



# PODI14011 Complex Cases in Podiatry Practice

## Term 2 - 2018

Profile information current as at 15/05/2024 02:34 pm

All details in this unit profile for PODI14011 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 explore a broad range of complex disorders and interventions necessary to podiatry practice. Using case scenarios, students will explain the pathophysiology of the “disease” and develop a high level podiatric intervention plan based on evidence based practice, clinical reasoning and reflective practice.

#### 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

All units in Year 4, Term 1.

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 - 2018

- 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 and 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 and Staff Reflection

##### Feedback

"Would have been nice to address some of the content face to face at times".

##### Recommendation

Staff will work to include some face to face delivery at certain stages of the teaching term (outside of student placement commitments) to allow students to engage more with peers and teaching staff in their learning of this unit.

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

##### Feedback

"The content is good". This unit allows the student to reinforce their learning of complex cases in podiatry practice.

##### Recommendation

It is imperative that this unit includes key content of complex cases across the broad spectrum of body systems relevant to podiatry practice. Staff will continue to update learning material to ensure future delivery is applicable to practice.

## Unit Learning Outcomes

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

1. Use complex case studies to explain the processes required to reach complete diagnosis and safe management of the patient in podiatric practice.
2. Prepare and evaluate goal-oriented evidence based management strategies recognising holistic and interdisciplinary management.
3. Integrate evidence based practice into the structure of complex case management.
4. Apply clinical reasoning, reflective practice, and clinical judgement in the management of the patient in podiatric practice.

Per NPC1305

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



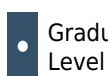
N/A  
Level



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
1 - Presentation and Written Assessment - 50%	•	•	•	•
2 - Examination - 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				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Presentation and 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

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**Laura Hutchison** Unit Coordinator

[l.hutchison@cqu.edu.au](mailto:l.hutchison@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Overview of the Unit		
Complex Cases in Sports		
Complex Cases in Adolescents		

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Complex Cases in Paediatrics		

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Complex Cases in Adults		
Complex Cases in Gerontology		

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Complex Cases in Psychology		

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
PUBLIC HOLIDAY (NSW)		
Indigenous Australian Health and Well-being		

### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
No Lecture and Tutorial		

### Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
No Lecture and Tutorial		

### Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
No Lecture and Tutorial		

### Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
No Lecture and Tutorial		

### Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
In class presentations		

**Week 11 - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
No Lecture and Tutorial		Written Assessment Due  <b>Presentation and Written Assessment</b> Due: Week 11 Monday (24 Sept 2018) 11:45 pm AEST

**Week 12 - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
No Lecture and Tutorial		

**Review/Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 15 Oct 2018**

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

This unit is taught from Week 1-5. The tutorials will consist of case studies that you can work through and upload onto the Moodle Site for discussion.

Week 10 is set aside for your individual presentations. Your attendance is mandatory on Wednesday 9 am to 11 am this week to present your work, as well as to be involved in the question and answer session of your peers. The presentation topics and the presentation schedule will be discussed and finalized by Week 5.

If you are unable to attend this session with a valid reason, please let the Unit Coordinator know as soon as possible by email. Please also submit a statutory declaration or a medical certificate. A make-up session of the presentation will be scheduled on Week 11.

Unit Coordinator and lecturer: Dr Malia Ho

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Unit coordinator and lecturer: Laura Hutchison

Email: l.hutchison@cqu.edu.au

Phone 02 9324 5035

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## Assessment Tasks

### 1 Presentation and Written Assessment

**Assessment Type**

Presentation and Written Assessment

**Task Description**

This assessment task is made up of an oral presentation (20%) and a written assessment (30%). You will present a Powerpoint presentation (Week 10) and submit a written assessment (Week 11).

The topic of the oral presentation will be discussed and agreed upon during the term with your Unit Coordinator. The oral presentation will be about 10 minutes long with 5 minutes for question and answer. The presentation is an individual presentation and the topic will be finalized by Week 5.

The written component should be 1500 (+/-10%) words (excluding references, figures and tables) and should include

1) A cover page stating the assessment title, student's name and number, Unit Coordinator's name, unit code and title, due date and word count.

2) An Introduction

3) Case Report

4) A Conclusion

Referencing (if any) should follow APA format. Please also ensure that each page of your report has a page number and your student number. The text should be in Size 12 Arial font, 1.5 cm spacing with 2 cm page margins. All tables and

figures must be labeled and referenced appropriately in the text.

**Assessment Due Date**

Week 11 Monday (24 Sept 2018) 11:45 pm AEST

**Return Date to Students**

Review/Exam Week Monday (8 Oct 2018)

**Weighting**

50%

**Assessment Criteria**

The assessment rubric for the oral presentation and the written assessment will be provided to you at the start of term. If the presentation exceeds the 10 minute time limit, students may opt to complete the presentation but any additional content that is over the time limit will not be assessed by the examiner.

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**

- Use complex case studies to explain the processes required to reach complete diagnosis and safe management of the patient in podiatric practice.
- Prepare and evaluate goal-oriented evidence based management strategies recognising holistic and interdisciplinary management.
- Integrate evidence based practice into the structure of complex case management.
- Apply clinical reasoning, reflective practice, and clinical judgement in the management of the patient in podiatric 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**

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