

## 1. Checklist of documents

- List of key words
- Key messages
- Product examples
- TAP Mobility assistive products screening form
- TAP Mobility assistive products foot screen guide.

## 2. Checklist of equipment

- Tablets / computers
- Head phones
- Notebook and pen.

## 3. Group discussion opportunities and activities to prepare for

Topics with interactive sections		Suggested instruction and mentor's planning notes
<b>Lesson One: Mobility and different mobility problems</b>		
<b>Topic one: Introduction</b>	<p><i>(After watching a video about Martin from the Solomon Islands who explains how a well fitting wheelchair and cushion helped heal his pressure wounds)</i></p> <p><b>Reflection</b></p> <p>Do you know anyone who uses one or more mobility assistive products?</p> <p>If yes, what assistive product do they use? In what way does it assist them? Think about whether it assists a person to:</p> <ul style="list-style-type: none"> <li>• Sit up, transfer, stand, walk and/or not fall over</li> <li>• Move around in a different way</li> <li>• Manage or prevent health problems.</li> </ul>	
<b>Topic 3: Foot wounds</b>	<p><i>(After introducing information about foot wounds)</i></p> <p><b>Discussion</b></p> <p>It is estimated that globally, every 30 seconds, someone has a lower limb amputation due to a diabetic foot wound.</p> <ul style="list-style-type: none"> <li>• Do you know anyone who has developed a foot wound?</li> <li>• Do you know how it started?</li> <li>• How was it managed?</li> <li>• Did it heal, or lead to more complications?</li> </ul>	

Topics with interactive sections		Suggested instruction and mentor's planning notes
	<p><i>(At the end of topic 3, which is the last topic in the lesson)</i></p> <p><b>Discussion forum</b></p> <p>Introduce yourself and where you are from. Share whether you use assistive products yourself, and/or why you are completing this module.</p>	Mentors to clarify for learners if they should use the discussion forum on the TAP platform, or a different chat (e.g. local WhatsApp group.)
<b>Lesson three: How to carry out a mobility assistive products screen</b>		
<b>Topic one: Simple mobility and health risk check</b>	<p><i>(After information about assessing if a person has sudden loss of mobility)</i></p> <p><b>Reflection</b></p> <p>Can you think of anyone you know who suddenly became unhealthy or lost their mobility?</p> <p>Did they have a health condition (illness)?</p>	
<b>Topic two: Foot screen and</b> <b>Topic three: Simple screening questions for mobility assistive products</b>	<p><i>(Throughout these two topics, learners are asked to practice aspects of the foot screen.)</i></p>	Mentors to ensure learners have at least two copies of the Mobility screen form, and to practice parts of the foot screen.
<b>Topic four: Plan</b>	<p><i>(Towards the beginning of this topic)</i></p> <p><b>Question</b></p> <p>What can you do if you do not have these products (walking aids, portable ramp, grab bars in the home, transfer board)?</p> <p><b>Click to see answer</b></p> <ul style="list-style-type: none"> <li>• Keep a record of the need for different products and discuss with your supervisor</li> <li>• Identify whether there are other services which can supply these products</li> <li>• Discuss with the person whether they are able to get the products</li> <li>• See whether wheelchair / prosthetic / orthotic workshops are able to make any of these products.</li> </ul>	

<b>Topic four: Plan</b>	<p><i>(After explaining that some people may need more specialist services and therefore referral)</i></p> <p><b>Reflection</b></p> <p>What services are there available for you to refer people to?</p> <p>Think about what person or service you would refer to if a person needed:</p> <ul style="list-style-type: none"> <li>• Health care</li> <li>• Wound care</li> <li>• Rehabilitation – for adults</li> <li>• Rehabilitation – for children</li> <li>• Diabetes care</li> <li>• Foot wound clinic</li> <li>• A wheelchair</li> <li>• Repairs to a prosthesis</li> <li>• Assessment for a prosthesis.</li> </ul> <p>Are these services readily available? Do you know how to refer a person to these services?</p>	<p>This is a good opportunity for mentors to clarify referral pathways and processes in local context. Be specific about the services they should refer to. A handout that lists referral organisations would be very useful.</p>
<b>Topic four: Teach</b>	<p><i>(After introducing information about suitable shoes)</i></p> <p><b>Discussion</b></p> <p>Think about the features of the example shoes. Do you think your shoes are 'suitable shoes'?</p> <p>Think about other people in your community and the shoes that they wear. Are they suitable shoes?</p>	
<p><b>After completing this module learners need to practice carrying out a mobility screen through:</b></p> <ol style="list-style-type: none"> <li>1. Supervised role play with colleagues</li> <li>2. Supervised practice with clients.</li> </ol> <p>Mentors may use the skills checklist to monitor and discuss the learner's progress in gaining competency (safe and efficient practice).</p>		