



PODI13012 *Paediatrics in Podiatry Practice*

Term 2 - 2024

Profile information current as at 16/07/2025 06:37 am

All details in this unit profile for PODI13012 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 focus on childhood development, with specific focus on paediatric disorders related to the lower extremity. Students will develop history taking and physical examination skills specific to the paediatric podiatry patient. Students will also be exposed to psycho-social issues affecting children, which may affect the management of paediatric lower limb conditions. An evidence-based approach to clinical management of the paediatric patient in podiatry practice will be central to this unit.

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

PODI13008 Clinical Biomechanics of the Lower Limb

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 - 2024

- Rockhampton

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. **Written Assessment**

Weighting: 20%

2. **Presentation**

Weighting: 30%

3. **On-campus Activity**

Weighting: Pass/Fail

4. **In-class Test(s)**

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

Assessment requirements and the scaffolding against relevant learning outcomes should be clearly articulated.

Recommendation

It is recommended that the unit coordinator clearly articulates assessment requirements to ensure that students understand how their performance will be determined and how individual assessment items scaffold upon one another throughout the term.

Feedback from Staff feedback

Feedback

Consideration should be made to maximise exposure to clinical clientele to implement learnt unit material.

Recommendation

It is recommended that opportunities for practical application of skills be considered in the unit design.

Unit Learning Outcomes

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

1. Describe the developmental milestones of a child relevant to podiatry practice
2. Demonstrate effective communication skills with paediatric patients and their parents/ guardians, taking into consideration possible underlying psycho-social and medical issues.
3. Identify lower limb conditions seen clinically in paediatric patients, select relevant diagnostic assessments and Implement safe, effective and evidence-based management plans.
4. Discuss the role of inter-professional practice within the paediatric healthcare system

Per NPC1312

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 - Written Assessment - 20%	•	•		
2 - Presentation - 30%	•	•	•	•
3 - In-class Test(s) - 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		•	•	
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

PODI13012

Prescribed

The pocket podiatry guide: Paediatrics

1st edition (2010)

Authors: Angela Evans

Churchill Livingstone Elsevier

ISBN: 978-0-7020-3031-4

If you are having issues accessing the eBook at the Library, you can purchase your own copy at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

Additional Textbook Information

The pocket podiatry guide: Paediatrics, by Angela Evans available in ebook format

Evans, A. (2010). THE POCKET PODIATRY GUIDE: PAEDIATRICS (1st ed.). Elsevier Health Sciences.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom (both microphone and webcam capability)

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

Sally Purvis Unit Coordinator

s.purvis@cqu.edu.au

Schedule

Week 1: Prenatal development and foot and ankle development - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Prenatal development and foot and ankle development		

Week 2: Paediatrics in the clinical setting - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Working with children in the clinical setting, psychosocial aspects of care and gross motor milestones		

Week 3: Hip, pelvis, spine and knee development - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Hip, pelvis, spine, and knee development

Week 4: Gait development - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Development stages pre-walking, gait development, in-toeing, toe walking		

Week 5: Podopaediatrics part 1 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Pes planus and tarsal coalition		Assessment item 1 due: Written Assessment, 20% Written Assessment Due: Week 5 Friday (9 Aug 2024) 11:59 pm AEST

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
VACATION WEEK		

Week 6: - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
No lecture this week. Ensure that this time is used to revise learnt content to date		

Week 7: The multidisciplinary team in paediatric clinical care - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
This week will commence with oral presentations followed by a lecture and tutorial session pertaining to the multidisciplinary team involved in paediatric clinical care		Assessment item 2 due: oral presentation, 30% Oral Presentation Due: Week 7 Friday (30 Aug 2024) 10:00 am AEST

Week 8: Paediatric genetic and neuromuscular conditions - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
This week we will explore a variety of genetic and neuromuscular conditions in paediatric populations and how this relates to podiatry		

Week 9: The young athlete - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Paediatric sporting injuries, osteochondroses and traction apophysitis		

Week 10: Podopaediatric conditions part 2 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
This week we will continue exploring a varied range of podopaediatric conditions		

Week 11: Podopaediatric conditions part 3 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
This week will explore a range of more complex podopaediatric conditions		Assessment item 3: Practical day Wednesday 25.9.2024, 8am-4pm Practical Due: Week 11 Wednesday (25 Sep 2024) 8:00 am AEST

Week 12: Revision Week - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Revision in normal lecture and tutorial time		

Review/Exam Week: In-class test, 50% - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment item 4 due: In-class test, 50%
		In-class Test Due: Review/Exam Week Friday (11 Oct 2024) 11:00 am AEST

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

You will be required to complete a written assessment regarding a condition commonly encountered in podopaediatrics. Further information regarding this assessment task will be provided during term in Moodle.

Assessment Due Date

Week 5 Friday (9 Aug 2024) 11:59 pm AEST

Submission via Moodle

Return Date to Students

Week 7 Friday (30 Aug 2024)

Results and feedback will be provided via Moodle

Weighting

20%

Assessment Criteria

A detailed assessment criteria and marking rubric will be made available during term in Moodle. This will include content knowledge, academic writing and referencing information.

Referencing Style

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

Submission

Online

Submission Instructions

Submission via Moodle

Learning Outcomes Assessed

- Describe the developmental milestones of a child relevant to podiatry practice
- Demonstrate effective communication skills with paediatric patients and their parents/ guardians, taking into consideration possible underlying psycho-social and medical issues.

2 Oral Presentation

Assessment Type

Presentation

Task Description

You have been asked to present to a community parent's group about a variety of paediatric foot conditions. Each student will be delegated a chosen topic early in the term.

You will be required to give a 15 minute PowerPoint presentation, with 5 minutes for Questions and Answers.

Assessment Due Date

Week 7 Friday (30 Aug 2024) 10:00 am AEST

Students must upload their PowerPoint presentation to Moodle by 10:00am on the morning of your presentation. You will present during class time, beginning from 11:00am.

Return Date to Students

Week 9 Friday (13 Sept 2024)

Results and feedback will be provided following the presentation as well as via Moodle

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Detailed rubric and assessment criteria will be made available in Moodle and will include factors such as: presentation skills, content knowledge, ability to answer questions and adhere to time limit.

Referencing Style

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

Submission

Online

Submission Instructions

Students must upload their PowerPoint presentation to Moodle by 10:00am on the morning of your presentation. You will present during class time, beginning from 11:00am.

Learning Outcomes Assessed

- Describe the developmental milestones of a child relevant to podiatry practice
- Demonstrate effective communication skills with paediatric patients and their parents/ guardians, taking into consideration possible underlying psycho-social and medical issues.
- Identify lower limb conditions seen clinically in paediatric patients, select relevant diagnostic assessments and implement safe, effective and evidence-based management plans.
- Discuss the role of inter-professional practice within the paediatric healthcare system

3 Practical

Assessment Type

On-campus Activity

Task Description

You will be required to attend campus for a full day practical session where you will be taught and provided practical time to practice paediatric lower limb assessments.

Assessment Due Date

Week 11 Wednesday (25 Sept 2024) 8:00 am AEST

Class will commence at 8am and conclude at 4pm

Return Date to Students

Exam Week Friday (18 Oct 2024)

Marks will be returned via Moodle

Weighting

Pass/Fail

Minimum mark or grade

pass/fail

Assessment Criteria

Assessments will be those covered in the 2024 paediatric practical handbook which will be made available to you on moodle at the commencement of term

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Demonstrate effective communication skills with paediatric patients and their parents/ guardians, taking into consideration possible underlying psycho-social and medical issues.
- Identify lower limb conditions seen clinically in paediatric patients, select relevant diagnostic assessments and implement safe, effective and evidence-based management plans.

4 In-class Test

Assessment Type

In-class Test(s)

Task Description

The In-class Test will cover all content taught during the term from week 1-week 12. Further information regarding the examination will be provided during term in Moodle.

Assessment Due Date

Review/Exam Week Friday (11 Oct 2024) 11:00 am AEST

In-class test

Return Date to Students

Exam Week Friday (18 Oct 2024)

Results will not be made available prior to the finalisation of grades.

Weighting

50%

Assessment Criteria

You will be marked according to a purpose made marking sheet for this assessment task.

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Identify lower limb conditions seen clinically in paediatric patients, select relevant diagnostic assessments and implement safe, effective and evidence-based management plans.
- Discuss the role of inter-professional practice within the paediatric healthcare system

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