

1. Checklist of documents

- List of key words
- Key messages
- Product examples
- Mobility assistive products screening form
- Therapeutic footwear assessment form


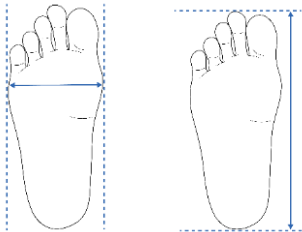
2. Checklist of equipment

- Tablets / computers
- Head phones
- Notebook and pen

3. Group discussion opportunities and activities to prepare for

See below: Topics with interactive sections		Suggested instruction and mentor's planning notes
Lesson 1: Topic 3: Features and types of therapeutic footwear		
	<p>Reflection</p> <p>There are different shoe size systems used in different parts of the world.</p> <p>Which shoe size systems is are most common in your area? (there may be more than one, so you may select all that apply)</p> <ul style="list-style-type: none"> • European • US • Australian • UK • Japanese 1 • Other. 	<p>Mentors to prepare by finding out the shoe size systems used locally. You may like to bring along a shoe size chart from your area.</p>

See below: Topics with interactive sections	Suggested instruction and mentor's planning notes
<p>Activity</p> <p>Look closely at the therapeutic footwear available at your service.</p> <p>What styles are they? Are they closed shoe, open heel shoe or open toe sandal?</p> <p>For each type identify the following features on the shoe:</p> <p>Suitable shoe features:</p> <ul style="list-style-type: none"> • A low heel (flat shoe) • Adjustable straps or laces • Heel support • Wide toe space • A non-slip base • Upper material that is breathable and will last • Overall firm support. <p>Therapeutic shoe features:</p> <ul style="list-style-type: none"> • Removable insole • Rolled seams • Extra toe depth and width • Stretchable upper • Forefoot rocker 	<p><i>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</i></p> <p><i>This is a good opportunity for mentors to clarify referral pathways and processes in local context. Be specific about the services they may receive referrals from and where they should refer to. A handout that lists referral organisations or places that stock therapeutic footwear would be very useful.</i></p>
Lesson 2: Topic 2: Assess	

See below: Topics with interactive sections	Suggested instruction and mentor's planning notes	
	<p>Activity Practice measuring foot width and length using the drawing method described.</p> <p>Tips:</p> <ul style="list-style-type: none"> Keep the pen upright and close to the edge of the person's foot to get an accurate drawing.  <ul style="list-style-type: none"> When measuring from the paper, measure at the widest width and the widest length for each foot. 	<p><i>Mentors should prepare by having the required materials available: A4 sized paper, pens, pencils, rulers.</i></p>
Lesson 2: Topic 4: Plan		
	<p>Discussion With your partner, compare your thoughts and questions about the TAP Therapeutic footwear assessment form. Example talking points:</p> <ul style="list-style-type: none"> What parts of the assessment are familiar to you What parts are new? Is the form clear or is more information needed? How long do you think doing an assessment using the form will take? <p>If you have any questions, you can post them to the discussion forum.</p>	

See below: Topics with interactive sections		Suggested instruction and mentor's planning notes
Lesson 5: Topic 2: What to do during follow up		
	Discussion In pairs, discuss how a different conversation could have helped Jensen to select a pair of therapeutic shoes that he was happy to wear every day.	
	If you have questions or comments, post them on the discussion forum.	
After completing this module learners need to practice providing therapeutic footwear through: <ol style="list-style-type: none"> 1) Supervised role play with colleagues 2) 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).		