

Guidelines for Feedback and Assessment of Students

Patient Assessment

Medical History

The student should be able to:

- Elicit information about medical conditions and surgical history that are relevant to diagnosis and treatment, and to be able to explain why and how.
- Elicit information about current medications and determine which medications are relevant, why and how.
- Elicit information about hypersensitivities, their relevance to treatment, why and how.

Social History

The student should be able to:

- Obtain information about the aspects of a patients occupation / lifestyle that relate to the presenting problem
- Elicit basic information about a patients support network (family, friends)
- Have an understanding that they are treating a person, not just feet
- Elicit basic information about ethnicity and financial situation that is relevant to the presenting problem and / or treatment. (E.g. Is an interpreter needed, can the patient afford the treatment?)

Clinical Assessments

Vascular Assessment

The student should be able to:

- Decide whether a vascular assessment is necessary.
- Interpret the results of tests and observations. Tests the students should be able to perform include:
 - (a) Palpation of pedal pulses
 - (b) Ascertaining signs and symptoms (skin color, temperature, integrity, hair growth, nail quality, claudication pain, rest pain, oedema, varicosities)
 - (c) Superficial Venous Plexus Filling Time
 - (d) Use of Doppler
 - (e) Ankle Brachial Index
- Make a judgment about the quality of circulation, healing ability, risk status.
- Explain which circulatory system/s are affected, link this back to medical history as to why.
- Provide patient education regarding improving circulation (i.e. quit smoking, exercise, diet, stress levels)
- Explain to patient their risk status and why
- Communicate findings to other health professionals and make a judgement about appropriate referral.

Neurological Assessment

The student should be able to:

- Decide whether an assessment is necessary.
- Interpret results of the observations and tests. Tests students should be able to perform include:
 - Determination of vibratory perception using a Graduated Tuning Fork
 - Determination of skin pressure using Monofilaments
 - Determination of reflexes using a Reflex Hammer
 - Determination of deep pressure / pain using a sharp / blunt instrument
 - Determination of proprioception using ankle joint movement, requesting patient to stand on one leg, requesting patient to stand with feet together and eyes closed.
 - Ascertain signs and symptoms (parasthesia, numbness, anhydrosis, excessive sweating, muscle atrophy)

Clinical Assessments cont'd

- Make a judgement about the quality of sensation, healing capacity, risk status.
- Explain with regard to medical history a possible causation of neurological deficit
- Explain to the patient how the neurological deficit has occurred and why they are at risk.
- Provide patient education (i.e. no bare feet, basic first aid, self care, daily inspection, appropriate footwear, avoid extremes in temperature, injury prevention)
- Communicate findings to other health professionals and make a judgement about appropriate referral.

Diabetes Assessment

The student should be able to:

- Obtain and record information about the type of diabetes, how well blood glucose is controlled (does the patient test their own blood glucose, how often, what reading, last HBA1C, exercise level, basic dietary info)
- Obtain information as to other health professionals involved in care
- Explain the pathophysiology of the type of diabetes.
- Conduct appropriate vascular, neurological, wound, footwear, biomechanical and self-care assessments and explain why they are important.
- Make a judgement as to the risk status and appropriate time for review.
- Obtain information regarding the level of knowledge regarding self care and level of self management practice
- Provide patient education (injury prevention, daily inspection, footwear, foot care and hygiene, glycaemic control)
- .Make appropriate referral (to diabetes nurse educator, dietitian, GP, podiatrist in high-risk clinic).
- Make assessment of wound (as to venous, arterial, neuropathic, traumatic, combination) and record (size, depth, base, exudate, edges, pain, site, etc.) and suggest treatment regime.

Biomechanical Assessment

The student should be able to:

- Decide when biomechanical investigation is appropriate
- Conduct tests to assess ROM, QOM, and strength of lower limb and foot joints and musculature
Conduct analysis of static stance and dynamic gait
- Obtain relevant measurements to assess pathology and prescribe foot orthoses
- Explain results of assessment to patient and recommend / discuss with the patient appropriate intervention and likely costs

Footwear Assessment

The student should be able to:

- Obtain information about the type/s, condition, and appropriateness of footwear
- Educate the patient regarding footwear features appropriate to the activity required or the presenting problem (i.e. flat, cushioning sole, securing device, filled in firm heel counter, flexible across ball of foot, wide deep toe box)
- Explain the relationship between footwear and presenting problem if appropriate.

Paediatric Biomechanical Assessment

The student should be able to:

- Ascertain whether biomechanical assessment is appropriate
- Obtain information from the parent / guardian regarding the medical history/ birth history of the child
- Obtain information regarding relevant family history, sitting and sleeping positions, presence of pain, presence of deformity, level of activity
- Conduct static and dynamic gait analysis
- Conduct tests to assess ROM, QOM, and strength of lower limb and foot joints and musculature

Clinical Assessments cont'd

- Make a judgement as to whether clinical observations are consistent with normal neuromuscular development
- Make a judgement as to whether intervention is necessary and to the nature of the intervention

Information Analysis

Interpretation of Information

The student should be able to:

- Explain information gathered from patient history, assessments, and investigations

Nomination of Diagnosis

The student should be able to:

- Nominate a provisional diagnosis and offer differential diagnoses

Justification of Diagnosis

The student should be able to:

- Explain why the nominated diagnosis is appropriate given the information available, and why differential diagnoses may or may not be suitable
- Explain whether information available is consistent with the diagnosis

Appreciation and Explanation of a Pathophysiology

The student should be able to:

- Explain the aetiology and pathology of a disease in physiological terms

Knowledge of Presenting Medical Conditions

The student should be able to:

- Explain presenting symptoms and their relationship to medical history where appropriate
- Describe frequently seen disorders
- Demonstrate an understanding that the presenting symptoms may be part of a broader pathology
- Demonstrate appropriate knowledge of systemic functions i.e. circulation, nervous system, etc.
- Demonstrate adequate knowledge of normal variance of structure of the foot, and musculoskeletal influences
- Make judgement as to foot health risk status with regard to medical condition
- Diagnose medical condition according to presenting foot symptoms
- Seek information from references if required

Ability to Elicit Information

The student should be able to:

- Obtain information from the patient in a caring and respectful manner
- Ask appropriate questions to obtain necessary information
- Guide patients to give responses that are relevant to assessment, diagnosis and treatment
- Discriminate between useful and irrelevant information

Therapeutic Management

Choices and Justification of Therapeutic Strategies

The student should be able to:

- Offer a range of treatment strategies as appropriate
- Explain why the chosen treatment strategy is appropriate over others
- Explain the expected aims and outcome of treatment

Implementation of Treatment

The student should be able to:

- Prioritise the treatment strategies
- Recognise that treatment may include short term goals with a view to a long term plan
- Decide which strategies will be clinic based and which will be self managed
- Offer the patient an expected timeline of treatment strategies
- Offer the patient an expected prognosis
- Demonstrate the practical implementation of orthotic therapy, mechanical therapy, electrotherapy, manual therapy, surgery and pharmacology
- Use instruments such as sharps and drills safely and with dexterity
- Arrange for review of patient as appropriate
- Review treatment plan after suitable time interval

Short Term Goals

The student should be able to:

- Begin implementing treatment strategies
- Reach agreement with the patient regarding plans, costs, expectations etc, of treatment

Long Term Plans

The student should be able to:

- Recognise the need for long term, preventative management
- Offer strategies that deal with the cause(s), not simply the presenting issue.

Appropriate Referral

The student should be able to:

- Recognise the limitations of their expertise
- Recognise when a case needs multidisciplinary care
- Make a judgement about when appropriate referral is needed and suggest the discipline type to refer to.

Patient Education

The student should be able to:

- Recognise the need for patient education
- Educate the patient as to appropriate self management techniques
- Utilise written and verbal techniques

Communication Skills

Patient Rapport

The student should be able to:

- Treat the patient with courtesy and respect
- Be welcoming in the initial greeting of the patient
- Be interested and listen to the patient
- Obtain written or verbal consent where necessary
- Inform the patient about anticipated financial commitment

Courteous and Respectful Behaviour to Patients and Staff

The student should be able to:

- Communicate effectively and work cooperatively with administrative and other staff

Written and Verbal Skills

The student should be able to:

- Maintain legible and detailed patient records
- Meet legal requirements (i.e. Use SOAPE format, record name UR number, date, discipline, signature)
- Communicate with staff and patients effectively
- Write referrals to other health professionals as appropriate

Interdisciplinary Relations

The student should be able to:

- Treat other health professionals with courtesy and respect (e.g. Knock before entering a room with a closed door)
- Refer as appropriate

Use of Professional Language

The student should be able to:

- Utilise correct medical terminology as appropriate
- Use clear uncomplicated language when providing explanations/education to patients without the use of jargon or being condescending

Attitude

The student should:

- demonstrate an interested, thoughtful manner
- demonstrate willingness to be involved in activities set with the clinician

Management Skills

Neatness

The student should be able to:

- Arrive at the placement in clothing acceptable to the agency, that is practical and comfortable
- Keep work space tidy

Time Management

The student should be able to:

- Be punctual
- Work efficiently when performing tasks under supervision

Management Skills cont'd

Infection Control

The student should be able to:

- Carry out all interventions using appropriate antiseptic and aseptic techniques
- Clean, package and sterilise instruments as appropriate
- Maintain working areas and surfaces in a clean and hygienic manner

Use of Safe Work Techniques

The student should be able to:

- Demonstrate good infection control practice (i.e. Handwashing, removal of gloves when not treating, keep workflow logical and clean, clean and sterilize instruments, wipe surfaces down between patients)
- Use appropriate equipment

Evaluative Skills

Self Evaluation

The student should be able to:

- Reflect on current practice
- Alter practice according to new information

Ability and Willingness to Seek Information

The student should be able to:

- Seek assistance and / or guidance of the clinician when not feeling confident
- Seek justification from the clinician where there are differing points of view
- Seek clarification from the clinician when something is not understood

Problem Solving Skills

The student should be able to:

- Think about alternative solutions
- Apply a systematic approach
- Break a problem down into its component parts in order to attempt a solution
- Critically appraise information gathered in an assessment
- Give priority to information that is gathered

Ability to Adapt to Environment

The student should be able to:

- Adapt to the limitations of the clinic
- Adapt to requirements of the patient or clinic setting