



# PODI13009 Neurovascular Medicine in Podiatry Practice

## Term 1 - 2017

Profile information current as at 10/05/2024 11:13 pm

All details in this unit profile for PODI13009 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

In this unit the student will focus on the neurological and vascular disorders that have an impact on the lower extremity. Students will examine the clinical features, pathogenesis and significance of such disorders and develop an understanding of the psychosocial impact. The student will advance their skill and knowledge of diagnostic screening with the use of specialised tests specific to the lower limb including the Ankle Brachial Pressure Index and Toe Brachial Index. An evidence based approach to clinical examination will be central to this unit.

### 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: PODI12009 Clinical Podiatry Practice 1 AND Corequisite: PODI13007 Clinical Podiatry Practice 2

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. **Written Assessment**

Weighting: 50%

#### 2. **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 Staff Self Reflection

##### **Feedback**

Feedback on assessment

##### **Recommendation**

It is recognised that feedback during learning is the most powerful way to enhance students learning. Staff will be encouraged to be more timely and meaningful in the construction of feedback so that it remains still fresh in the student's mind, before the student moves on to subsequent tasks.

##### **Action**

Feedback on assessment was addressed in more detail with this unit delivery and this is perhaps evidenced by the +1.0 improvement in student satisfaction rating. It is hoped that the feedback provided in the individual written assessment task was in fact a powerful influence on student learning and achievement in the unit.

#### Feedback from Student Feedback

##### **Feedback**

At times this course appeared to be broken up into three different subjects which made it harder to understand than I believe it needed to be.

##### **Recommendation**

This course needed to cover in greater detail review of the vascular and neurological anatomy of the lower limb studied at a introductory level in earlier years. It also needed to cover the theory specific to neurovascular pathophysiology and then relate this to the common clinical presentations seen in real life practice. It was broken into components to ensure a sequence of learning but based on this feedback for future years staff will look at other teaching and learning strategies to enhance the integration of topics covered to promote a more positive learning experience and to cater more for varying learning styles in students.

##### **Action**

Whilst this unit needed to cover content across the domains of neurology and vascular anatomy and pathologies, the Unit Coordinator along with the Lecturer worked on improving the synergies for better sequence of delivery. Student progression of learning as evidenced by their results was perhaps related to better sequencing of teaching and learning material.

#### Feedback from Student Feedback

##### **Feedback**

This course provided a comprehensive overview of neurovascular structures and pathologies in relation to podiatry and foot health. Lecturers supportive and assisted with any questions.

##### **Recommendation**

Having teaching staff that are eager to expand their own subject knowledge and to support and mentor the students is very important and integral to the program.

##### **Action**

New staff were involved in this years delivery of lectures, tutorials and practicals. All staff were well prepared and keen to support the students and each other. Some misinterpretation by the students on both ROK and SYD campuses of the lecturers availability (in ADL) did occur which was unfortunate.

## Unit Learning Outcomes

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

1. Assess the impact on the lower extremity for cardiac, respiratory and neurological conditions.
2. Describe common arterial, venous, lymphatic and neurological disorders affecting the lower limb.
3. Recognise the clinical signs in order to perform a comprehensive neurovascular assessment of the lower limb and be able to distinguish the need for referral.
4. Interpret the results of Doppler ultrasound in relation to Ankle Brachial Pressure Index (ABPI) and Toe Brachial Pressure Index (TBPI).
5. Identify the management strategies for neurological and vascular disorders from a podiatric perspective.
6. Facilitate education strategies including self management techniques to promote best possible care for patients with neurological and/or vascular disorders in clinical podiatry.
7. Use best practice evidence to support clinical decision making in podiatric practice.

Per NPC1311

## 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 - Written Assessment - 50%</b>	•	•	•	•	•	•	•
<b>2 - Examination - 50%</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>		•			•	•	•
<b>8 - Ethical practice</b>	•	•	•	•	•	•	•

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
<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 - Written Assessment - 50%</b>	•	•	•	•	•	•	•	•		
<b>2 - Examination - 50%</b>	•	•	•	•	•	•	•	•		

## Textbooks and Resources

### Textbooks

PODI13009

#### Supplementary

#### Handbook of Lower Extremity Neurology

Edition: First (2000)

Authors: Steven Mandel & Jeanean Willis

Churchill Livingstone

USA

Binding: Hardcover

PODI13009

#### Supplementary

#### Merriman's Assessment of the Lower Limb

Edition: Third (2012)

Authors: Edited by Ben Yates

Churchill Livingstone

United Kingdom

ISBN: 978-0-7020-5062-6

Binding: Paperback

### 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
Review of lower limb vascular system. Pathophysiology of arterial, vascular occlusions, thrombi, atheroma, calcifications & aneurism.		

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review of lower limb neurological system. Overview of neurological disease affecting the lower limb.		

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review of cranial nerves, specific (and important cranial centres) and the autonomic nervous system. Pathophysiology of venous insufficiency, superficial and deep.		

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
"What lies beneath?". Ulceration.		

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Anatomy of lymphatic system. Lymphatic disease.		

### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Vascular assessment, history taking, presenting complaints, manual examination.		

### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Vascular quantification, methods, reproducibility, clinical validity.		

### Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
The basis for neurological examination, history taking, tests for sensory neuropathy for upper and lower motor neuron lesions.		

**Week 9 - 08 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Neurological quantification, light, touch/pressure, filaments, biothesiometer and other proprioceptive tests, hot-cold and sharp/blunt.		

**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Examination and diagnosis of the neuropathic foot, charcot's neuropathy and its differential diagnosis.		<b>Written Assessment</b> Due: Week 10 Friday (19 May 2017) 11:45 pm AEST

**Week 11 - 22 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Management and interdisciplinary referral strategies, education strategies 1.		

**Week 12 - 29 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Management and interdisciplinary referral strategies, education strategies 2.		

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

Module/Topic	Chapter	Events and Submissions/Topic
Revision and exam preparation.		

**Exam Week - 12 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Written Assessment

**Assessment Type**

Written Assessment

**Task Description**

Students will be required to submit a written assessment in the form of a report. Students are to review the literature in order to establish the current knowledge of a particular topic/s specific to the field of neurovascular medicine in podiatry practice. Further details in relation to this assessment task will be provided during the term.

**Assessment Due Date**

Week 10 Friday (19 May 2017) 11:45 pm AEST

**Return Date to Students**

Week 12 Friday (2 June 2017)

**Weighting**

50%

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

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

**Submission**

Online

## **Learning Outcomes Assessed**

- Assess the impact on the lower extremity for cardiac, respiratory and neurological conditions.
- Describe common arterial, venous, lymphatic and neurological disorders affecting the lower limb.
- Recognise the clinical signs in order to perform a comprehensive neurovascular assessment of the lower limb and be able to distinguish the need for referral.
- Interpret the results of Doppler ultrasound in relation to Ankle Brachial Pressure Index (ABPI) and Toe Brachial Pressure Index (TBPI).
- Identify the management strategies for neurological and vascular disorders from a podiatric perspective.
- Facilitate education strategies including self management techniques to promote best possible care for patients with neurological and/or vascular disorders in clinical podiatry.
- Use best practice evidence to support clinical decision making in 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**

No calculators permitted

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