### Module Details

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module title</td>
<td>Surgical management of the foot</td>
</tr>
<tr>
<td>Module code</td>
<td>HE774</td>
</tr>
<tr>
<td>Credit value</td>
<td>20</td>
</tr>
<tr>
<td>Level</td>
<td>Level 7</td>
</tr>
</tbody>
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#### Entry criteria for registration on this module

- **Pre-requisites**
  - Normal course entry requirements apply. Or, if taken as a free standing module, pre-requisites are: a first degree in Podiatry or other relevant healthcare discipline.

- **Co-requisite modules**
  - None specified.

#### Module delivery

- **Mode of delivery**
  - Taught

- **Pattern of delivery**
  - Weekly

- **When module is delivered**
  - Semester 1

#### Brief description of module content and/ or aims

In this module students will have the opportunity to develop and enhance their understanding of podiatric theory as it applies to surgical management of foot complaints. Through evaluating clinical assessment methods (from the practitioner’s and patient’s perspective), interpreting assessment findings and pathologies, the student will advance their understanding and knowledge of evidence based management strategies. The influence of relevant policies, national and international, on clinical practice, and multidisciplinary team working will also be examined. The role of the clinician as a facilitator of health change behaviour will be explored.

Throughout the module, students will be required to reflect critically on the impact of their learning on their patients, and their clinical practice.
Methods of delivery to support this development include key note lectures, debate and small group work.

**Module team/ author/ coordinator(s)**
Simon Otter  
Dr Deepak Pabari

**School**  
Health Sciences

**Site/ campus where delivered**  
Eastbourne

**Course(s) for which module is appropriate and status on that course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Status (mandatory/ compulsory/ optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc in the Principles of Podiatric Surgery</td>
<td>M</td>
</tr>
<tr>
<td>MSc Podiatry (and education or management)</td>
<td>O</td>
</tr>
<tr>
<td>MSc Podiatry with /diabetes/rheumatology</td>
<td>O</td>
</tr>
<tr>
<td>MSc Musculoskeletal Podiatry</td>
<td>O</td>
</tr>
<tr>
<td>MSc Physiotherapy (and education or management)</td>
<td>O</td>
</tr>
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</table>

**MODULE AIMS, ASSESSMENT AND SUPPORT**

**Aims**
To apply podiatric theory to surgical practice

**Learning outcomes**
On successful completion of the module students will be able to;

1. Critically evaluate the role of history taking and diagnosis in the context of surgical management

2. Appraise and justify the selection of appropriate surgical management techniques

3. Demonstrate a critical understanding of their role in the context of the wider health and social care team.

**Content**
Pre operative assessment, to include;
- Surgical planning
- History taking and examination of the surgical patient
- Ethical considerations and informed consent
- Behavioural science
- Antibiotic prophylaxis

Operative considerations
- An introduction to rearfoot procedures
- An introduction to forefoot procedures
- Surgery and the ‘at-risk’ foot

Post operative considerations to include;
Learning support

Students will receive support from the module co-ordinator and module team, in addition to Information Services and student central.

The following is a good range of library resources, specialist websites and online learning resources to support student learning.

**Indicative Reading**

Latest editions of the following texts:

**Patient Assessment**
Epstein O, *Clinical Examination* Mosby Elsevier
McRae R *Clinical orthopaedic examination* Churchill Livingstone Edinburgh
Douglas et al. *Macleod’s clinical examination* Churchill Livingstone Edinburgh

**Podiatric Surgery**
Levy LA, Hetherington VJ, *Principles and practice of podiatric medicine* Brooklandville,
Kane P, Schleifman BS, Vickers N *Podiatric office management and procedures* Mosby St Louis
Koval KJ, Zuckerman JD, *Handbook of fractures* Lippincott Williams & Wilkins Philadelphia

**Pharmacology**
Current *British National Formulary*
Rang HP et al. *Pharmacology* Churchill Livingstone Edinburgh

**Psychosocial Issues**
### Teaching and learning activities

| Details of teaching and learning activities | During the module, case based learning will be underpinned by key note lectures from subject specialists both in house and external. Students will be expected to participate fully in key discussions during each session. Preparation of reviews of current medical and surgical issues and/or relevant published articles & reports together with questions for small group discussions form part of the preparation for this module. Students will be expected to share experiences from the clinical practice regarding management of patients with medical illnesses in the context of podiatric surgical management. Students are encouraged to continue with, or develop, a Personal |

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Armstrong D, *Sociology as applied to medicine* Arnold London  
Mandy A, Lucas K, McInnes J, Kucas J, *Psychosocial approaches to podiatry* Wiley  
Ogden J, *Health Psychology* Open University Press Buckingham

### Journals

- Advances in Podiatric Medicine & Surgery  
- Clinics in Podiatric Medicine & Surgery  
- Foot & Ankle Surgery  
- Journal of Bone and Joint Surgery

### Websites

- www.aofoundation.org  
- www.footsurgeryatlas.com  
- www.blackburnfeet.org.uk

### Other

Andrew H. Felcher, Richard A. Mularski, David M. Mosen, Teresa M Kimes, Thomas G. DeLoughery and Steven E. Laxson. *Incidence and Risk Factors for Venous Thromboembolic Disease in Podiatric Surgery* *Chest* 2009;135;917-922

D M Grennan, J Gray, J Loudon and S Fear. *Methotrexate and early postoperative complications in patients with rheumatoid arthritis undergoing elective orthopaedic surgery* *Ann Rheum Dis* 2001;60;214-217
### Development Plan (PDP)

### Allocation of study hours (indicative)
Where 10 credits = 100 learning hours

<table>
<thead>
<tr>
<th></th>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHEDULED</strong></td>
<td>35</td>
</tr>
<tr>
<td>This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/studios, fieldwork, external visits, and work-based learning.</td>
<td></td>
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| **GUIDED INDEPENDENT STUDY** | 165 |
| All students are expected to undertake guided independent study which includes wider reading/practice, follow-up work, the completion of assessment tasks, and revisions. |

| **PLACEMENT** |  |
| The placement is a specific type of learning away from the University that is not work-based learning or a year abroad. |

**TOTAL STUDY HOURS** 200

### Assessment tasks

**Details of assessment for this module**

- Summative assessment (LO1-3)
  - i) Significant incident analysis of a situation critical to the student’s learning (1500 words) 50% weighting
  - ii) Critical appraisal of an aspect of pharmacological post-operative care (2000 words) 50% weighting

Both elements of the assessment must be passed in order for the student to progress.

For a distinction to be awarded for this module both elements must be worthy of a distinction grade.

**Formative assessment**

Students are encouraged to continue with, or develop, a Personal Development Plan (PDP)
<table>
<thead>
<tr>
<th>Types of assessment task¹</th>
<th>% weighting</th>
</tr>
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<tbody>
<tr>
<td>Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.</td>
<td>(or indicate if component is pass/fail)</td>
</tr>
<tr>
<td>WRITTEN</td>
<td>Written exam</td>
</tr>
<tr>
<td>COURSEWORK</td>
<td>Written assignment/ essay, report, dissertation, portfolio, project output, set exercise</td>
</tr>
<tr>
<td>PRACTICAL</td>
<td>Oral assessment and presentation, practical skills assessment, set exercise</td>
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**EXAMINATION INFORMATION**

| Area examination board | SHS Post Graduate Education Programme |

Refer to Faculty Office for guidance in completing the following sections

**External examiners**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr William Money</td>
<td>Podiatric Surgery Department Queen Victoria Memorial Hospital King Edward Avenue Herne Bay Kent CT6 6EB</td>
<td>2013</td>
<td>2017</td>
</tr>
</tbody>
</table>

**QUALITY ASSURANCE**

| Date of first approval | 2008 |
| Date of last revision | 2013 |
| Date of approval for this version | 15.06.16 |
| Version number | 3 |
| Modules replaced | Specify codes of modules for which this is a replacement |

| Available as free-standing module? | Yes | x | No |

¹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.