



# PODI14011 Complex Cases in Podiatry Practice

## Term 2 - 2020

Profile information current as at 07/05/2024 08:40 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 - 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 and Written Assessment**

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 feedback

##### **Feedback**

Discussing the assessment task early helped with student organisation and time management. The flexibility to record the presentation and submit online helped with a busy schedule and workload. It also reduced stress, allowed the potential for draft submissions if necessary and developed IT skills.

##### **Recommendation**

This year the student was permitted to submit their oral presentation recording electronically instead of deliver it in class. This was due to the busy 4th year student schedule in term 2, where students are away on five weeks of external placement. This also allowed the teaching of additional content instead of taking up a potential teaching week for oral presentation delivery. This format will be considered in future years depending on student placement arrangements and teaching schedules.

#### Feedback from Student feedback

##### **Feedback**

The unit content covered many key areas of podiatry. This kept the unit interesting and engaging, but the content expanded sufficiently on previous knowledge to be an enjoyable challenge.

##### **Recommendation**

This delivery of the unit covered many key areas of podiatry, for example, Indigenous, rural and remote health, diabetes, gerontology, pain, and running injuries. Psychological principles were also explored as an important consideration in patient care. Although students have had exposure to these areas previously, they are built upon, extended and challenged in this unit. It is recommended that this format continues in this unit. A lecture on surgical complications may be relevant in future offerings of this unit.

#### Feedback from Student feedback

##### **Feedback**

Case studies done throughout the unit and the assessment task (case report) were all very applicable to 'real world' podiatry practice.

##### **Recommendation**

For every lecture in this unit, there was a corresponding tutorial which comprised of a clinical case study relevant to that topic area. The authentic assessment task required students to provide a case report of a 'complex' patient seen on their final external placement. All of these tasks are ideal in a final year, term 2 unit as they help prepare students for professional practice as a podiatrist. It is recommended that authentic assessment tasks and 'real world' case studies are continued in this unit.

## 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
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Presentation and Written Assessment - 50%	•	•	•	•
2 - Written Assessment - 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 - Written Assessment - 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Merridy Lithgow** Unit Coordinator  
[m.lithgow@cqu.edu.au](mailto:m.lithgow@cqu.edu.au)

## Schedule

### COMPLEX CASES IN INDIGENOUS AUSTRALIAN HEALTH - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Complex Cases in Indigenous Australian Health		

### COMPLEX CASES IN ADULTS - 13 Jul 2020

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

### COMPLEX CASES IN SPORTS - 13 Jul 2020

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

### COMPLEX CASES IN PAIN - 13 Jul 2020

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

### COMPLEX CASES IN PSYCHOLOGY - 13 Jul 2020

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

### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
External Clinical placement No scheduled classes		

**Week 7 - 31 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
External Clinical placement No scheduled classes		

**Week 8 - 07 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
External Clinical placement No scheduled classes		

**Week 9 - 14 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
External Clinical placement No scheduled classes		

**Week 10 - 21 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
External Clinical placement No scheduled classes		

**Week 11 - 28 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
External Clinical placement No scheduled classes		

**Week 12 - 05 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
External Clinical placement No scheduled classes		<b>Presentation and Written Assessment</b> Due: Week 12 Tuesday (6 Oct 2020) 11:59 pm AEST

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

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 19 Oct 2020**

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

This unit will be taught in a one week block during week 1 of term 2 (13th-17th July 2020). This unit consists of a range of lectures, some of which are delivered by guest speakers. If you are unable to attend any scheduled classes, please notify the unit coordinator in writing as soon as possible. You will be required to supply a medical certificate or statutory declaration supporting any absences no later than five working days after the missed class.

## 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 submit a recording of your PowerPoint presentation by submitting a file with a link to your video into Moodle, along with a written assessment. Further specific instructions regarding submission will be given during term. The topic of the oral presentation will be discussed and agreed upon during the term with the Unit Coordinator. The topic should come from the content taught from one of the weeks during your term, or be a complex case observed during your clinical placement. The oral presentation is to be no longer than 10 minutes in duration. The written component of the

assessment task should be 1500 (+/-10%) words (excluding references, figures and tables if necessary) and should include: 1) A cover page stating the assessment title, student name and number, Unit Coordinator 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. The text should be in Size 12 Arial font, 1.5 cm spacing with 2 cm page margins. All tables and figures must be labelled and referenced appropriately in the text.

**Assessment Due Date**

Week 12 Tuesday (6 Oct 2020) 11:59 pm AEST

**Return Date to Students**

Exam Week Friday (23 Oct 2020)

**Weighting**

50%

**Assessment Criteria**

The assessment rubric for the oral presentation and the written assessment will be provided to you during the term. If the presentation exceeds the 10 minute time limit, 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 7th Edition \(APA 7th edition\)](#)

**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
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Examination

**Assessment Type**

Written Assessment

**Task Description**

Complete an examination

**Assessment Due Date**

During the University examination period

**Return Date to Students****Weighting**

50%

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

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

**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
- 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