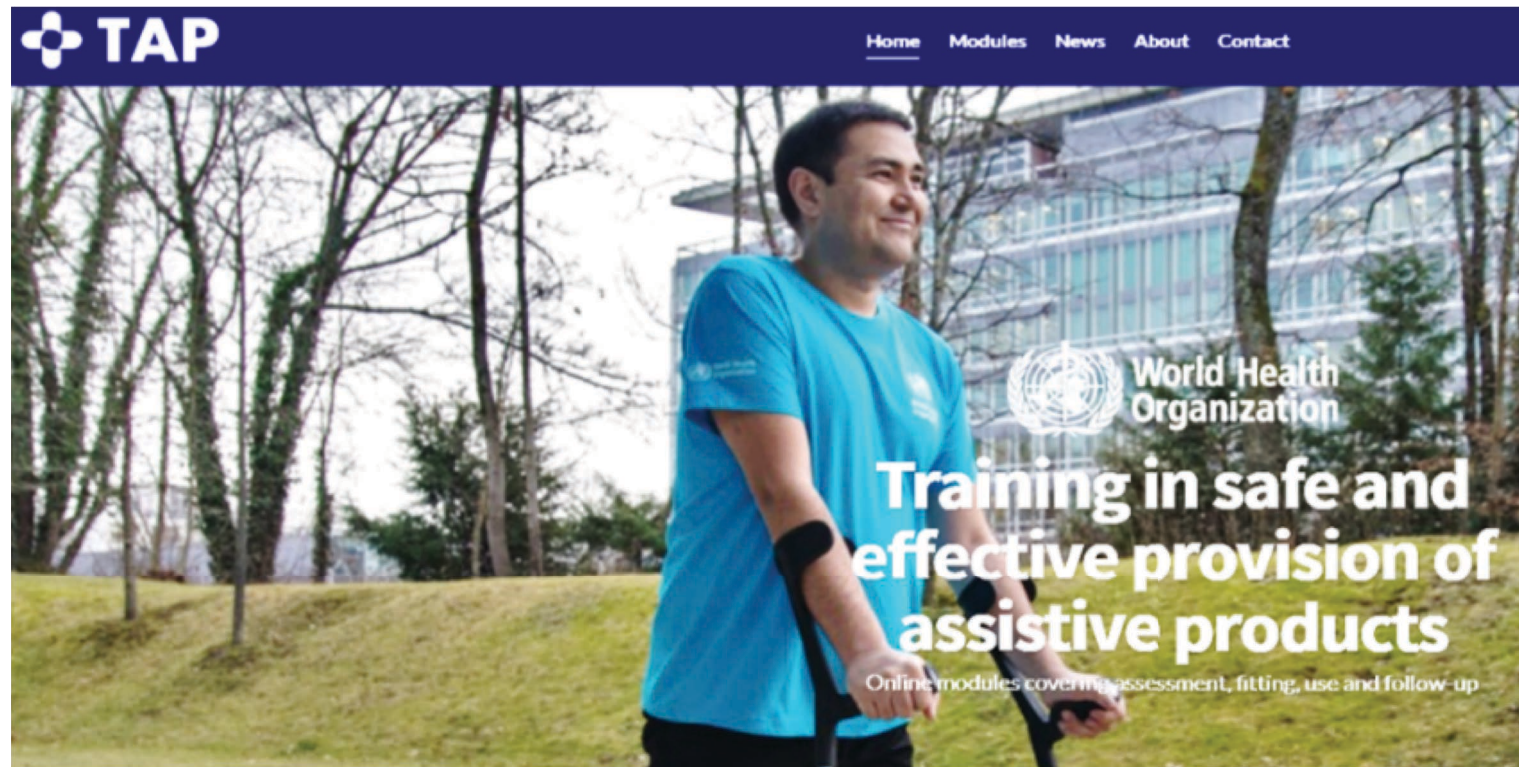


# Training in Assistive Products (TAP): overview



# Access to AT – essential for good health and well-being



# Supporting implementation of the APL

## Priority Assistive Products List



Improving access to assistive technology  
for everyone, everywhere

- The first WHO list of Priority Assistive Products was published in 2016
- Based on the principles of the WHO Model List of Essential Medicines
- Includes 50 assistive products across 6 areas of functioning

TAP: a practical tool to support countries to make 25 simple assistive products from the APL available at the community level

# Background

## The problem:

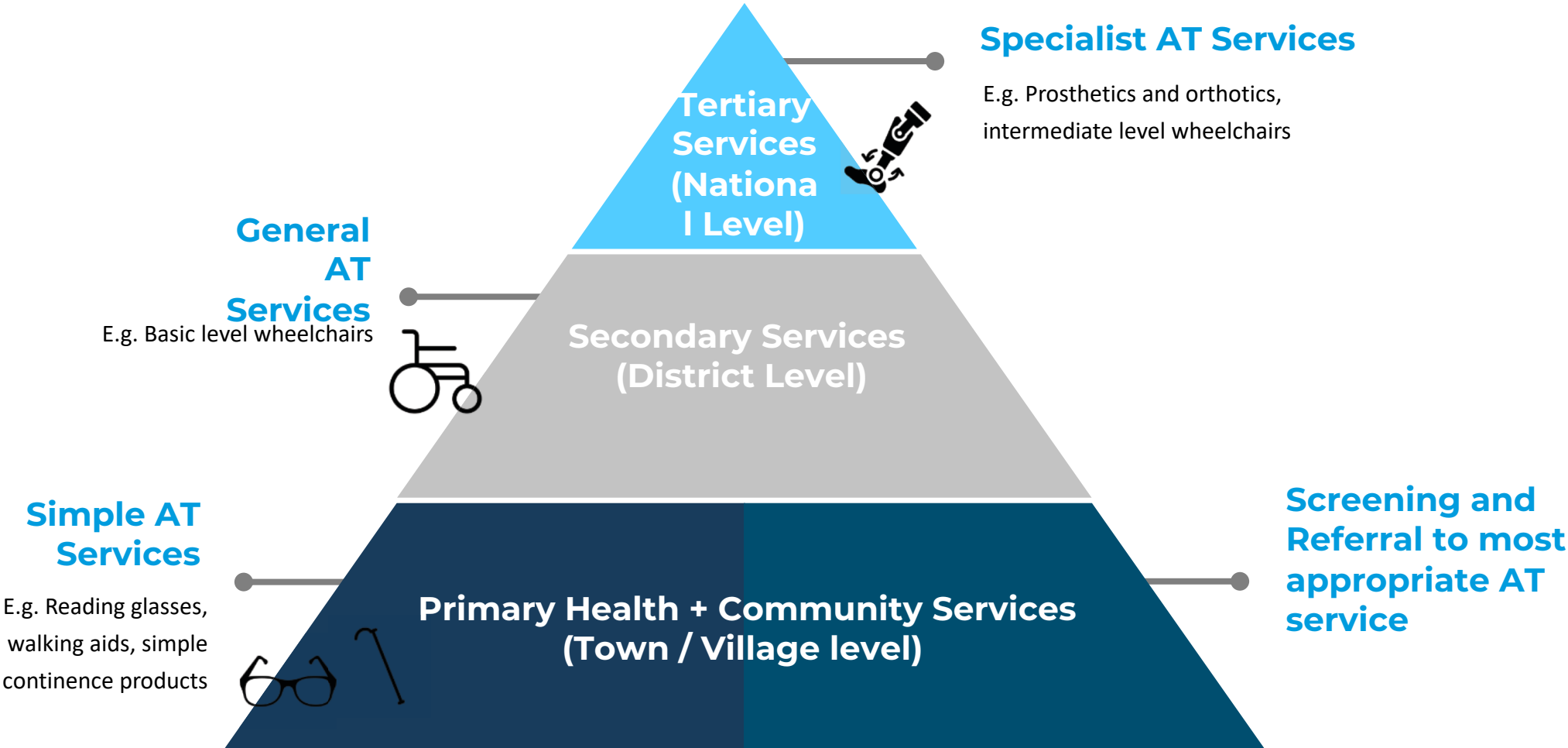
- Shortage of health-care workers estimated to be about 18 million (2013)
- Unbalanced skills mix and geographical distribution of healthcare workers
- Lack of AT curriculum within higher education and training institutions

## WHO response:

Support countries to build health workforce capacity to provide simple assistive products at primary healthcare level, through development of an open access online training package.



# Goal: AT at every level, embedded within health systems



# TAP goal and objectives

Increase access to assistive products at primary healthcare level

Objective 1: provide

Primary health care and other community-level personnel providing simple assistive products from APL

Objective 2: refer

Broader health workforce recognizing and referring those who may need assistive products



## TAP target learners



**Primary health care personnel** who are likely to be based in a health facility and are in a position to provide assistive products.  
For example: nurses or nursing assistants.

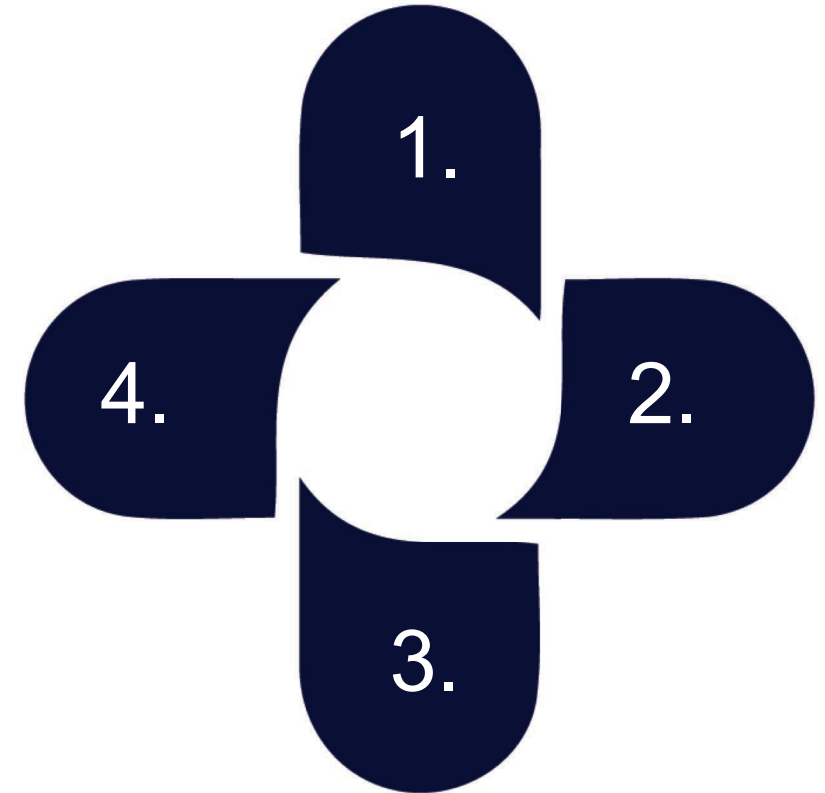


**Broader workforce** who will identify people and refer them into AT services. For example: any cadre who visits people in their homes or works at a clinic at a community level.

\* TAP can also be useful to educators, managers, policy makers, and general audience, especially people who use AT and their families

## TAP content

- TAP offers four straight forward steps to provide simple assistive products:
  1. Select: the most appropriate product for the person
  2. Fit: adjust and fit the product to suit the person
  3. Use: Teach the person how to use and take care of their product
  4. Follow-up: Review the person's needs, maintain and repair
- TAP content covers **just the right amount of information** to teach the required knowledge and skills to carry out these steps safely.
- Additional training to extend skills can be added by local trainers.





## TAP design

Online, open access, e-learning

Interactive modules covering key information supported by plain English text, illustrations, character examples, questions with answers, activities, videos and a discussion forum

Pre and post-module quizzes

Supporting documents for downloading

Guidance and resources for TAP supervisors and clinical mentors.



Walking aids tutorial examples:  
[Going up and down stairs with elbow crutches](#)  
[Axilla crutches fitting](#)

## Mentoring and supervised practice

Learning is an ongoing process. Learners need practical experience to consolidate new knowledge and skills.

**WHO advocates for TAP to be implemented within systems, with supervisors and clinical mentors supporting the process.** Therefore, TAP includes:

- Resources for supervisors to implement TAP, including mechanisms for assessing competence and readiness to practice independently;
- Resources for clinical mentors, including mechanisms for assessing learners' competence and readiness to practice independently;
- Tools to support assistive product service provision, such as example screening and assessment forms

# Screen shot examples from the TAP platform



Use a small torch so that you can see the eye clearly.

Shine the torch at a **45 degree** angle from the side of the person's head into each eye.

Look for:

- Redness
- Swelling
- Lumps, bumps or growths on or near the eye
- Discharge
- Centre of the eye is milky coloured, or cloudy
- Any other signs that the eye is not healthy.

Observe if the pupil gets smaller when light is shined on the eye. If not, this is a sign of an eye health problem.

 If you observe any signs of an unhealthy eye, refer the person to an eye health professional.

You may want to go back to lesson one to remind yourself of [what these signs may look like](#).



## Meet Michael

Michael uses a white cane to get to and from school, as well as to move safely around his classroom and the playground.

His white cane is also a good way for people around him to know he has a vision impairment.

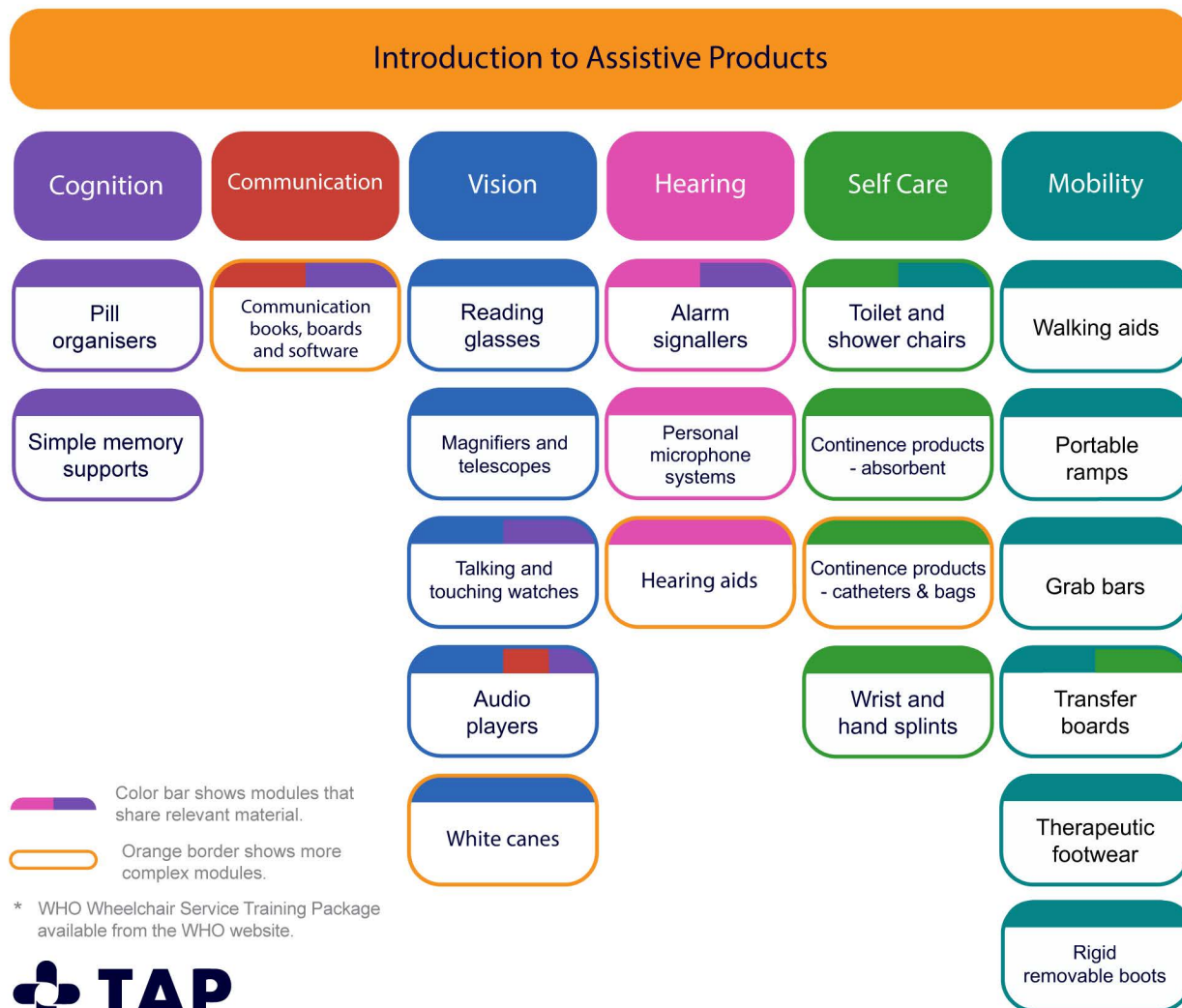
Michael had a support worker help him learn how to use his white cane. They practiced together at home, in the classroom and in the playground. When he was confident they then practiced walking to and from school. Now he can do this on his own or with his friends.

## Question

What other vision Assistive Product do you think Michael may use?

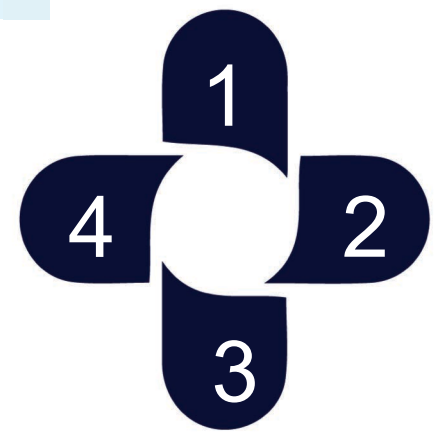
[> Click to view answer](#)

# TAP modules structure and target audience



**Modules suited to broad workforce who will refer into AT services**

**Modules suited to primary (and other) healthcare personnel who will provide assistive products**



## TAP module content: first layer

### Introduction to Assistive Products

A broad introductory module which gives an overview of assistive products including:

- What assistive products are
- How assistive products can support people with functioning difficulties across six domains: vision, hearing, communication, cognition, mobility, self-care
- The people who may need assistive products
- The four steps of service provision

## TAP module content: second layer



Introductory modules to each of the six streams (see above). Each module gives a more in-depth introduction to assistive products within that stream, including:

- The different types of assistive products and how they can support people who may need them
- How to identify if a people may need an assistive product/s (some modules teach the learner to use simple screening tools e.g. vision screening)
- Actions to take (e.g. referral or provision of a specific assistive product)

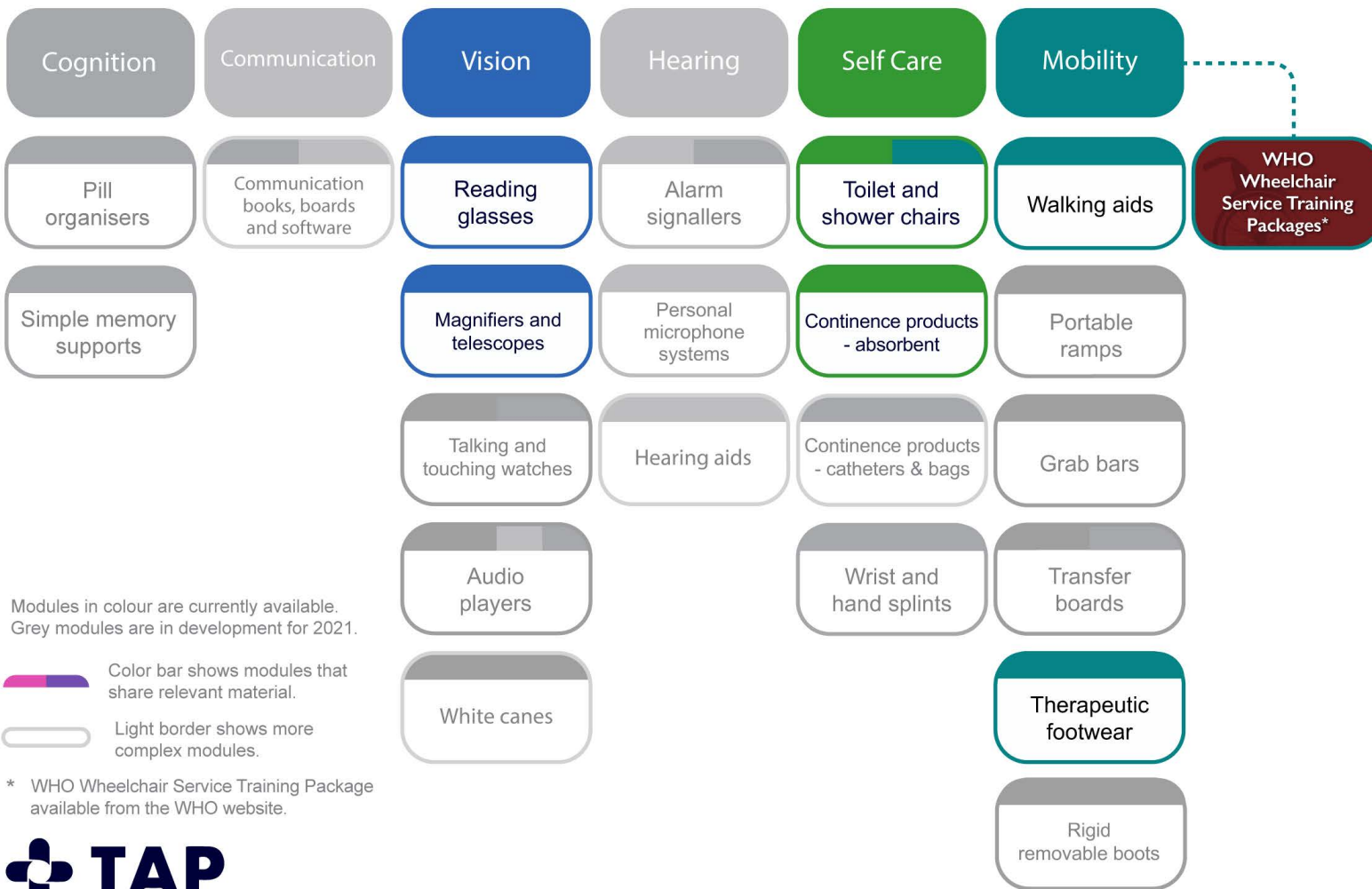
## TAP module content: third layer

Product modules which teach how to provide the product using the four steps.


**Note:** WHO expects learners to consolidate new knowledge and skills through role play and supervised practice, under the guidance of a mentor.



# Introduction to Assistive Products



Modules in colour are currently available. Grey modules are in development for 2021.

 Color bar shows modules that share relevant material.

 Light border shows more complex modules.

\* WHO Wheelchair Service Training Package available from the WHO website.



TAP modules ready for use (shown in colour)



## Development process



- Development of each module is led by one member of the WHO AT team; with the support of experts in both the information and the context TAP will be used in
- Through external review the TAP team seeks input from a diverse range of people from different contexts
- Field testing / piloting is carried out in, providing valuable learning to ensure the module is appropriate and adaptable to diverse target audiences.

# TAP future developments



TAP will be officially launched by the WHO Academy in May 2021!  
Until then, modules are available on the TAP pilot platform