



PODI13012 *Paediatrics in Podiatry Practice*

Term 2 - 2017

Profile information current as at 22/05/2024 06:28 am

All details in this unit profile for PODI13012 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 focus on the study of childhood disorders related to the lower extremity and will include the expectations and variations in regards to development. Students will incorporate the psychosocial issues impacting in treating children and learn to develop history taking, physical examination and diagnosis specific to the paediatric patient. An evidence-based approach to clinical management of the paediatric patient in podiatry practice 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

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 2 - 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: 20%

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

Weighting: 30%

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 Student evaluations and student consultation.

Feedback

Overall, very positive feedback for this course. "Great informative course with relevant assessments."

Recommendation

Continue with the current format, assessment and engagement within this course. Give assessment feedback within two weeks of submission. Continue to allow some specific assessment discussion/consultation during time in class.

Feedback from Student feedback and staff reflection.

Feedback

It was noted that on every weekday preceding the exam for this course, at the end of the student review week (week13), clinical and practical requirement exams for other courses occurred.

Recommendation

It is suggested that in future, that alternate timing of some of the specific program clinical exams be considered by staff, in relation to university timetabled exams if at all possible. This will allow students to better prepare for exams.

Unit Learning Outcomes

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

1. Describe the developmental milestones of a child relevant to podiatry practice.
2. Evaluate factors that can influence the paediatric consultation.
3. Communicate effectively with the paediatric patient and parent/guardian in podiatric practice.
4. Describe the common lower limb conditions seen in the paediatric patient.
5. Analyse the varied clinical assessment and/or tests and interpret the results specific to the paediatric patient.
6. Implement a safe and effective management plan in conjunction with evidence based practice for the paediatric patient.
7. Discuss the role of interprofessional practice in regards to effective management of the paediatric patient.
8. Apply an evidence based approach to podopaediatric practice.

Per NPC1312

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	8
1 - Written Assessment - 20%				•	•	•	•	•
2 - In-class Test(s) - 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 - In-class Test(s) - 30%	•	•	•	•		•				
3 - Examination - 50%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

No textbook required.

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

Laura Hutchison Unit Coordinator

l.hutchison@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Anatomical development and milestones related to podopaediatrics	Appropriate resources relevant to each week will be discussed during term and posted in Moodle.	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with children in the podopaediatric setting		

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Paediatric syndromes and hypermobility		

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Biomechanical development in podopaediatrics: spine, pelvis, hip and knee		

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Biomechanical development in podopaediatrics: ankle and foot		

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
In-class test		

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Development of gait		

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of foot posture in the podopaediatric population		

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Osteochondroses of the lower limb		

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Common presenting complaints and related management in podopaediatrics		

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Complex pathologies relevant to podopaediatrics		Written Assessment Due: Week 11 Friday (29 Sept 2017) 11:45 pm AEST

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Footwear and orthoses in podopaediatrics		

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 16 Oct 2017

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

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. Attendance will be recorded. 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 detail.

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

You will be required to complete two separate clinical patterns regarding two different pathologies commonly seen in podopaediatrics. The aim of the assessment is to succinctly present the most relevant and current information regarding your topics. Further information, including topics and specific areas to be covered will be provided at the beginning of term. The word count for each clinical pattern is 1500 words.

Note: The 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 marker (excludes tables, appendices and references where applicable). If you are late submitting your assignment - each day incurs a 5% penalty.

Assessment Due Date

Week 11 Friday (29 Sept 2017) 11:45 pm AEST

Return Date to Students

Exam Week Friday (20 Oct 2017)

Weighting

20%

Assessment Criteria

Assessment criteria and a marking rubric will be made available to students at the beginning of term.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe the common lower limb conditions seen in the paediatric patient.
- Analyse the varied clinical assessment and/or tests and interpret the results specific to the paediatric patient.
- Implement a safe and effective management plan in conjunction with evidence based practice for the paediatric patient.
- Discuss the role of interprofessional practice in regards to effective management of the paediatric patient.
- Apply an evidence based approach to podopaediatric practice.

Graduate Attributes

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

2 In-class Test

Assessment Type

In-class Test(s)

Task Description

The in-class test will assess content from weeks 1-5. Information from lectures, tutorials and practical classes may be assessed.

Assessment Due Date

The in class test will be conducted during week 6.

Return Date to Students

Week 9 Friday (15 Sept 2017)

Weighting

30%

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Describe the developmental milestones of a child relevant to podiatry practice.
- Evaluate factors that can influence the paediatric consultation.
- Communicate effectively with the paediatric patient and parent/guardian in podiatric practice.
- Describe the common lower limb conditions seen in the paediatric patient.
- Analyse the varied clinical assessment and/or tests and interpret the results specific to the paediatric patient.

Graduate Attributes

- Communication

- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

50%

Length

180 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