



PODI13007 Podiatry Clinical Practice 2

Term 1 - 2018

Profile information current as at 10/04/2024 03:01 am

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 - 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. **Online Quiz(zes)**

Weighting: 20%

2. **Presentation**

Weighting: 40%

3. **Professional Practice Placement**

Weighting: Pass/Fail

4. **Practical and Written Assessment**

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 Student Feedback - Have Your Say

Feedback

I enjoyed the practical aspect of the unit - hands on experience in the orthotic laboratory.

Recommendation

This unit focuses on building students knowledge and skills whilst 'doing' in a purpose-built on-campus orthotic lab. Students have opportunity across the teaching weeks to learn the skills required to make orthoses. The unit will continue to be delivered with a greater amount of practical hours per week in this type of workshop setting.

Feedback from Student Feedback - Have Your Say

Feedback

I feel as if some resources were not always very helpful, but gave some insight into the use of some devices.

Recommendation

A wide range of resources are required for the effective delivery of this unit. Admittedly students first learn the theory of orthoses from lecture-tutorial content and then get to apply their new-found knowledge and skills in a practical workshop following. From time to time, students will be exposed to concepts that perhaps do not make sense immediately, but students do seem to understand these more clearly after they have been able to complete the device presentation task at the end of term. Scaffolding is therefore used to move students progressively toward a stronger understanding, and by the end of the unit, students will have achieved a greater independence in the learning process related to orthoses manufacture.

Feedback from Staff Reflection based on Have Your Say Student Feedback

Feedback

Understanding the concept of orthoses is not always easy first up for students.

Recommendation

Understanding the theory and then the practical application of orthoses has traditionally been challenging for undergraduate students. As such, students are encouraged to be patient in their transformation of learning specific to casting and orthoses manufacture across the teaching term. The majority of students evolve based on the learning acquired in the set assessment tasks which are designed to be as close as possible to a real-world context.

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

 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	5	6	7
1 - Practical and Written Assessment - 40%	●	●	●	●			
2 - Presentation - 40%				●	●	●	●
3 - Online Quiz(zes) - 20%				●	●	●	●
4 - Professional Practice Placement - 0%	●	●	●	●			

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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

[illegible]

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: Other
PODI13007

Supplementary

The Functional Foot Orthosis

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

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

Malia Ho Unit Coordinator
m.ho@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

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 - 12 Mar 2018

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 - 19 Mar 2018

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

Week 4 - 26 Mar 2018

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

Week 5 - 02 Apr 2018

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

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 16 Apr 2018

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

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Principles and practice of orthotic manufacture: Part 3.		

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Case study scenarios examining indications/contra-indications for orthotics: Part 1.		

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Case study scenarios examining indications/contra-indications for orthotics: Part 2.		

Week 10 - 14 May 2018

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

Week 11 - 21 May 2018

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

Week 12 - 28 May 2018

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

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Device Presentation Due: Review/Exam Week Monday (4 June 2018) 10:00 am AEST

Exam Week - 11 Jun 2018

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

Placement:

- Internal clinical placement (96 hours total which equates to 1-day across the 12 weeks of term). Every Wednesday beginning in Week 1.
- External clinical placement (40 hours total) at the end of term.

Students will be advised of confirmed external 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. Failure to provide this information may result in the inability to continue with the clinical placement and result in a fail grade. 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.

Other 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 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. In the orthoses lab, students must also wear lab coats. Please refer to the Podiatry Course Handbook for further detail.

Assessment Tasks

1 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

There will be one quiz in total allowing for only one attempt. You will have 1 hour to complete the quiz. 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 is an individual task which must be completed in class time, on-campus in a computer lab and will be a closed book task.

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

This quiz will be held during Week 8 of term. Assessment time and room location will be advised during term.

Return Date to Students

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

Weighting

20%

Assessment Criteria

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

Referencing Style

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

Submission

Online

Submission Instructions

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

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

2 Device Presentation

Assessment Type

Presentation

Task Description

This assessment task will involve the student fabricating devices 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 unit site during Week 2 of term.

Assessment Due Date

Review/Exam Week Monday (4 June 2018) 10:00 am AEST

Students will be advised of their individual assessment time by the Unit Coordinator.

Return Date to Students

Individual results will be released within 10 working days of this assessment being sat and submitted.

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 unit site.

Referencing Style

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

Submission

Online

Submission Instructions

This task requires online submission of the written component and in-person attendance for the presentation of devices.

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 Clinical Placement - Internal and External

Assessment Type

Professional Practice Placement

Task Description

Internal 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: Pass/Fail Requirement.

Six (6) forms in total: The (1) Learning Contract must be submitted 1 week prior to the allocated placement commencement. The student must submit this to the Unit Coordinator for review and sign-off. The learning contract is then discussed by the student with the Clinical Supervisor at the commencement of placement. During placement, the following documents are required as a record of evidence and assessment: (2) Time Sheet, (3) Log Book Reflective, (4) Clinical Supervisor Report, (5) Student Self-Evaluation Report, and (6) Student Evaluation of the Clinical Placement.

Assessment Due Date

Placement documents to be completed during both internal and external placement and submitted at the end of each placement period. Students will be required to submit the internal log book on the final day of placement; and the external placement documents within 5 business days of placement completion. Failure to do so may result in a fail grade. Students are advised to keep a copy of placement documentation for their own record.

Return Date to Students

Grades will be allocated once ratified by the unit coordinator.

Weighting

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

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

4 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

Formal Exam Period. Assessment date and time to be provided by the Unit Coordinator following release of the formal exam timetable to minimise any clashes.

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 unit - PODI13011 Podiatry Clinical Practice 3.

Assessment Criteria

This assessment is marked in accordance with checklists corresponding to the Podiatry Competency Standards for Australia and New Zealand (2015).

Referencing Style

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

Submission

Offline

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

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