



PODI13012 *Paediatrics in Podiatry Practice*

Term 2 - 2020

Profile information current as at 30/04/2024 02:35 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 - 2020

- 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. **Presentation**

Weighting: 30%

3. **Take Home Exam**

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.

Feedback

Block practical classes were a lot of information at once, but it was good to have the Unit Coordinator teach us the practical classes.

Recommendation

Although having the same academic teach all classes is favourable and ensures all students are being taught the same content in the same way, block practical classes require prolonged concentration compared to weekly practical classes which are tied directly to lecture content. In the future, it is recommended that practical teaching strategies are reconsidered to find the best teaching solution.

Feedback from Student feedback - email.

Feedback

The in-class test was a helpful assessment task. Reviewing the material and being examined half way through consolidated my learning and made the final exam much easier and less stressful.

Recommendation

It is recommended that this assessment task format continue in the unit.

Feedback from Student feedback - have your say survey.

Feedback

It would have been good to be exposed to paediatric patients for practice in this unit.

Recommendation

It is recommended that a paediatric clinic early in fourth year be scheduled for this purpose. It has been placed in fourth year to ensure only students who pass the paediatrics theory unit (and therefore are competent) are able to treat children.

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

Textbooks and Resources

Textbooks

PODI13012

Prescribed

Pocket Podiatry: Paediatrics

Edition: First (2010)

Authors: Angela Evans

Churchill Livingstone

ISBN: 9780702030314

Binding: eBook

Additional Textbook Information

An online version of this textbook is available to students via the CQUniversity library. Access limits may apply, if you prefer your own copy, you can purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

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

Laura Hutchison Unit Coordinator
l.hutchison@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
A: Prenatal development and foot and ankle development B: Working with children in the clinical setting and gross motor milestones	Various texts and textbook chapters will be discussed each week and posted in Moodle	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
A: Knee, hip, pelvis and spine development B: Gait development, toe walking and intoeing		

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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A: Neurology and paediatric syndromes
B: Paediatric pain and sensory processing

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
No PODI13012 class - public holiday NSW		

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
A: Osteochondroses of the lower limb B: Podopaediatric conditions		

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
No class - vacation week		

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
A: Podopaediatric conditions continued B: Complex pathologies		

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
No class		Written assessment Due: Week 7 Friday (4 Sept 2020) 11:55 pm AEST

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
No class		

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
No class		

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
No class		

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
In-class presentations		Presentation Due: Week 11 Monday (28 Sept 2020) 9:00 am AEST

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
No class		

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 19 Oct 2020

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

The Vice-Chancellor has approved exemptions for practical sessions for specific courses at CQUniversity. Students in the Bachelor of Podiatry Practice (Honours) course will be required to resume their studies on-campus for practical classes in Terms 2 and 3 2020.

Provisions for social distancing will be implemented in all practical and clinical learning spaces for podiatry students. All staff, students and patients will be screened for COVID-19 symptoms and risk factors. Personal Protective Equipment (PPE) will be worn as required.

The re-commencement of practical and clinical sessions comes with the proviso that it will be subject to State and Federal health regulations if the situation with COVID-19 should deteriorate.

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 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.

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. The uniform shirt is to be worn with either black or navy shorts, or three quarter or full length leggings/tights. If shorts are worn, they must be just above knee length. Shorts and/or leggings/tights must allow easy movement for the purposes of gait analysis and relevant podiatry assessments.

Assessment Tasks

1 Written assessment

Assessment Type

Written Assessment

Task Description

You will be required to complete a written assessment regarding a condition commonly encountered in podopaediatrics. Further information regarding this assessment task will be provided during term in Moodle.

Assessment Due Date

Week 7 Friday (4 Sept 2020) 11:55 pm AEST

Return Date to Students

Week 10 Friday (25 Sept 2020)

Weighting

20%

Assessment Criteria

A detailed assessment criteria and rubric will be made available during term in Moodle. This will include content knowledge, academic writing and referencing.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- 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 Presentation

Assessment Type

Presentation

Task Description

You will be required to give a 10-minute PowerPoint presentation. Topics and further information will be announced during term and made available in Moodle.

Assessment Due Date

Week 11 Monday (28 Sept 2020) 9:00 am AEST

You must upload your PowerPoint presentation to Moodle by 9.00 am 28.9.2020. You will present during class time, beginning from 9.00 am.

Return Date to Students

Review/Exam Week Monday (12 Oct 2020)

Weighting

30%

Assessment Criteria

Detailed rubric and assessment criteria will be made available in Moodle and will include factors such as: presentation skills, content knowledge, ability to answer questions and adhere to the strict time limit.

Referencing Style

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

Submission

Online

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

3 Examination

Assessment Type

Take Home Exam

Task Description

The examination will cover all content taught during the term. Further information regarding the examination will be provided during term in Moodle.

Assessment Due Date

Return Date to Students

Weighting

50%

Assessment Criteria

The examination will be marked according to a custom-made mark sheet.

Referencing Style

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

Submission

No submission method provided.

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
- 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

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