

Learner:	Mentor:	Date:
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Skills	Mentor's comments	Yes	No
<b>Step one: Select</b>			
1. Begins reading glasses assessment only after TAP vision screen, with a person who meets all criteria: <ul style="list-style-type: none"> <li>No obvious eye health problems</li> <li>Older than 40 years</li> <li>Has normal distance vision</li> <li>Cannot see small Es during TAP near vision test.</li> </ul>			
2. Uses Reading Glasses E-Chart correctly to decide strength: <ul style="list-style-type: none"> <li>Chart at correct distance</li> <li>User has both eyes open</li> <li>Checks distance range.</li> </ul>			
3. If correct strength cannot be found, makes appropriate referral.			
<b>Step two: Fit</b>			
4. Checks that reading glasses fit: <ul style="list-style-type: none"> <li>Frame width</li> <li>Bridge and nose pads</li> <li>Level.</li> </ul>			
<b>Step three: Teach</b>			
5. Teaches person how to use reading glasses including using good lighting.			
6. Teaches person how to care for their reading glasses.			
7. Provides person follow up information and eye health warning signs.			
<b>Step four: Follow up</b>			
8. Asks person if glasses are meeting their needs, and if not, why not.			
9. Takes appropriate follow up action.			
<b>For all steps</b>			
10. Demonstrates safe and client centred practice throughout all service steps.			

## Notes for mentors

### Use this skills checklist to help:

- Evaluate how well learners perform the skills to safely provide reading glasses and whether:
  - They can safely provide reading glasses 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 your learners to develop. You can further develop this checklist if this would be helpful.
- You may not be able to observe the skills for all four steps in one session, as follow up in particular may happen at a later date.

### To use the skills checklist:

- Observe learners carrying out reading glasses provision steps. 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 provide reading glasses independently?

- To provide reading glasses safely, a learner should consistently complete all skills correctly.
- Remember - mentoring and supervision is an ongoing process, to continue improving skills.