



# PODI13014 Diabetes in Podiatry Practice

## Term 2 - 2020

Profile information current as at 26/04/2024 10:58 pm

All details in this unit profile for PODI13014 have been officially approved by CQU 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 - 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. Presentation**

Weighting: 50%

#### **2. Written Assessment**

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 Evaluation - Have Your Say

##### **Feedback**

Students appreciated the lecturer and tutor's enthusiasm about the topic and the way they engaged students during the lectures and tutorials.

##### **Recommendation**

It is recommended that the unit coordinator/lecturer continue to provide students with case studies to work through during tutorial sessions to ensure students have the opportunity to consolidate and strengthen their theoretical knowledge and apply it in clinical practice during internal and external clinical placement.

#### Feedback from Student Evaluation - Have Your Say

##### **Feedback**

Students acknowledged that the unit is well designed and methodical to ensure students had the opportunity to extend their knowledge in the area of orthotic manufacturing.

##### **Recommendation**

It is recommended that the unit coordinator continues to build on the existing processes of planning, developing and delivery of the unit to continue to achieve positive student experience, satisfaction and outcome.

## Unit Learning Outcomes

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

1. Examine and evaluate the epidemiology, pathophysiology and clinical presentation of diabetes mellitus across diverse population groups in Australia
2. Describe the microvascular and macrovascular complications of diabetes
3. Assess the foot of an individual with diabetes including including risk categorisation and wound care management
4. Discuss the role of interprofessional practice in effective management of the patient with diabetes
5. Implement patient-centred care and facilitate self-management education strategies for diabetes related care in podiatry practice
6. Apply best evidence in the management of diabetes in podiatry practice.

Per NPC1306

## 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
<b>1 - Presentation - 50%</b>	•	•	•	•	•	•
<b>2 - Written Assessment - 50%</b>	•	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

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

## 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Julie Nguyen** Unit Coordinator  
[j.nguyen@cqu.edu.au](mailto:j.nguyen@cqu.edu.au)

## Schedule

### Week 1- Epidemiology and History of Diabetes Mellitus - Global and Australian context - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
This lecture will cover epidemiology and history of diabetes mellitus in the global and Australian context, and across diverse population groups.		

### Week 2- Aetiology, Diagnosis and Classification of Diabetes Mellitus - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
This lecture covers the definition, aetiology, diagnosis, and classification of diabetes mellitus.		

### Week 3- Insulin Function, Secretion and Action - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
This lecture explores the role of Insulin – function, secretion and action, and aspects of metabolism in persons with diabetes mellitus.		

### Week 4- Microvascular and Macrovascular Complications - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
This lecture covers microvascular and macrovascular complications associated with diabetes mellitus.		

### Week 5- Pharmacology and Immunology of Diabetes Mellitus - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

This lecture will cover pharmacology and immunology of diabetes mellitus.

#### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week.		

#### Week 6- Management of Diabetes Mellitus - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
This lecture will cover the management requirements of diabetes mellitus including the daily management and psychosocial aspects of diabetes mellitus.		

#### Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
No class. Self-directed learning.		

#### Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
No class. Self-directed learning.		

#### Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
No class. Self-directed learning.		

#### Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
No class. Self-directed learning.		<b>Presentation</b> Due: Week 10 Friday (25 Sept 2020) 9:00 am AEST

#### Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
No class. Self-directed learning.		

#### Week 12- Revision and Exam Preparation - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
This lecture will revise content covered during the term to prepare and revise for the end of term examination.		

#### Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
A Zoom session will be organised for the revision of this unit. Further information will be provided by the lecturer during the term.		

#### Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Exam Week		<b>Written Assessment</b> Due: Exam Week Friday (23 Oct 2020) 11:45 pm AEST

## Term Specific Information

The Vice-Chancellor has approved exemptions for practical and clinical 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 and clinical placements 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.

## Assessment Tasks

### 1 Presentation

#### **Assessment Type**

Presentation

#### **Task Description**

For the first component of this assessment you are to prepare an essay and patient information package on a particular topic(s) specific to the field of diabetes mellitus. The purpose of this written component is to inform a patient group about your topic(s), based on evidence. The second component of this assessment requires you to produce a 7 minute patient education video. Your target audience will be a lay person/patient. This video will be peer reviewed according to the assessment criteria provided. Assessment items will be made available to all members of your class and will be peer reviewed. Further details will be provided via the course Moodle site in the early weeks of the term.

#### **Assessment Due Date**

Week 10 Friday (25 Sept 2020) 9:00 am AEST

#### **Return Date to Students**

Assessment One and Assessment Two feedback will be returned at the same time.

#### **Weighting**

50%

#### **Assessment Criteria**

This assessment task is marked according to how well you have met the specified requirements, and in accordance with the assessment criteria to be made available in Moodle.

#### **Referencing Style**

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

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Examine and evaluate the epidemiology, pathophysiology and clinical presentation of diabetes mellitus across diverse population groups in Australia
- Describe the microvascular and macrovascular complications of diabetes
- Assess the foot of an individual with diabetes including including risk categorisation and wound care management
- Discuss the role of interprofessional practice in effective management of the patient with diabetes
- Implement patient-centred care and facilitate self-management education strategies for diabetes related care in podiatry practice
- Apply best evidence in the management of diabetes in podiatry practice.

#### **Graduate Attributes**

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

## 2 Written Assessment

### **Assessment Type**

Written Assessment

### **Task Description**

This assessment requires you to peer assess written patient information and videos created for Assessment One. You will be required to assess according to the assessment criteria provided for Assessment One. The lecturer will assign each student with 2 or 3 presentations to review. The first component of this assessment will require you to provide the presenter with written constructive feedback. This will include understanding the particular topic and providing suggestions of how they may improve their written patient information and video. Your feedback will be marked according to the assessment criteria provided in Moodle. The second component of this assessment requires you to create a video giving general feedback to your peers based on the written patient information and presentations you reviewed. This video will be up to 5 minutes long and will cover all work reviewed. Assessment items will be made available to all members of your class.

### **Assessment Due Date**

Exam Week Friday (23 Oct 2020) 11:45 pm AEST

### **Return Date to Students**

Results will be released prior to the finalisation of grades.

### **Weighting**

50%

### **Assessment Criteria**

This assessment task is marked according to how well you have met the specified requirements, and in accordance with the assessment criteria to be made available in Moodle.

### **Referencing Style**

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

### **Submission**

Online

### **Learning Outcomes Assessed**

- Examine and evaluate the epidemiology, pathophysiology and clinical presentation of diabetes mellitus across diverse population groups in Australia
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### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- 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