



# PODI13012 Paediatrics in Podiatry Practice

## Term 2 - 2022

Profile information current as at 27/04/2024 12:44 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 childhood development, with specific focus on paediatric disorders related to the lower extremity. Students will develop history taking and physical examination skills specific to the paediatric podiatry patient. Students will also be exposed to psycho-social issues affecting children, which may affect the management of paediatric lower limb conditions. 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 - 2022

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

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 "Have your say"

**Feedback**

Students enjoyed the lectures, and thought they were set out clearly, however lectures were very content heavy.

**Recommendation**

It is recommended that staff continue to streamline content in order to identify any duplication of content across other units in the course.

#### Feedback from "Have your say"

**Feedback**

Students enjoyed the content and found the lecturer to be very engaging, and made herself available to students when extra assistance required.

**Recommendation**

It is recommended to continue to engage the sessional lecturers who have paediatric content expertise.

#### Feedback from Unit Coordinator and Sessional Lecturer reflection

**Feedback**

Students paired up and practiced paediatric assessments on each other (adults) during the practical sessions. It will be good to be able to practice these assessments on children to provide a more authentic learning experience.

**Recommendation**

It is recommended that during future practical sessions, where feasible, paediatric volunteers be engaged so that students can practice their paediatric assessments.

#### Feedback from Unit Coordinator and Sessional Lecturer reflection

**Feedback**

Due to COVID restrictions this year, the exam was an open book assessment. Although the learning outcomes were still adequately assessed, it may be better to have a closed book assessment so that recall items can be assessed fully as well.

**Recommendation**

It is recommended that alternative assessments, such as oral examination via zoom, to assess recall items be used if COVID restricts the implementation of closed book exams.

#### Feedback from Student feedback (verbal)

**Feedback**

Exam revision session was very helpful in summarising and reviewing the entire term's worth of content.

**Recommendation**

It is recommended that exam revision sessions continue to be included to help students review the entire unit content.

## 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. Demonstrate effective communication skills with paediatric patients and their parents/ guardians, taking into consideration possible underlying psycho-social and medical issues.
3. Identify lower limb conditions seen clinically in paediatric patients, select relevant diagnostic assessments and implement safe, effective and evidence-based management plans.
4. Discuss the role of inter-professional practice within the paediatric healthcare system

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

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom (both microphone and webcam capability)

## 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

**Adriaan Erasmus** Unit Coordinator

[a.erasmus@cqu.edu.au](mailto:a.erasmus@cqu.edu.au)

## Schedule

### Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Prenatal development and foot & ankle development Working with children in the clinical setting and gross motor milestones		

### Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Knee, hip, pelvis and spine development Gait development, toe walking and in-toeing		

### Week 3 - 25 Jul 2022

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

### Week 4 - 01 Aug 2022

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

Recorded lecture  
Self directed

#### Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Podopaediatric conditions (continued) Complex pathologies		

#### Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
VACATION WEEK		

#### Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Clinical Placement Written Assessment Due		WRITTEN ASSESSMENT (20%)

**Written Assessment** Due: Week 6  
Friday (26 Aug 2022) 11:45 pm AEST

#### Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Clinical Placement		

#### Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Presentation Due		ORAL PRESENTATION (30%)

**Oral Presentation** Due: Week 8  
Tuesday (6 Sept 2022) 1:00 pm AEST

#### Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Review session		

#### Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
In-class Test Due		<b>IN-CLASS TEST (50%)</b>

**In-class Test** Due: Week 10 Tuesday  
(20 Sept 2022) 1:00 pm AEST

#### Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
No Lecture Clinical Placement		

#### Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
No Lecture Clinical Placement		

#### Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 17 Oct 2022

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

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 pants.

## 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 6 Friday (26 Aug 2022) 11:45 pm AEST  
Submission via Moodle

#### Return Date to Students

Week 8 Friday (9 Sept 2022)  
Results and feedback will be provided via Moodle

#### Weighting

20%

#### Minimum mark or grade

50%

#### Assessment Criteria

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

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

Submission via Moodle

#### Learning Outcomes Assessed

- Describe the developmental milestones of a child relevant to podiatry practice
- Demonstrate effective communication skills with paediatric patients and their parents/ guardians, taking into consideration possible underlying psycho-social and medical issues.

## 2 Oral Presentation

### Assessment Type

Presentation

### Task Description

You have been asked to present to a community parent's group about a variety of paediatric foot conditions. Each student will be delegated a chosen topic early in the term.

You will be required to give a 15 minute PowerPoint presentation, with 5 minutes for Questions and Answers.

### Assessment Due Date

Week 8 Tuesday (6 Sept 2022) 1:00 pm AEST

Students must upload their PowerPoint presentation to Moodle by 01:00 pm on the afternoon of your presentation. You will present during class time, beginning from 01:00 pm.

### Return Date to Students

Week 10 Tuesday (20 Sept 2022)

Results and feedback will be provided following the presentation as well as via Moodle

### Weighting

30%

### Minimum mark or grade

50%

### 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 time limit.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Students must upload their PowerPoint presentation to Moodle by 01:00 pm on the afternoon of your presentation. You will present during class time, beginning from 01:00 pm.

### Learning Outcomes Assessed

- Describe the developmental milestones of a child relevant to podiatry practice
- Demonstrate effective communication skills with paediatric patients and their parents/ guardians, taking into consideration possible underlying psycho-social and medical issues.
- Identify lower limb conditions seen clinically in paediatric patients, select relevant diagnostic assessments and implement safe, effective and evidence-based management plans.
- Discuss the role of inter-professional practice within the paediatric healthcare system

## 3 In-class Test

### Assessment Type

In-class Test(s)

### Task Description

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

### Assessment Due Date

Week 10 Tuesday (20 Sept 2022) 1:00 pm AEST

In-class test

### Return Date to Students

Week 12 Tuesday (4 Oct 2022)

Results and feedback will be provided via Moodle

### Weighting

50%

### Minimum mark or grade

50%



## Assessment Criteria

You will be marked according to a purpose made marking sheet for this assessment task.

## Referencing Style

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

## Submission

Offline

## Learning Outcomes Assessed

- Identify lower limb conditions seen clinically in paediatric patients, select relevant diagnostic assessments and implement safe, effective and evidence-based management plans.
- Discuss the role of inter-professional practice within the paediatric healthcare system

## 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