



PODI14009 Rheumatology and Musculoskeletal Medicine in Podiatry Practice

Term 1 - 2019

Profile information current as at 26/04/2024 08:06 am

All details in this unit profile for PODI14009 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 provide you with knowledge of the assessment and management of complex musculoskeletal and inflammatory disorders common to the lower extremity. The foot in rheumatology and arthropathies will be covered in detail with respect to aetiology, pathogenesis, clinical presentation, investigation, and management. You will learn how these disorders can be managed by different interventions, including the use of pressure reducing devices and footwear intervention.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite: PODI13011 Podiatry Clinical Practice 3. Co-requisite: PODI14008 Podiatry Clinical Practice 4.

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 1 - 2019

- 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. **Online Quiz(zes)**

Weighting: 20%

2. **Written Assessment**

Weighting: 30%

3. **On-campus Activity**

Weighting: Pass/Fail

4. **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 Summary of Student feedback-Have your say

Feedback

Students felt that the lecturer was 'a great lecturer and was above and beyond fantastic in her teaching methods; is easily adaptable to student learning capabilities and is always present when needed for assistance'. The students felt that there were many learning opportunities in the realms of rheumatology. The tasks were set out in a logical manner and approaches different topics at the suitable time e.g. all sero-negative conditions in one lecture.

Recommendation

The positive student feedback is evidence to support conducting this unit face-to-face rather than via distance mode in future years. This would allow ample opportunities for students to clarify queries in a timely manner, and the ability to adapt the pace of the lesson based on students' capabilities.

Feedback from Summary of Student feedback-Have your say

Feedback

The amount of content covered in this course is significant; whilst relevant, some topics can be reduced e.g. Blood and other laboratory investigations (urine) as these are not completely clinically relevant and within a podiatrist scope of practice.

Recommendation

In future lessons, the clinical applications should be highlighted to the students at the start. The lecture on blood and laboratory tests were reduced from 2 lectures in 2017 to 1 lecture in 2018 and further reduction in content is not possible. This lecture, although not directly podiatry related, does provide the students with an understanding of how to interpret blood and laboratory results a patient may bring into a clinical setting. This is directly related to rheumatological conditions and knowledge in this area is crucial.

Feedback from Summary of Student feedback-Have your say

Feedback

The tutorials and practicals were relevant and hands-on. Students also appreciated the ample orthotics lab time to complete our accommodation devices.

Recommendation

This was the first time students were required to fabricate a pair of accommodative orthotic device during their practical sessions as part of their on-campus activity. Having hands-on sessions definitely reduced the monotony of this theoretical unit. It is recommended that the fabrication of the accommodative device continues to be part of the practical session of this unit.

Feedback from Summary of Student feedback-Have your say

Feedback

Students found all of the assessment tasks very helpful and going through example exam questions was very useful.

Recommendation

In Week 12, there was a mock exam where students had to answer questions within a set time frame. It is recommended that this review week continues to be implemented in future years.

Unit Learning Outcomes

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

1. Recognise and appraise the pathophysiology and clinical pattern of common arthropathies and musculoskeletal disorders specific to the lower extremity
2. Evaluate conservative therapies applicable to the patient with rheumatic diseases and implement an appropriate patient-centred management plan.
3. Develop patient education strategies for optimum management of common lower extremity musculoskeletal and inflammatory disorders.
4. Engage in active learning and apply an evidence based approach to rheumatology and musculoskeletal medicine in podiatry practice.

Per NPC1320

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 20%	•			
2 - Written Assessment - 30%		•	•	•
3 - Examination - 50%	•	•	•	
4 - On-campus Activity - 0%				•

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		•	•	

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Online Quiz(zes) - 20%	•	•	•	•		•				
2 - Written Assessment - 30%	•	•	•	•	•	•	•			
3 - Examination - 50%	•	•	•				•	•		
4 - On-campus Activity - 0%								•		

Textbooks and Resources

Textbooks

PODI14009

Supplementary

Rheumatology of the Lower Limbs in Clinical Practice

(2012)

Authors: Jose Antonio Pereira de Silva, Anthony D Woolf

Springer

USA

ISBN: 978-1-4471-2252-4

Binding: Other

[View textbooks at the CQUniversity Bookshop](#)

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

Merridy Lithgow Unit Coordinator
m.lithgow@cqu.edu.au

Schedule

Week 1 - Overview of Unit PODI14009 and Review of Joints of the Lower Limb - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Functional assessments of hip, knee, ankle and foot joints Foot Health Surveys GALS - Gait, Arms, Legs and Spine	Merriman's Assessment of the Lower Limb (2009) Editor: Ben Yates Churchill Livingstone ISBN 978-0-7020-5247-7 Chapter 10 Management of Chronic Conditions in the Foot and Lower Leg Editors: Keith Rome, Peter McNair Churchill Livingstone ISBN 978-0-7020-4769-5 Chapter 2	

Week 2 - Joint Inflammation in the Lower Limb - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Functional assessment of the lower limb in health and in disease Foot Impact Score REMS - Regional Examination of Musculoskeletal System	Neale's Disorders of the Foot (2010) Authors: Paul Frowen, Maureen O'Donnell, Donald Lorimer, Gordon Burrow Churchill Livingstone Elsevier ISBN 978-0-7020-3029-1 Chapter 8	

Week 3 - Diagnostic Tests in Rheumatology - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Diagnostic Tests Part 1 Haematology - blood tests and urine tests Diagnostic Test Part 2 X-ray and ultrasound		Create simple insoles for Rheumatological conditions Venue: Orthotic laboratory

Week 4 - Inflammatory Sero Positive Arthritides - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Rheumatoid Arthritis Systemic Lupus Erythematosus Scleroderma Sjogren's Syndrome		Revise foot casting using foam box, POP and iPad scanner - cast and pour Venue: Orthotic laboratory

Week 5 - Inflammatory Sero Negative Arthritides - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Psoriatic Arthritis Reactive arthritis Ankylosing spondylitis Enteropathic arthritis		Create an accommodative custom orthotic - cast modifications from plaster cast Venue: Orthotic laboratory

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - Self Directed Learning for Online Quiz - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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There is no lecture, tutorial and practical session this week as it is a public holiday. Students are expected to conduct self directed learning for the online quiz which is scheduled on Friday.

Online Quiz: Friday 26th April
Venue: Computer lab
Time: 8:00 am

Online Quiz Due: Week 6 Friday (26 Apr 2019) 8:00 am AEST

Online Quiz Due: Week 6 Friday (26 Apr 2019) 8:00 am AEST

Week 7 - Inflammatory Infectious and Crystal Induced Arthritides - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Septic arthritis Osteomyelitis Gout Pseudo-gout		Create an accommodative custom orthotic -thermoforming Venue: Orthotic laboratory

Week 8 - Non-inflammatory Acute Arthritides & Non-inflammatory Chronic Arthritides - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Torn ligaments Avascular necrosis Charcot foot Osteoarthritis		Create an accommodative custom orthotic - grinding Venue: Orthotic laboratory Written Assessment Due (30%): Week 8 Tuesday (7th May 2019) 11:59 pm AEST Written Assessment Due: Week 8 Tuesday (7 May 2019) 11:59 pm AEST

Week 9 - Biomechanical Gait Analysis in Rheumatology - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Gait analysis of abnormal gait seen in Rheumatological conditions Plantar pressure analysis and/or video gait analysis	Whittle's Gait Analysis Chap 7	

Week 10 - Podiatric Conservative Interventions & Other Interventions - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Podiatric Conservative interventions Other Interventions: Pharmacology in Rheumatoid Condition Injections (Cortisone/ simvisc) Surgical interventions		Create an accommodative custom orthotic - grinding Venue: Orthotic laboratory

Week 11 - Clinical Skills in Rheumatology - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Revision of all practical skills undertaken throughout the term		Create an accommodative custom orthotic - top cover and finish Venue: Orthotic laboratory

Week 12 - Review - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Attendance, Completion of Foot Health Surveys, and Finish Accommodative Device Due: Week 12 Monday (3 June 2019) 11:59 pm AEST On Campus Activity (Pass/Fail) Due: Week 12 Monday (3 June 2019) 11:59 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 17 Jun 2019

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.

Assessment Tasks

1 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

The Online Quiz in Week 6 (26th April 2019) will consist of 40 multiple choice questions and cover content from Weeks 1-5.

The quiz will have a time limit of 60 minutes. The quiz will take place in a computer lab (or equivalent location) and is a closed book task. Access to books, notes, websites (other than the quiz) and the use of other electronic devices are prohibited during the quiz.

Topics covered include:

- Assessment of lower limb
- Diagnostic Tests
- Inflammatory sero positive arthritides - pathology and management
- Inflammatory sero negative arthritides - pathology and management

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

Week 6 Friday (26 Apr 2019) 8:00 am AEST

Return Date to Students

Week 7 Monday (29 Apr 2019)

The quiz will be marked electronically and the results will be available in Moodle.

Weighting

20%

Assessment Criteria

You will need to demonstrate that you are able to:

1) Recognise and appraise the pathophysiology and clinical pattern of common arthropathies and musculoskeletal disorders specific to the lower extremity

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Recognise and appraise the pathophysiology and clinical pattern of common arthropathies and musculoskeletal disorders specific to the lower extremity

Graduate Attributes

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

2 Written Assessment

Assessment Type

Written Assessment

Task Description

The written assessment will be in the form of an essay.

The topic will be specific to the field of rheumatology and podiatry practice and will be decided upon after discussion with the Unit Coordinator. You will be expected to review the relevant literature in order to establish the current knowledge of the particular topic/s .

The essay must be 1500 (+/- 10%) words (excluding any references, figures and tables) and should include:

- A cover page which includes assessment title, student's name and number, Unit Coordinators name, course code and title, due date, word count.
- An introduction
- Argument/case supported with evidence from the literature.
- Conclusion

Assessment Due Date

Week 8 Tuesday (7 May 2019) 11:59 pm AEST

Return Date to Students

Week 10 Tuesday (21 May 2019)

Results will be available in Moodle

Weighting

30%

Assessment Criteria

You will need to demonstrate that you are able to:

1. Evaluate conservative therapies applicable to the patient with rheumatic diseases and implement an appropriate patient-centred management plan.
2. Develop patient education strategies for optimum management of common lower extremity musculoskeletal and inflammatory disorders.
3. Engage in active learning and apply an evidence based approach to rheumatology and musculoskeletal medicine in podiatry practice.

The assessment rubric for the written assessment will be provided to you at the start of term.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Evaluate conservative therapies applicable to the patient with rheumatic diseases and implement an appropriate patient-centred management plan.
- Develop patient education strategies for optimum management of common lower extremity musculoskeletal and inflammatory disorders.
- Engage in active learning and apply an evidence based approach to rheumatology and musculoskeletal medicine in podiatry practice.

Graduate Attributes

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

- Information Technology Competence
- Cross Cultural Competence

3 On Campus Activity (Pass/Fail)

Assessment Type

On-campus Activity

Task Description

You will be expected to complete 8 compulsory competency tasks that forms part of a competency checklist. The competency tasks will be made available to you at the start of term. Each competency task will be completed during tutorial and/or practical sessions and your attendance is compulsory. More details and information regarding the on campus activities will be made available at the start of term.

Assessment Due Date

Week 12 Monday (3 June 2019) 11:59 pm AEST

All 10 competency tasks must be completed by the start of week 12

Return Date to Students

Review/Exam Week Monday (10 June 2019)

At the completion of term

Weighting

Pass/Fail

Assessment Criteria

You will need to demonstrate that you are able to:

Engage in active learning and apply an evidence based approach to rheumatology and musculoskeletal medicine in podiatry practice.

The on campus activities in this unit consists of competency tasks relating to professional podiatry skills, which are inherent requirements to meet the professional standards. Satisfactory completion of these activities on campus are integral to your achievement of learning outcomes and assessment of this unit and other units within the course.

Participation in all competency tasks is required for you to satisfactorily PASS this unit.

If you are unable to attend campus, you must notify the Unit Coordinator (in writing/by e mail) as soon as possible, and provide a medical certificate or statutory declaration supporting any absence within five (5) working days. If the required documentation is not provided to the Unit Coordinator within the stipulated time frame, you will be marked as 'Absent' for the session. Failure to maintain a satisfactory competency record for on campus activities may seriously undermine your ability to complete this unit and will result in a 'Fail' grade.

Referencing Style

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

Submission

Offline

Submission Instructions

Hard copies of the competencies tasks are to be handed to the Unit Coordinator when they are completed each week.

The completed accommodative devices are to be handed in by Monday Week 12.

Learning Outcomes Assessed

- Engage in active learning and apply an evidence based approach to rheumatology and musculoskeletal medicine in podiatry practice.

Graduate Attributes

- Ethical practice

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

50%

Length

180 minutes

Minimum mark or grade

50

Exam Conditions

Closed Book.

Materials

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