



# PODI13007 Podiatry Clinical Practice 2

## Term 1 - 2017

Profile information current as at 27/04/2024 06:43 pm

All details in this unit profile for PODI13007 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 will allow students to extend their skills and knowledge of biomechanics and begin to focus on the theory, prescription and construction of foot orthoses. In the clinical setting, students will have opportunity to focus on holistic case management. Students will assess, diagnose and manage a range of clients with a focus on cutaneous, musculoskeletal and biomechanical pathology. Students will present clinical cases and explain the underlying pathophysiology and their clinical reasoning with respect to assessment, diagnosis and management. As a matter of continuous development, students will be expected to progress their professional skills including practice management, communication skills, and generic health professional skills.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Pre-requisite: All year 2 podiatry course units; Co-requisite: PODI13008 Clinical Biomechanics of the Lower Limb.

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. **Practical and Written Assessment**

Weighting: 40%

#### 2. **Presentation**

Weighting: 40%

#### 3. **Online Quiz(zes)**

Weighting: 20%

#### 4. **Professional Practice Placement**

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 Student Feedback

##### **Feedback**

This course was useful in providing a comprehensive overview of clinical podiatric concepts and the application of a broad range of podiatric knowledge into a clinical setting.

##### **Recommendation**

Connecting theory with practice is often best facilitated through communication and reflection. Learning is promoted when knowledge is applied and integrated in the real-world context. All podiatry-related clinical courses therefore aim to bridge any theory-practice gap to ensure a positive learning experience for all students.

##### **Action**

This is ongoing. In the clinical setting, podiatry students are guided through a debriefing session as a process for reflection on action (following care) and in action during patient care. This is crucial in continuous development with work-integrated learning in health care.

#### Feedback from Staff Reflection

##### **Feedback**

This course focuses on the common lower limb orthotic conditions in podiatry practice, introducing students to concepts that will be important not only here but later in the program.

##### **Recommendation**

This course requires a lot of 'learning through doing' and requires a consolidation of theoretical knowledge and manual skills so there is a lot to cover which does require additional practical input hours. Students will however gain a greater appreciation of the key skills associated with patient assessment and develop additional clinical skills including casting, cast modification, orthotic manufacture and fit.

##### **Action**

This unit still requires a lot of 'learning through doing' in respect to orthotics and students seem to have difficulty with this during the term but at the end of term realise why it is staged the way it is.

#### Feedback from Student Feedback

##### **Feedback**

The lecturer would not always answer my questions without consulting the course coordinator.

##### **Recommendation**

Understandably dependent on the question asked it would not be unusual for teaching staff to consult the coordinator to ensure consistency of delivery of effective teaching and learning for students. However based on this feedback, opportunities for increased team communication means will be explored for future years.

##### **Action**

The Unit Coordinator worked closely with all staff across campuses. Weekly team meetings for the unit enhanced communication and collaboration to ensure students were supported well in their learning of this unit.

#### Feedback from Student Feedback

##### **Feedback**

I felt that there was not enough time to complete the orthotics casting assignment. Perhaps having an assignment at a later time after having learnt the cast manufacturing process would have been easier.

##### **Recommendation**

Further consideration will be given to this assessment task which did involve a number of staged learning activities to reach completion of the task. On reflection this might be better achieved as a sequence of individual assessment tasks to ensure competencies have been met across the term.

##### **Action**

Now that the podiatry faculty has more permanent staff and our facilities will be completed for next delivery in 2018, staff will work as a team to further tailor the assessment tasks required to achieve the learning outcomes of this unit.

## Unit Learning Outcomes

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

1. Demonstrate professional and ethical behaviours within a multidisciplinary team.
2. Conduct and analyse a safe and thorough patient assessment.
3. Implement evidence based, goal orientated management plans for foot related problems accounting for the physical, social and emotional impacts of the presenting case.
4. Select and correctly apply a range of podiatric therapeutic and preventative interventions.
5. Evaluate the neutral casted model of the foot.
6. Create and/or modify a positive casted model of the foot dependant upon case and be able to justify accordingly.
7. Manufacture a simple, an accommodative and a functional orthotic device according to patient case.

Per NPC1315

## 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
<b>1 - Practical and Written Assessment - 40%</b>	•	•	•	•			
<b>2 - Presentation - 40%</b>				•	•	•	•
<b>3 - Online Quiz(zes) - 20%</b>				•	•	•	•
<b>4 - Professional Practice Placement - 0%</b>	•	•	•	•			

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
<b>1 - Communication</b>	•	•	•	•	•	•	•
<b>2 - Problem Solving</b>	•	•	•	•	•	•	•
<b>3 - Critical Thinking</b>	•	•	•	•	•	•	•
<b>4 - Information Literacy</b>	•	•	•	•	•	•	•
<b>5 - Team Work</b>	•	•	•	•			
<b>6 - Information Technology Competence</b>	•	•	•	•	•	•	•
<b>7 - Cross Cultural Competence</b>	•	•	•	•			

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
<b>8 - Ethical practice</b>	•	•	•	•	•	•	•
<b>9 - Social Innovation</b>							
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>							

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>1 - Practical and Written Assessment - 40%</b>	•	•	•	•			•	•		
<b>2 - Presentation - 40%</b>	•	•	•	•				•		
<b>3 - Online Quiz(zes) - 20%</b>	•	•	•	•	•	•	•	•		
<b>4 - Professional Practice Placement - 0%</b>	•	•	•	•	•	•	•	•		

## Textbooks and Resources

### Textbooks

PODI13007

#### Supplementary

#### **Foot Orthoses and Other Forms of Conservative Foot Care** (1997)

Authors: Michaud, T.C.  
Lippincott Williams & Wilkins  
Philadelphia , USA  
Binding: Hardcover  
PODI13007

#### Supplementary

#### **The Functional Foot Orthosis**

Second Edition (1995)  
Authors: Philips, J.W.  
Churchill Livingstone  
Edinburgh , United Kingdom  
Binding: Paperback

#### **Additional Textbook Information**

These books are classified as supplementary learning resources.

### 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

**Katrina Reynolds** Unit Coordinator

[katrina.reynolds@cqu.edu.au](mailto:katrina.reynolds@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Team approach to care. Partnerships and inter/multidisciplinary practice. Person and family centred care. Goal orientated management plans, patient empowerment and self-management.	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
Examine the role of orthoses in podiatry. Technology and methods of obtaining an impression. Casting techniques.		

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theory and function of the generic/simple insole and accommodative orthotic; Laboratory Preparation: Part 1.		

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theory and function of the customised functional orthotic; Laboratory Preparation: Part 2.		

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Principles and practice of orthotic manufacture: Part 1.		

### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

### Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Principles and practice of orthotic manufacture: Part 2.		

### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Principles and practice of orthotic manufacture: Part 3.

#### **Week 8 - 01 May 2017**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Case study scenarios examining indications/contra-indications for orthotics: Part 1.		Quiz 1 (weeks 2-7 inclusive) opens Friday Week 8, 6:00pm.

#### **Week 9 - 08 May 2017**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Case study scenarios examining indications/contra-indications for orthotics: Part 2.		<b>Online Quiz(zes)</b> Due: Week 9 Friday (12 May 2017) 11:45 pm AEST

#### **Week 10 - 15 May 2017**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Orthotic dispensing and footwear considerations.		

#### **Week 11 - 22 May 2017**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Orthotic ethics and social responsibilities.		

#### **Week 12 - 29 May 2017**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The role of commercial orthotic laboratories.		

#### **Review/Exam Week - 05 Jun 2017**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
---------------------	----------------	-------------------------------------

#### **Exam Week - 12 Jun 2017**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
---------------------	----------------	-------------------------------------

## Term Specific Information

### **Placement:**

Clinical placement (96 hours total).

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

Students will be advised of related placement dates and locations during the 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 Practical and Written Assessment

#### **Assessment Type**

Practical and Written Assessment

#### **Task Description**

This will be a practical and written assessment related to your clinical knowledge and skills in line with the Podiatry Competency Standards developed by the Australian & New Zealand Podiatry Accreditation Council (2015). Formative feedback (where possible) will be provided to the student directly following the assessment.

Further detail for this assessment task will be made available via the course Moodle site during term.

### **Assessment Due Date**

Review/Exam Week - Date & time to be advised.

### **Return Date to Students**

Results will be released with the finalisation of grades.

### **Weighting**

40%

### **Minimum mark or grade**

20/40 - this assessment has a must pass requirement in order for the student to progress to the next clinical course - PODI13011 Podiatry Clinical Practice 3.

### **Assessment Criteria**

The assessment criteria will be made available via the Moodle course site during term.

### **Referencing Style**

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

### **Submission**

Offline

### **Submission Instructions**

In person.

### **Learning Outcomes Assessed**

- Demonstrate professional and ethical behaviours within a multidisciplinary team.
- Conduct and analyse a safe and thorough patient assessment.
- Implement evidence based, goal orientated management plans for foot related problems accounting for the physical, social and emotional impacts of the presenting case.
- Select and correctly apply a range of podiatric therapeutic and preventative interventions.

### **Graduate Attributes**

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

## **2 Presentation**

### **Assessment Type**

Presentation

### **Task Description**

This assessment task will involve the student fabricating a simple insole, an accommodative device and a functional orthoses according to particular patient case scenarios. This will include (but is not limited to) the presentation of a plan that addresses the patient's needs and goals; discussion of the appropriate design, materials and components chosen for each device; and presentation of the impressions used for fabrication (where applicable). Further detail regarding this assessment task will be made available in the Moodle course site during Week 2 of term.

### **Assessment Due Date**

Week 12 - Date & time to be advised.

### **Return Date to Students**

Results will be released with the finalisation of grades.

### **Weighting**

40%

### **Assessment Criteria**

The assessment criteria marking guide/rubric for this assessment task will be made available during Week 2 of term in the Moodle course site.



## Referencing Style

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

## Submission

Offline

## Submission Instructions

In person.

## Learning Outcomes Assessed

- Select and correctly apply a range of podiatric therapeutic and preventative interventions.
- Evaluate the neutral casted model of the foot.
- Create and/or modify a positive casted model of the foot dependant upon case and be able to justify accordingly.
- Manufacture a simple, an accommodative and a functional orthotic device according to patient case.

## Graduate Attributes

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

## 3 Online Quiz(zes)

### Assessment Type

Online Quiz(zes)

### Task Description

There will be one quiz in total allowing for only one attempt. Questions for the quiz are from content covered in the Weeks 2-7 (inclusive) preceding the quiz. The quiz will be made accessible on the course Moodle site by opening the 'Assessment' icon. The quiz will remain open for one week and is an individual task which must be completed within the given 1-hour time frame.

### Number of Quizzes

1

### Frequency of Quizzes

### Assessment Due Date

Week 9 Friday (12 May 2017) 11:45 pm AEST

Quiz 1 will be open from Friday Week 8 at 6:00pm to Friday Week 9 at 11:45pm.

### Return Date to Students

The quiz will be marked electronically. Results will be accessible in Moodle through your MyCQU page.

### Weighting

20%

### 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

Must submit - you must submit this item to be eligible to pass the course.

## Learning Outcomes Assessed

- Select and correctly apply a range of podiatric therapeutic and preventative interventions.
- Evaluate the neutral casted model of the foot.
- Create and/or modify a positive casted model of the foot dependant upon case and be able to justify accordingly.
- Manufacture a simple, an accommodative and a functional orthotic device according to patient case.

## Graduate Attributes

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

## 4 Placement

### Assessment Type

Professional Practice Placement

### Task Description

Clinical Placement (96 hours Total)

Clinical Placement Log Book: Pass/Fail Requirement.

External Clinical Placement (40 Hours Total)

Student and Clinical Supervisor Evaluation Forms & Related Documentation for External Placement: Mandatory Requirement.

### Assessment Due Date

Placement documents to be completed during both internal and 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 course coordinator.

### Weighting

Pass/Fail

### Minimum mark or grade

Pass/Fail.

### Assessment Criteria

Whilst on placement, students must keep a log of all activities to ensure that the goals and terms of the practicum are being met.

### Referencing Style

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

### Submission

Offline

### Submission Instructions

In person.

### Learning Outcomes Assessed

- Demonstrate professional and ethical behaviours within a multidisciplinary team.
- Conduct and analyse a safe and thorough patient assessment.
- Implement evidence based, goal orientated management plans for foot related problems accounting for the physical, social and emotional impacts of the presenting case.
- Select and correctly apply a range of podiatric therapeutic and preventative interventions.

### Graduate Attributes

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