



PODI14010 *High-Risk Foot and Chronic Wound Care*

Term 1 - 2019

Profile information current as at 14/05/2024 02:22 am

All details in this unit profile for PODI14010 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 the management of chronic wounds of the foot. You will analyse the factors that enable identification of the high-risk foot. Prevalence of disorders that contribute to disease susceptibility will be considered, along with associated pathophysiological and neurological impacts. Biomechanical factors and client education associated with management and care of infection of the foot at risk for amputation/ulceration will also be considered in the context of prevention and ongoing client health.

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

Prerequisites: PODI13011 Podiatry Clinical Practice 3 and PODI13014 Diabetes in Podiatry Practice and Corequisites: PODI14008 Podiatry Clinical Practice 4 and PODI14009 Rheumatology and Musculoskeletal Medicine in Podiatry Practice. To be enrolled in this unit, students must be enrolled in CB86 Bachelor of Podiatry Practice (Honours) course.

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. **Objective Structured Clinical Examinations (OSCEs)**

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 Student Evaluation - Have Your Say

Feedback

Students requested for more resources and hands-on experience in the area of wound dressings.

Recommendation

It is recommended that more wound dressing content is covered in the unit to improve student's knowledge in this topic. An additional practical session focusing on the indication, contraindication, mode of action and method of use of different types of dressings will be considered for 2019.

Feedback from Student Evaluation - Have Your Say

Feedback

Students appreciated the lecturer's enthusiasm about the topic and the way the lecturer engages students by always relating real world experiences to lecture topics.

Recommendation

It is recommended that this teaching style is continued to be utilised in 2019 and beyond to ensure student engagement throughout the term.

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 the high risk foot complications and acute care.

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 satisfaction and outcome.

Feedback from Student Evaluation - Have Your Say and student face-to-face feedback.

Feedback

Students welcomed the hands-on experience with the various guest speakers that were invited to teach into the unit covering the management of the high risk foot (i.e. KCI Negative Pressure Vacuum dressings, semi-rigid soft heel cup and post-operative off-loading devices).

Recommendation

It is recommended that the unit coordinator maintains contact with the industry partners to continue to provide students with the opportunity to perform invaluable hands-on clinical experience.

Unit Learning Outcomes

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

1. Critically evaluate the issues impacting the identification of a high-risk foot
2. Implement active learning strategies (including evidence-based practice) for continually improving knowledge and skills specific to the high-risk foot and chronic wound care
3. Analyse the factors impacting on chronic wound management from both the patient and podiatrist perspective
4. Synthesise and analyse a safe management plan for patients with chronic wounds
5. Critically analyse the issues associated with behavioural interventions in the treatment of the high-risk foot.

Per NPC1309

Alignment of Learning Outcomes, Assessment and Graduate Attributes



N/A
Level



Introductory
Level



Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Objective Structured Clinical Examinations (OSCEs) - 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	5
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 - Objective Structured Clinical Examinations (OSCEs) - 20%	•	•	•			•	•	•		
2 - Written Assessment - 30%	•	•	•	•	•	•	•	•		
3 - Examination - 50%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

PODI14010

Prescribed

Podiatric Assessment and Management of the Diabetic Foot (2006)

Authors: Foster, A
Churchill Livingstone
London , UK
Binding: eBook
PODI14010

Supplementary

Clinical Guide to Skin and Wound Care

Authors: Hess, Cathy
Binding: eBook

Additional Textbook Information

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 and Epidemiology: What Constitutes a High-Risk Foot? - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
This lecture provides an introduction to the high-risk foot. Epidemiology of high-risk foot complications are explored. The lecture will also cover the socioeconomic burden of the high-risk foot and the impact on the Global and Australian health care system.		

Week 2 - Disease Processes Associated with the High-Risk Foot - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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This lecture will cover the disease processes associated with the high-risk foot (i.e. Diabetes mellitus and arthropathies).

Week 3 - Assessment and Risk Stratification of the High-Risk Foot - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
This lecture will cover all clinical assessments required to assess a high-risk foot. This includes assessments such as dermatological, vascular, neurological, biomechanical, footwear, and wound.		

Week 4 - Principles of Wound Healing; and Classification and Pathogenesis of Ulcerations. - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
This lecture will build on previous units and cover principles of wound healing. Classification and pathogenesis of ulcerations will also be covered.		

Week 5 - Foot Pathologies of the High-Risk Foot - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
This lecture will cover common foot pathologies of the high-risk foot. This will include conditions such as Charcot neuroarthropathy and Osteomyelitis.		

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - Diagnostic Imaging Pertinent to the High-Risk Foot - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
This lecture will cover the type and use of diagnostic imaging in the context of high-risk foot.		

Week 7 - Laboratory Diagnostics Pertinent to High-Risk Foot - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
This lecture will cover the type and use of laboratory diagnostic in the context of high-risk foot.		Written Assessment Due: Week 7 Tuesday (30th April 2019) 11:45 pm AEST
		Written Assessment Due: Week 7 Tuesday (30 Apr 2019) 11:45 pm AEST

Week 8 - Treatment Planning: Goal Oriented Management Plans - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
This lecture will cover the management plan for patients with high-risk foot complications.		

Week 9 - Immobilisation and Off-Loading Interventions. - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
This lecture will cover immobilisation and off-loading interventions used to treat patients with high-risk foot complications. You will have the opportunity to participate in a workshop to explore different off-loading devices and techniques.		

Week 10 - Wound Management. - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
This lecture will cover all aspects of wound management. You will have the opportunity to participate in a workshop to explore a range of wound care products.		

Week 11 - Systemic Therapeutics. - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
This lecture will cover systematic therapeutics used in the treatment of patients with high-risk foot complications.		On-Campus Activity Due: Week 11 Friday (31st May 2019) 11:45 pm AEST On-Campus Activity (Pass/Fail) Due: Week 11 Friday (31 May 2019) 11:45 pm AEST

Week 12 - Interprofessional Skills and Patient Experience. - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
This lecture will cover interprofessional skills required in the treatment of patients with high-risk foot complications. This will include patient education, referral pathways in high-risk foot management, working in a multidisciplinary and interdisciplinary team.		Objective Structured Clinical Examination (OSCEs) Due: Week 12 Tuesday (8 May 2018) 1:00 pm AEST Objective Structured Clinical Examination (OSCEs) Due: Week 12 Friday (7 June 2019) 9:00 am 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 Objective Structured Clinical Examination (OSCEs)

Assessment Type

Objective Structured Clinical Examinations (OSCEs)

Task Description

The OSCE will include both written and practical stations of up to 20 minutes in length. The OSCE will last for up to 90 minutes. The OSCE will assess your clinical knowledge, practical and assessment skills and clinical reasoning. Based on written clinical scenarios you will be required to discuss (either verbally and/or written) and/or perform aspects of relevant history taking, diagnosis, assessment, treatment and overall management of the condition and/or clinical scenario presented and complete relevant patient documentation. All assessments may be video and/or audio-recorded for moderation purposes. You are expected to arrive at least 15 minutes before the allocated start time for the OSCE and

to wear full clinical uniform with enclosed shoes. The OSCE is closed book.

Assessment Due Date

Week 12 Friday (7 June 2019) 9:00 am AEST

Return Date to Students

Exam Week Monday (17 June 2019)

Results will be released following the finalisation of grading of all student OSCEs.

Weighting

20%

Minimum mark or grade

This assessment has a must pass requirement in order for you to pass this unit

Assessment Criteria

In order to be eligible to PASS the Objective Structured Clinical Examination (OSCE) you must achieve a minimum overall grade of 50% for the OSCE.

If you do not meet the above criterion of a minimum overall grade of 50%, you may be eligible for a supplementary assessment providing you meet the requirements as stipulated in the CQUniversity Grades and Results Procedure and this will be determined by the Unit Coordinator.

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Critically evaluate the issues impacting the identification of a high-risk foot
- Synthesise and analyse a safe management plan for patients with chronic wounds

Graduate Attributes

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

2 Written Assessment

Assessment Type

Written Assessment

Task Description

The written assessment will be in the form of report.

The topic will be specific to high risk and podiatry practice and will be provided to you by the Unit Coordinator. You will be expected to review the relevant literature in order to establish the current knowledge of the high risk foot and related wound care management. You will be required to explain, describe and explore a particular case which will be provided at the commencement of term.

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 7 Tuesday (30 Apr 2019) 11:45 pm AEST

Return Date to Students

Week 9 Tuesday (14 May 2019)

Results will be released following the finalisation of grading of all student assessments.

Weighting

30%

Assessment Criteria

The marking guide (rubric) and feedback sheet will be made available under the 'Assessment' tab in Moodle at the commencement of term.

If the written assessment exceeds the word limit of 1500 (+/- 10%) words, any content over the word limit will not be assessed by the examiner.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Critically evaluate the issues impacting the identification of a high-risk foot
- Implement active learning strategies (including evidence-based practice) for continually improving knowledge and skills specific to the high-risk foot and chronic wound care
- Analyse the factors impacting on chronic wound management from both the patient and podiatrist perspective
- Synthesise and analyse a safe management plan for patients with chronic wounds
- Critically analyse the issues associated with behavioural interventions in the treatment of the high-risk foot.

Graduate Attributes

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

3 On-Campus Activity (Pass/Fail)

Assessment Type

On-campus Activity

Task Description

You will be expected to complete 10 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 11 Friday (31 May 2019) 11:45 pm AEST

Return Date to Students

Review/Exam Week Friday (14 June 2019)

Weighting

Pass/Fail

Assessment Criteria

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 email) 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

Online

Learning Outcomes Assessed

- Implement active learning strategies (including evidence-based practice) for continually improving knowledge and skills specific to the high-risk foot and chronic wound care

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