

Learner:	Mentor:	Date:
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Competency	Mentor's comments	Yes	No
Before mobility assistive products screen			
1. Explains screen: <ul style="list-style-type: none"> • Outlines what the screen involves • Asks person if they have questions • Asks if the person consents 			
2. Washes hands			
Simple mobility and health risk check			
3. Asks mobility and health risk questions and: <ul style="list-style-type: none"> • Identifies risks as indicated by person's responses • Correctly determines whether to complete foot screen (Section 3) 			
Foot screen			
4. Carries out foot screen correctly: <ul style="list-style-type: none"> • Questions and observation • Pulse test • Refill test • Sensation test 			
5. Summarises person's foot wound risk correctly			
Screening for assistive products and other services			
6. Uses screening questions to identify with the person if they may benefit from mobility or other assistive products; and/or other services.			
Plan			
7. Develops an appropriate plan: <ul style="list-style-type: none"> • Fully involves person in planning • Identifies any need for further screening and/or assessment • Teaches person with at risk foot how to care for feet and about suitable shoes • Makes appropriate referrals • Sets follow up date (if required) 			

Notes for mentors

Use this skills checklist to help:

- Evaluate how well learners perform the skills to safely screen for mobility assistive products and whether:
 - They can safely carry out the mobility screen including foot screen independently, or
 - Need extra mentoring and if so, which skills they most need to practise

Note that:

- This checklist focuses on the most important skills that are covered in the TAP module.
- There may be other skills you would like learners to develop. You can further develop this checklist if this would be helpful.

To use the skills checklist:

- Observe learners carrying out the full screening process. This may be through role play (practising on each other) or with clients.
- Always make sure that practice with clients is carried out safely.
- Note on the form whether the learner has performed each skill correctly. Use the comments column to provide details. This may be things that are done well, or areas that need further practice.

Providing feedback to learners:

- Discuss your observations with learners. Share with them their strengths, and areas needing more practice.
- Provide a copy of the completed checklist to the learner as their record.
- Continue to provide mentoring and support, and re-evaluate as they develop skills and confidence.

When is a learner ready to screen for mobility assistive products independently?

- To screen for mobility assistive products safely, a learner should consistently complete all skills correctly.
- Remember - mentoring and supervision is an ongoing process to continue improving skills.