



# PODI13014 *Diabetes in Podiatry Practice*

## Term 2 - 2017

Profile information current as at 28/04/2024 07:44 pm

All details in this unit profile for PODI13014 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 focuses on all aspects of diabetes as a chronic disease including the epidemiology, diagnosis, complications, and related management of diabetes. Students will define primary health care goals and recognise the barriers to diabetes care across specific population groups. Further, this unit will explore the principles of shared decision-making incorporating best available evidence in diabetes education and advanced clinical practice.

#### 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: PODI13009

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: 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 Student Feedback - Have Your Say

##### **Feedback**

This course was a great educational tool to provide students with a global understanding of principals pertaining to diabetes and podiatry.

##### **Recommendation**

Diabetes as a condition is a global challenge and this course will continue to teach a global understanding of diabetes as a chronic disease to embed awareness for greater student learning of the consequences of diabetes in podiatry practice.

#### Feedback from Student Feedback - Have Your Say Staff Reflection

##### **Feedback**

Some of the questions in the final exam were more in-depth pharmaceutically and based on microbiology.

##### **Recommendation**

This course will continue to cover infections of skin and soft tissue of the lower extremities that are typically associated with diabetes mellitus from a podiatry context. As podiatrists must also have knowledge of the pharmacological management of diabetes, this material will remain in this course and at an advanced level in the course that follows - PODI14010 High Risk Foot and Chronic Wound Care.

## Unit Learning Outcomes

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

1. Examine the epidemiology, pathophysiology and clinical presentation of diabetes mellitus.
2. Evaluate the psychosocial impact of diabetes as a contributor to death and disability across diverse population groups in Australia.
3. Describe the microvascular and macrovascular complications of diabetes.
4. Evaluate the process of assessment including risk categorisation and wound care management in the patient with diabetes.
5. Implement patient-centred care and facilitate self-management education strategies for diabetes related care in podiatry practice.
6. Discuss the role of interprofessional practice in effective management of the patient with diabetes.
7. Apply best evidence in the management of diabetes in podiatry practice.

Per NPC1306

## 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 - Written Assessment - 50%	•	•	•	•	•	•	•
2 - Examination - 50%	•	•	•	•	•	•	•

### 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

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•	•	•	•	•		
2 - Examination - 50%	•	•	•	•			•	•		

## 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)

## 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](mailto:m.ho@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Diabetes Mellitus - epidemiology and history.		

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Diabetes Mellitus - definition, diagnosis, and classification.		

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Insulin function, secretion and action.		

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Metabolism in persons with diabetes.		

### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Macrovascular complications.		

### 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
Microvascular complications.		

**Week 7 - 28 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
The foot in diabetes - part 1: low risk, the role of the podiatrist.		

**Week 8 - 04 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
The foot in diabetes - part 2: high risk, the role of the podiatrist.		

**Week 9 - 11 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Pharmacology and immunology of diabetes.		<b>Written Assessment</b> Due: Week 9 Friday (15 Sept 2017) 11:45 pm AEST

**Week 10 - 18 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Daily management requirements of diabetes.		

**Week 11 - 25 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
The social and psychological effects of diabetes.		

**Week 12 - 02 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Promoting health through the diabetes team.		

**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

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. 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. Please refer to the Podiatry Course Handbook for further detail.

## Assessment Tasks

### 1 Written Assessment

**Assessment Type**

Written Assessment

**Task Description**

Students will be required to submit a written assessment in the form of an essay. Students are to review the literature in order to establish the current knowledge of a particular topic/s specific to the field of diabetes and clinical practice. Students will be able to choose the topic/s from a variety of writing choices based on particular patient case scenarios.

Further details will be provided via the course Moodle site in the early weeks of the term.

**Assessment Due Date**

Week 9 Friday (15 Sept 2017) 11:45 pm AEST

**Return Date to Students**

Week 12 Friday (6 Oct 2017)

**Weighting**

50%

**Assessment Criteria**

The marking guide (rubric) and feedback sheet will be made available under the 'Assessment' link in Moodle.

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

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Examine the epidemiology, pathophysiology and clinical presentation of diabetes mellitus.
- Evaluate the psychosocial impact of diabetes as a contributor to death and disability across diverse population groups in Australia.
- Describe the microvascular and macrovascular complications of diabetes.
- Evaluate the process of assessment including risk categorisation and wound care management in the patient with diabetes.
- Implement patient-centred care and facilitate self-management education strategies for diabetes related care in podiatry practice.
- Discuss the role of interprofessional practice in effective management of the patient with diabetes.
- Apply best evidence in the management of diabetes in podiatry 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**

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