

1. Checklist of documents

- List of key words
- Key messages
- Assessment and selection form

2. Checklist of equipment

- Tablets / computers
- Head phones
- Notebook and pen
- Walking sticks
- Elbow and axilla crutches
- Rollators
- Walking frames

3. Group discussion opportunities and activities to prepare for

Topics with interactive sections		Suggested instruction and mentor's planning notes
Lesson one: Introduction		
Topic 2: Walking aids covered in TAP	<i>(At the beginning of the module)</i> Discussion Do you know anyone who uses a walking aid? How does it help them in their daily life? Post your answer on the discussion forum.	Decide if you will use the discussion forum or a local message group
Topic 2: Walking aids covered in TAP	<i>(At the end of the topic.)</i> Discussion What are the most common walking aids available in your area? Are there different types of walking aids available to select from?	
Topic 3: Walking aid sizes and weight rating	NOTE: This topic starts with an activity. Learners are asked to practice adjusting the walking aids available to them, measuring the adjustment range, and checking the weight rating.	This is a good activity to do in a group. Make sure learners have access to assistive products and spare parts (rubber tips) and space for this activity
Lesson two: Step one: Assess		
Topic 1: Assessment overview	<i>(At the end of the topic.)</i> Discussion Walking aid assessments can happen in many different locations. For example, in a clinic, in a person's own home, or in a community space. Where are you most likely to do a walking aid assessment? Post your answer on the discussion forum.	

Topics with interactive sections		Suggested instruction and mentor's planning notes
	Discussion In your service, do you already use, or have an assessment form to use for a walking aid assessment? If you do, after completing this module you may like to compare your form with this form. Does the assessment form at your service have more or less questions?	
Topic 2: General information and known health problems	Discussion What other health problems are common in your area, that can lead to a person needing a walking aid?	
Topic 5: Additional information	<i>(After introductory information about foot wounds)</i> Discussion Are foot wounds common in your area? Post your reply on the discussion forum.	
	<i>(After introductory information about people who may have difficulty seeing or hearing)</i> Discussion Think about your community. Are there health centres where a person can receive a vision screen or an eye exam? Post your answer on the discussion forum.	
Topic 7: Selecting a walking aid	<i>(Most of this topic is activity based.)</i> Note: You are now going to practise selecting walking aids for four people. Look at the table on the back of the assessment form. You can use it to help your selection.	Some learners may find it helpful to work through the first case study as a group; or to work through them all in pairs.
Lesson three: Step two: Fit		
Topic 2: Fitting walking sticks and crutches	<i>(At the end of this topic.)</i> Activity With another person, practise fitting walking sticks and crutches to the correct size.	Make sure learners have access to assistive products and space for this activity
Topic 4: Fit check	<i>(At the end of this topic.)</i> Activity With another person, practise fitting walking frames and rollators. What was easy and what was difficult about adjusting the different types of walking aids?	Make sure learners have access to assistive products and space for this activity
Lesson four: Step three: Use		
Topic 4: Standing up and sitting down with a walking aid	<i>(At the end of this topic.)</i> Activity Practise standing up and sitting down with the walking aids available to you. Practise explaining to someone else how to stand up and sit down with a walking aid.	Make sure learners have access to assistive products and space for this activity.

Topics with interactive sections		Suggested instruction and mentor's planning notes
Topic 5: Walking with a walking aid	Activity Practise walking with the different walking aids you have available. <ul style="list-style-type: none"> For all walking aids: practice walking with weight on both legs For crutches and walking frames: practice walking with weight on one leg only If you are taking this module with other people, practise teaching each other. Watch the videos again if you are not sure.	Make sure learners have access to assistive products and space for this activity.
	Activity Practise using crutches and a walking stick on stairs: <ul style="list-style-type: none"> Practise going up and down stairs with weight on both legs using crutches and walking sticks Practise going up and down stairs with weight on one leg only using crutches only. If you are taking this module with other people, practise teaching each other. Watch the videos again if you are not sure.	Make sure learners have access to assistive products and space for this activity.
	Discussion What looked hard? What looked easy? Was there anything different to how you have learned to use the walking aids?	
Topic 7: Looking after a walking aid	<i>(After watching video about what to do if rubber tips are worn out.)</i> Activity Now that you have seen how to do it, practice replacing rubber tips on some crutches. Remember to check that the tip is fully in place.	Make sure learners have access to assistive products and spare parts (rubber tips) and space for this activity.
Lesson five: Step four: Follow up		
Topic 1: Walking aids follow up	<i>(After follow up is introduced.)</i> Discussion How can follow up be done in your service? Think about: <ul style="list-style-type: none"> Who is responsible for follow up? Can follow up be combined with other activities (for example routine home visits, or during other outpatient visits)? Where can follow up happen? Post your answers on the discussion forum.	
After completing this module learners need to practice providing walking aids using all four steps through: <ol style="list-style-type: none"> Supervised role play with colleagues Supervised practice with clients Mentors may use the skills checklist to monitor and discuss the learner's progress in gaining competency (safe and efficient practice).		