

1. Checklist of documents

- List of key words
- Key messages
- TAP Toilet and shower chairs assessment form.

2. Checklist of equipment

- Tablets / computers
- Head phones
- Notebook and pen
- Selection of toilet chairs, shower chairs and shower stools.

3. Group discussion opportunities and activities to prepare for

Topics with interactive sections		Suggested instruction and mentor's planning notes
Lesson one: Introduction		
Topic 1: Toilet chairs	Discussion In your area, are squat or sitting toilets most common?	Group discussion. Mentors may ask learners to think about what difference this might make when providing a toilet chair.
	Activity Look closely at the toilet chairs available at your service or in your local area. <ul style="list-style-type: none"> • How many of the 'important features' listed above does each toilet chair have? • How many of the 'other features' does each toilet chair have? • Do the toilet chairs have other features not listed above? 	Make sure that toilet chairs are ready in the training area for learners to carry out this activity.
Topic 2: Shower chairs	Activity Look closely at the shower chairs and/or stools available at your service or in your local area. <ul style="list-style-type: none"> • How many of the 'important features' does each shower chair or stool have? • How many of the 'other features' does each shower chair have? • Do the shower chairs have other features not listed above? 	Make sure that shower chairs are ready in the training area for learners to carry out this activity.

Topics with interactive sections		Suggested instruction and mentor's planning notes
Lesson two: Step one: Select		
Topic 2: Plan	<p>Activity</p> <p>Meet Dai</p> <p>Dai is 65 and was recently in a road traffic accident. He had a below knee amputation and damage to his pelvis. He does not yet have a prosthetic leg, and uses axilla crutches to move about.</p> <p>During an assessment interview, Dai tells you he can get into the family bathroom at home. However, they have a squat toilet, and he cannot squat. He also finds standing painful and difficult.</p> <p>Dai has no signs of a pressure wound and is not at risk of developing a pressure wound.</p> <p>1. Would Dai benefit from a toilet chair?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Click to see answer: Yes, a toilet chair placed over the squat toilet would make it much easier for Dai to sit down, stand up, and balance on the toilet.</p> <p>2. Would Dai benefit from a shower chair?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Click to see answer: Yes, because Dai would be safer and have less pain sitting down to wash.</p> <p>3. Check which features you think would be useful for Dai for a toilet chair and a shower chair.</p> <p><input type="checkbox"/> Removable bucket (for toilet chair) <input type="checkbox"/> Backrest <input type="checkbox"/> Armrests <input type="checkbox"/> Wheels <input type="checkbox"/> Height adjustable swing away footrests <input type="checkbox"/> Padded surface</p> <p>Click to see answer</p> <p>Backrest and armrests are correct.</p> <p>Dai says that he can get to the family bathroom. So, he does not need a removable bucket for the toilet chair. He also does not need wheels or footrests for either chair. Dai is not at risk of a pressure wound, so he does not need padded surfaces.</p>	<p>Meet Dai and Meet Lola activities are at the end of lesson two.</p> <p>This is a good opportunity for mentors may check with all learners that they were able to complete the activity, and ask if they have any questions.</p> <p>For Lola, mentors may introduce who (in their area) Lola should be referred to.</p>
	<p>Activity</p> <p>Meet Lola</p> <p>Lola is 30 and is having problems going to the toilet. She cannot feel when she needs to go, and has started releasing her bladder and bowels accidentally. These problems began one week ago. Before then she did not have any difficulty and was in good health.</p> <p>What action should you take?</p> <p><input type="checkbox"/> Provide a toilet chair <input type="checkbox"/> Provide a shower chair <input type="checkbox"/> Refer Lola for incontinence advice <input type="checkbox"/> Refer Lola straight away to a health professional</p> <p>Click to see answer</p> <p>Refer Lola straight away to a health professional, as she may have a health problem.</p>	

Topics with interactive sections		Suggested instruction and mentor's planning notes
Lesson three: Step two: Fit		
Topic 1: Check the product and make adjustments	Activity Check the weight limit and practice adjusting the height of the toilet and shower chairs that you have available.	Make sure that toilet and shower chairs are available for learners to check the weight limit and practice adjusting.
Topic 2: Set up where the toilet or shower chair will be used	Activity Remember Sofia? Sofia uses a rollator to move around. Look at Sofia's toilet. 1. Is it suitable for her? <input type="checkbox"/> Yes <input type="checkbox"/> No 2. What makes it suitable? Click to see answer Yes, Sofia's toilet looks suitable. ✓ The way is smooth and uncluttered ✓ The area is private ✓ There is enough space ✓ All four legs of the toilet chair are in even contact with the floor ✓ There is a place for Sofia to wash her hands ✓ There is good lighting.	After the activities to assess Sofia and Cali's wash areas. Mentors may add a discussion with learners about: <ul style="list-style-type: none"> • The types of toilet and shower areas people attending their services may have • How they can assist (or what their role is in assisting) people to set up their toilet and shower areas to be as suitable as possible
	Activity Remember Cali? Cali has arthritis and finds walking painful. Look at her bathroom. 1. Is Cali's bathroom suitable? <input type="checkbox"/> Yes <input type="checkbox"/> No 2. What makes it suitable? Click to see answer Yes, Cali's bathroom looks suitable. ✓ The area is private ✓ There is enough space ✓ All four legs of the toilet chair and shower chair are in even contact with the floor ✓ There is a place for Cali to wash her hands ✓ There is good lighting.	

Topics with interactive sections	Suggested instruction and mentor's planning notes
<p>Reflection</p> <p>People with disabilities shared concerns about their local emergency shelter. They reported that they would rather stay at home than use the shelter, despite the danger during floods and cyclones. Their concerns included:</p> <ul style="list-style-type: none"> • Muddy and rough pathways • No ramps or handrails to reach the raised building • Doors to toilets and wash areas too narrow for people using a wheelchair user to enter • No grab bars in the toilet • All toilets were squat toilets. <p>Based on these findings, authorities worked with the local community, including people with disabilities, to ensure the shelter was accessible to everyone. Some of the key actions were:</p> <ul style="list-style-type: none"> • Permanent wheelchair friendly paths free of obstacles were built • As the building was raised, a ramp with handrails was installed beside the steps • Doorways to the toilets and wash areas were widened • Toilet chairs and grab bars were installed in a number of the toilet cubicles to help people transfer safely. 	<p>Mentors may run this as a group discussion.</p>
<p>After completing this module learners need to practice providing toilet and shower chairs, using each of the four steps:</p> <ol style="list-style-type: none"> 1. Supervised role play with colleagues 2. Supervised practice with clients <p>Home visits if these can be arranged are highly recommended, in order for people to best understand how toilet and shower chairs can be successfully used in different home environments, and what supports may be needed.</p> <p>Mentors may use the skills checklist to monitor and discuss the learner's progress in gaining competency (safe and efficient practice).</p>	