment tasks continue to be provided to students early in the term, to allow students adequate time to prepare for assessment tasks, and the ability to review the recordings for information at their own pace.

Feedback from Student feedback (verbal)

Feedback

Exam revision session was very helpful in summarising and reviewing the entire term's worth of content.

Recommendation

It is recommended that exam revision sessions be planned in the unit weekly schedule to help students review the entire term's content. Mock exams that simulate the actual exam experience is helping students adequately prepare for the exam.

Feedback from Unit Coordinator reflection

Feedback

Due to COVID restrictions this year, the exam was an open book assessment. Although the learning outcomes were still adequately assessed, it may be better to have a closed book assessment so that recall items can be assessed fully as well.

Recommendation

Given that COVID restrictions may continue to bring challenges to invigilated closed book class tests, it is recommended that alternative closed book assessments may have to be considered e.g. oral/ practical interviews and assessments conducted via zoom.

Unit Learning Outcomes

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

1. Determine the physiology, patho-physiology and socio-economic impact of ageing on the body system and relate them to common foot conditions in podiatric practice.
2. Develop knowledge and skills to effectively communicate with elderly patients.
3. Appraise functional performance of geriatric podiatry patients to identify evidence-based management for cognitive, psychological, sensory, and perceptual changes associated with ageing.
4. Identify the challenges of polypharmacy encountered with elderly patients in podiatric practice

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 20%	•	•		
2 - Presentation - 30%	•	•	•	•
3 - In-class Test(s) - 50%			•	•

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				

Textbooks and Resources

Textbooks

PODI12007

Prescribed

Merriman's Assessment of the Lower Limb

3rd Edition (2012)

Authors: Yates, B.

Churchill Livingstone Elsevier

ISBN: 978-0-7020-5247-7

Binding: Paperback

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Prescribed

Neale's Disorders of the Foot and Ankle

Edition: Ninth (2020)

Authors: Gordon Burrow, Keith Rome, Nat Padhiar

Elsevier Churchill Livingstone

ISBN: 978-0-7020-6223-0

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Malia Ho Unit Coordinator

m.ho@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Overview of the unit		
Gerontology:		
Theories of aging		
Aging trends in Australia		
Impact of aging on the healthcare system		
Healthy aging		

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Physiological effects of aging on musculoskeletal system of the lower limb

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Common diseases in the elderly affecting gait Impact of falls in the elderly		

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Verbal and non-verbal communication and assessment of the elderly person Culturally sensitive management of the elderly person		

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Poster Due: Week 5 Monday (8 Aug 2022) 11:59 pm AEST

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Pharmacological therapy for the elderly person Pain management in the elderly		

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Podiatric management of the elderly patient : Part 1 <ul style="list-style-type: none">• Routine podiatric care• Foot orthoses• Footwear		

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Podiatric management of the elderly patient : Part 2 <ul style="list-style-type: none">• Foot and ankle muscle strengthening exercises• Physical activity• Duty of care• Mental health		

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Presentation Due: Week 9 Monday (12 Sept 2022) 11:59 pm AEST

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Review week : Mock in-class test		

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12: Public Holiday - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
No class		

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 the student's interest and it is strongly recommended that students attend all scheduled learning activities to support their 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 Poster

Assessment Type

Written Assessment

Task Description

You have been asked by a community group to design a poster relating to a common foot problem experienced by people above the age of 60 years old. The community group and the topic of your poster will be allocated to you and you will be advised of these details early in the term. This is an individual assessment task.

Note: your poster may be selected to be displayed in the CQUniversity Health Clinic

Assessment Due Date

Week 5 Monday (8 Aug 2022) 11:59 pm AEST

Return Date to Students

Week 6 Monday (22 Aug 2022)

Weighting

20%

Assessment Criteria

The poster will be marked according to a purpose made rubric that will be made available to you at the start of the term. Your poster will be marked according to a marking rubric that will be provided to you early in the term.

The poster should:

- be visually appealing
- be appropriate for its intended target group
- demonstrate how the lower limb is affected by the condition
- show how podiatry can help - management / education

Please ensure that all content/ layout of the poster is your own work and that you own the rights to all photos/ figures used. Do ensure that all content is properly referenced and all photos/ figures are appropriately credited.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Determine the physiology, patho-physiology and socio-economic impact of ageing on the body system and relate them to common foot conditions in podiatric practice.
- Develop knowledge and skills to effectively communicate with elderly patients.

2 Presentation

Assessment Type

Presentation

Task Description

This assessment task is an oral presentation worth 30% and can be presented 'live' or as a pre-recorded video.

You are a podiatrist, and have been asked by a local community group (eg. Stroke group, Parkinson's group, Rheumatoid Arthritis group) to provide an informative presentation on how the condition affects the lower limb, and how podiatry can assist in managing the condition. The presentation will be no longer than 20 minutes, with 5 minutes for Questions and Answers. The presentation will be conducted during the lecture/ tutorial time.

Your community group will be allocated to you at the beginning of the term. This is an individual assessment task.

Assessment Due Date

Week 9 Monday (12 Sept 2022) 11:59 pm AEST

After your presentation, please submit your powerpoint slides or video recording before the due date/ time as evidence of completion of this assessment task.

Return Date to Students

Week 11 Monday (26 Sept 2022)

Weighting

30%

Assessment Criteria

The assessment will be marked according to a marking rubric designed specifically for this assessment task.

The assessment rubric for the oral presentation will be provided to you at the start of term.

If the presentation exceeds the 20 minute time limit, you may opt to complete the presentation but any additional content that is over the time limit will not be assessed by the examiner.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Determine the physiology, patho-physiology and socio-economic impact of ageing on the body system and relate them to common foot conditions in podiatric practice.
- Develop knowledge and skills to effectively communicate with elderly patients.
- Appraise functional performance of geriatric podiatry patients to identify evidence-based management for cognitive, psychological, sensory, and perceptual changes associated with ageing.
- Identify the challenges of polypharmacy encountered with elderly patients in podiatric practice

3 In-class test

Assessment Type

In-class Test(s)

Task Description

The in-class test in Week 11 will consist of multiple choice, short and long answer questions and cover content from Weeks 1 - 10.

The quiz will have a time limit of 120 minutes and will be conducted during the lecture/ tutorial time.

This is a closed book task. Access to books, notes, websites (other than the quiz) and the use of other electronic devices are prohibited during the quiz.

Assessment Due Date

Week 11 Monday (26 Sept 2022) 11:00 am AEST

Return Date to Students

Review/Exam Week Monday (10 Oct 2022)

Weighting

50%

Assessment Criteria

The assessment will be marked according to a purpose made answer guide designed specifically for this assessment task.

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Appraise functional performance of geriatric podiatry patients to identify evidence-based management for cognitive, psychological, sensory, and perceptual changes associated with ageing.
- Identify the challenges of polypharmacy encountered with elderly patients in podiatric 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