

Introducing Training in Assistive Products

Overview slide deck
January 2024



**Training in safe and effective provision of
assistive products**

What is TAP?

Open access online training resource,
launched in November 2022.

Preparing primary health and other personnel
to **fulfil an assistive technology role.**

Supporting countries on the road to **universal
health coverage.**



Background and context

Why TAP?

10 million

Health workforce
shortage projections
in 2030

2.5 billion

People in need of
assistive products.
3.5 billion in 2030

67%

Prevalence of people
getting products from
private, clinics



TAP supports implementation of the Priority Assistive Products List (APL)

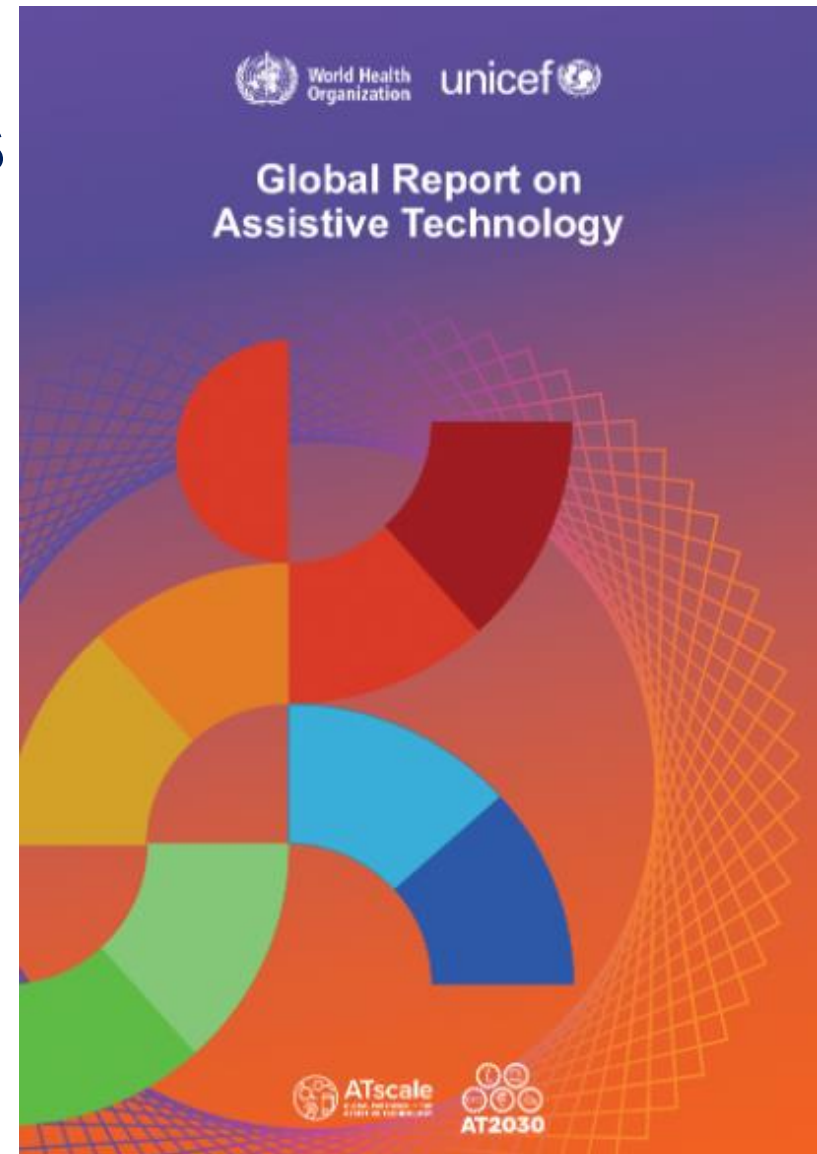
- The first WHO list of Priority Assistive Products was published in 2016
- Based on the principles of the WHO Model List of Essential Medicines
- Includes 50 assistive products across 6 areas of functioning
- TAP: a practical tool to support countries to make 25 simple assistive products from the APL available at the community level



Responding to the global report on assistive technology recommendations

Recommendation 3: Enlarge, diversify and improve human resource capacity

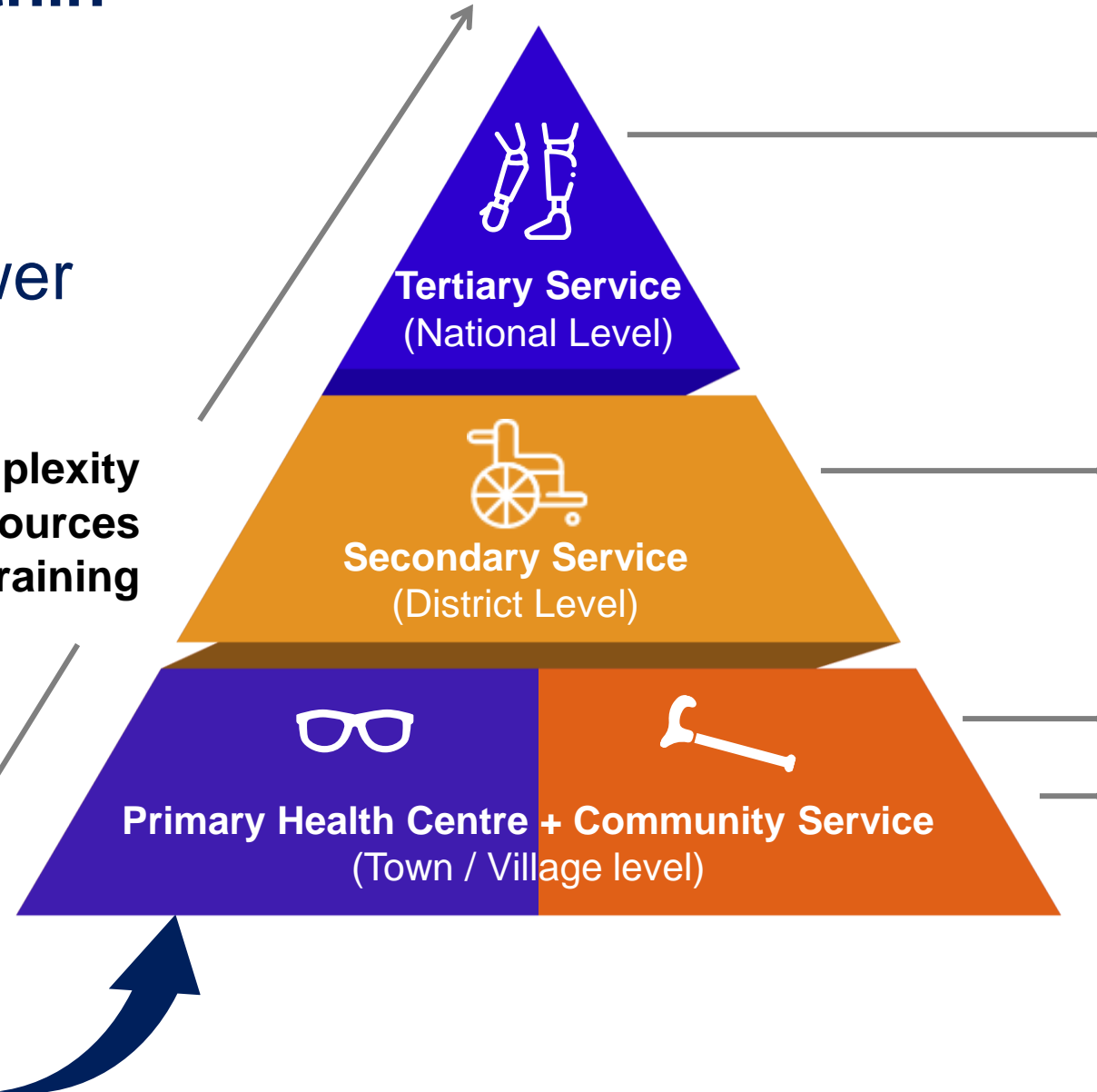
‘...build the capacity of available human resources at municipal, community and/or primary health care level – this includes nurses and midwives, pharmacists, health workers, community-based rehabilitation workers, other allied workforces, and expert users and family members.’



**Integrating AT within
health and social
care systems**
to improve access,
enable and empower
people in need



**Complexity
Resources
Training**



Specialist AT Services

For example: Prosthetics and orthotics, intermediate level wheelchairs

General AT Service delivery

For example: Basic level wheelchairs

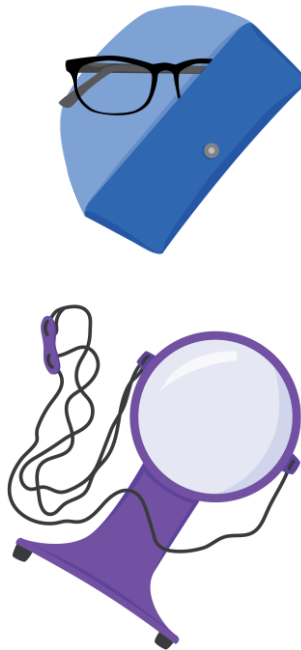
Screening and referral Simple AT Service delivery

For example: Reading glasses, walking aids, absorbent products

Training in Assistive Products (TAP)

TAP focus

- High need
- Simple / quick service delivery
- Ready-made
- Reduce visits to different services



TAP goal and objectives



Increase access to assistive products at primary healthcare level

Objective 1: provide

To equip primary health personnel with knowledge and skills to provide a range of assistive products from the APL

Objective 2: refer

To equip the broader workforce to recognize who may need referral into AT services

TAP target learners



Primary health personnel who are likely to be based in a health facility and can provide assistive products. For example: nurses or nursing assistants.



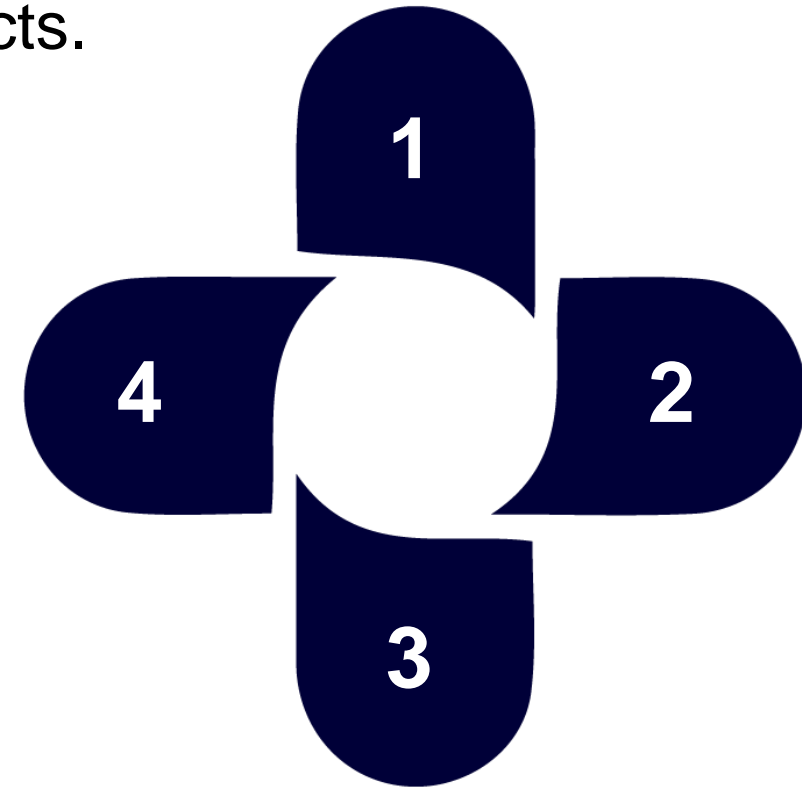
Broader workforce who will identify people and refer them into AT services. For example: health professionals or specialists who visit people in their homes or work at a clinic at a community level.

*TAP can also be useful to educators, managers, policy makers, people who use AT and their families and communities.

TAP content

TAP offers four steps to provide simple assistive products.

1. **Select:** the most suitable product for the person
2. **Fit:** adjust and fit the product to suit the person
3. **Use:** teach the person how to use and take care of their product
4. **Follow-up:** review the person's needs, maintain and repair their product



TAP content continued

- TAP covers **just the right amount of information** to teach the required knowledge and skills to carry out the 4 steps safely.
- Additional training to extend skills and local contextualization can be added by local trainers.



TAP design

- Online, open access, e-learning, followed by clinical skills practice
- Interactive modules covering key information supported by:
 - Plain English text
 - Illustrations
 - Character examples
 - Questions with answers
 - Activities
 - Videos
 - Discussion forums
- Pre- and post- module quizzes
- Supporting documents for downloading
- Guidance and resources for in-country implementors



Examples from TAP platform

Video examples:

Stories:

- [A day in the life of Babalo Pholose](#)

Tutorials:

- [Axilla crutches fitting](#)
- [Going up and down stairs with elbow crutches](#)



Use a small torch so that you can see the eye clearly.

Shine the torch at a **45 degree** angle from the side of the person's head into each eye.

Look for:

- Redness
- Swelling
- Lumps, bumps or growths on or near the eye
- Discharge
- Centre of the eye is milky coloured, or cloudy
- Any other signs that the eye is not healthy.

Observe if the pupil gets smaller when light is shined on the eye. If not, this is a sign of an eye health problem.

👉 If you observe any signs of an unhealthy eye, refer the person to an eye health professional.

You may want to go back to lesson one to remind yourself of **what these signs may look like.**



Meet Michael

Michael uses a white cane to get to and from school, as well as to move safely around his classroom and the playground.

His white cane is also a good way for people around him to know he has a vision impairment.

Michael had a support worker help him learn how to use his white cane. They practiced together at home, in the classroom and in the playground. When he was confident they then practiced walking to and from school. Now he can do this on his own or with his friends.

? Question

What other vision Assistive Product do you think Michael may use?

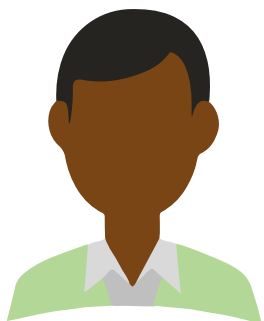
> Click to view answer

Implementation and mentored practice

WHO advocates for TAP to be implemented within systems, with managers and clinical mentors supporting the process. TAP includes:

- **Resources for managers** to implement TAP, including mechanisms for assessing competence and readiness to practice independently;
- **Resources for mentors**, including mechanisms for assessing learners' competence and readiness to practice independently;
- **Tools to support assistive product service provision**, such as example screening and assessment forms.

In country mentors



Who?

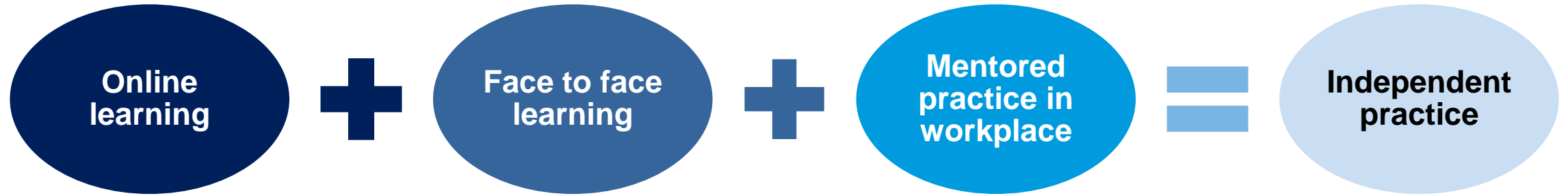
Health personnel with proven experience in the module content area, who fulfil an in-country mentor role for TAP



Why?

In-country mentors are integral to the success of TAP. They support learners to take the content knowledge gained through TAP online modules and apply this learning in their own context.

Journey to competency



- ✓ Self paced modules
- ✓ Learners complete individually or as a group
- ✓ TAP interactive elements and discussion forum (platform) or local message groups

Mentors contextualize and build competence:

- ✓ Add local knowledge such as referral paths
- ✓ Run TAP interactive elements in groups
- ✓ Role play practice

- ✓ Scheduled, mentored practice in work-place
- ✓ TAP skills checklists to measure competence

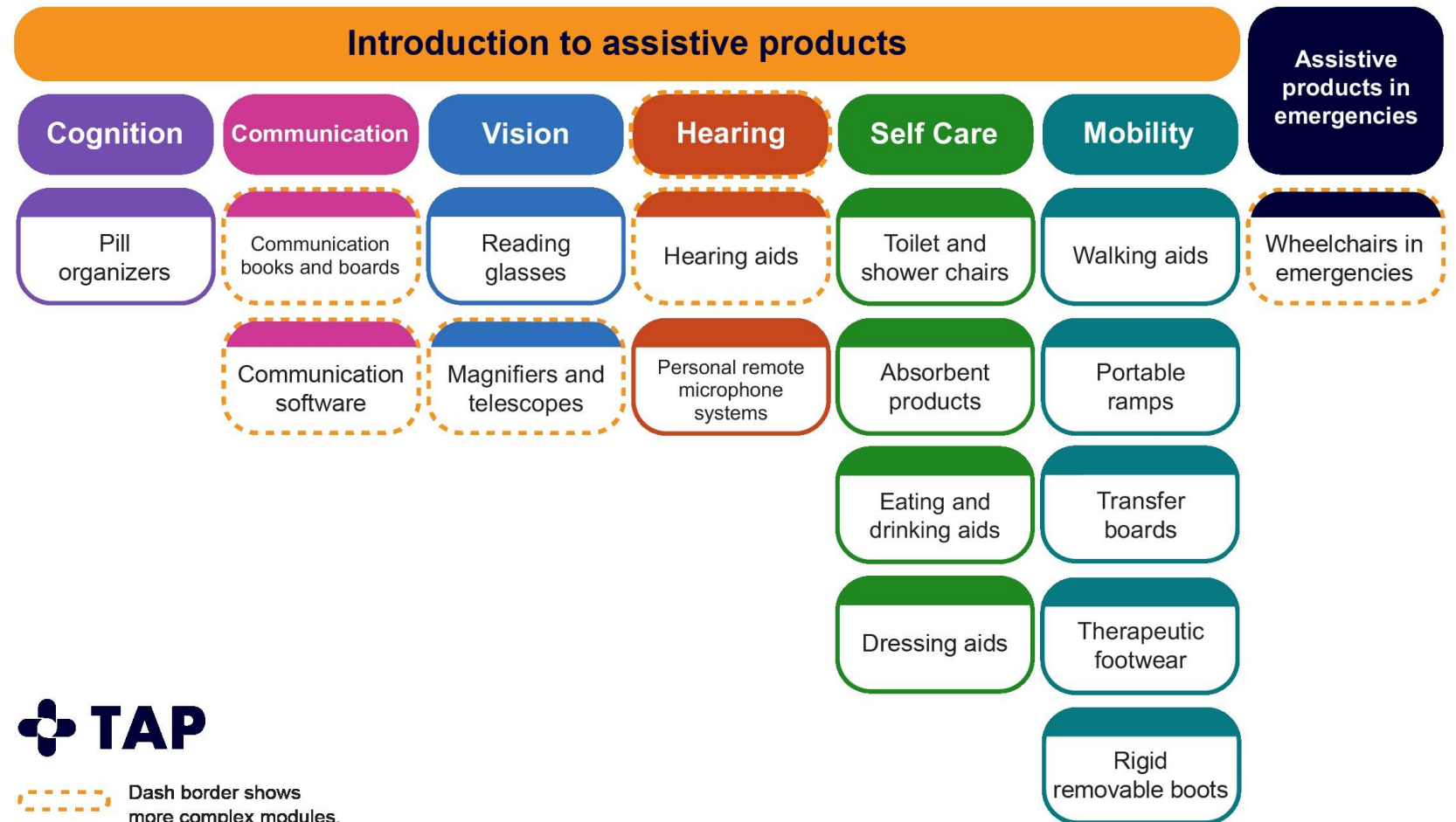
- ✓ Learners commence practice
- ✓ Ideally ongoing mentoring to ensure quality of service

Transition from learning to practice requires products and service systems to be in place.

TAP module structure and target audience

Modules suited to broad workforce who will refer into AT services

Modules suited to primary (and other) healthcare personnel who will provide assistive products



TAP module content: first layer

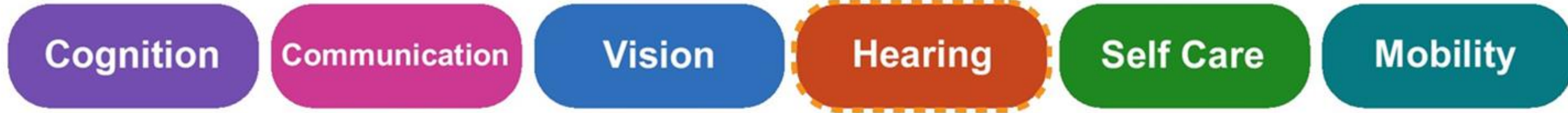
Introduction to assistive products

Assistive
products in
emergencies

Introductory modules give an overview of assistive products including:

- What assistive products are
- How assistive products can support people with functioning difficulties across six streams: vision, hearing, communication, cognition, mobility, self-care
- The people who may need assistive products
- The four steps of service provision

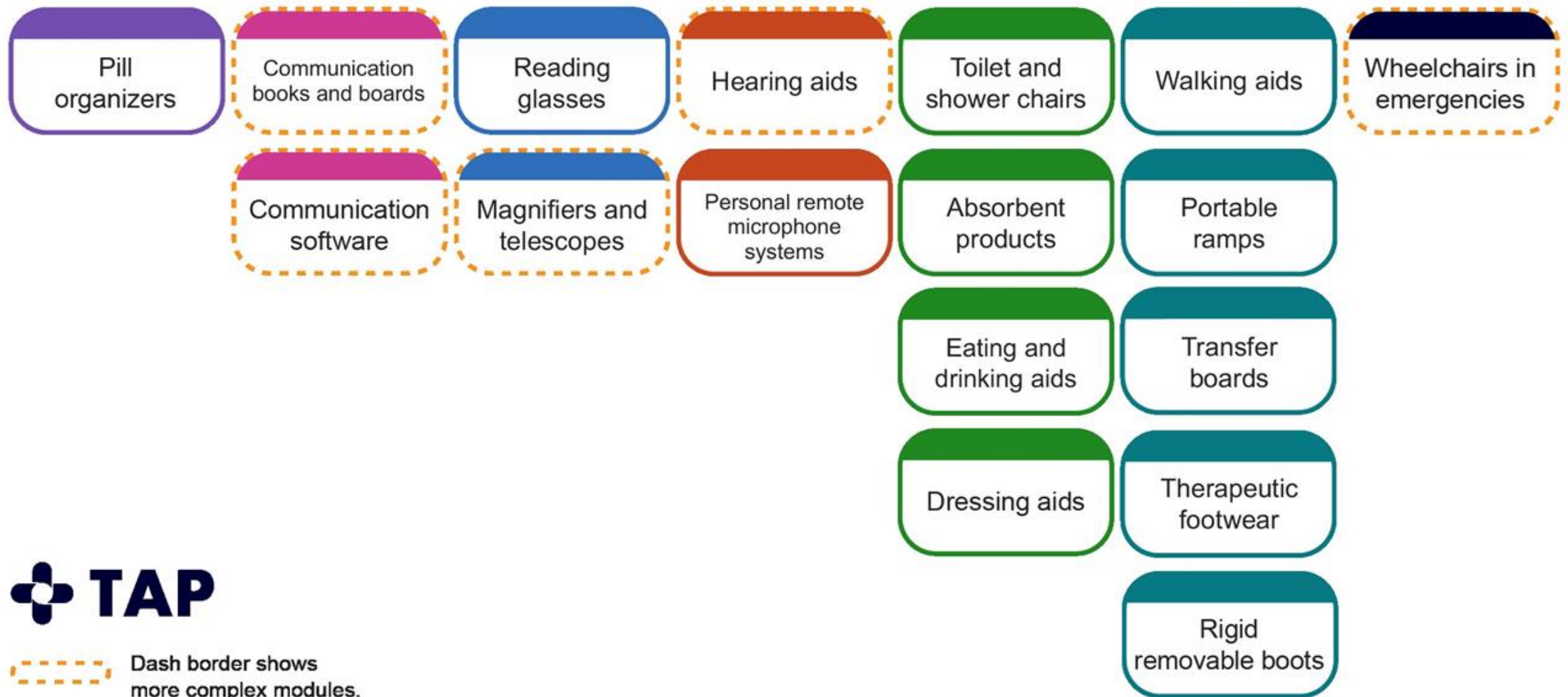
TAP module content: second layer




Introductory modules to each of the six streams. Each module gives a more in-depth introduction to assistive products within that stream, including:

- Different types of assistive products
- How assistive products can support people who may need them
- How to identify if a person needs an assistive product/s
- Actions to take (e.g. referral or provision of a specific assistive product)

TAP module content: third layer



 Dash border shows more complex modules.

Current status

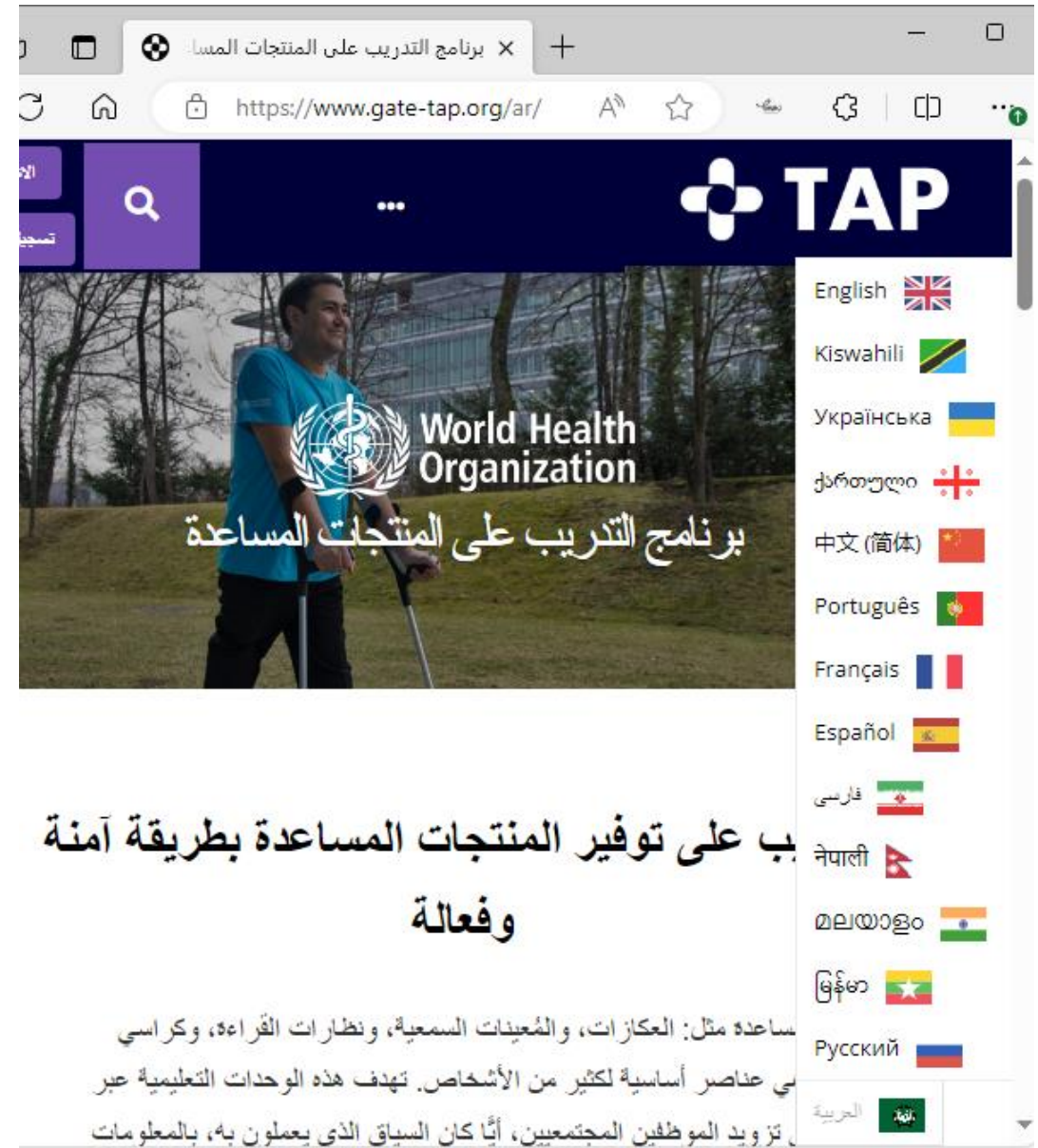
13 modules available (+ 6 in development)

6 streams / functioning domains + emergencies

14 languages

16+ countries implemented:

- 800+ trained personnel
- 3600+ people registered



How TAP fits into the bigger picture

WHO-GATE 5P framework

**A systematic approach
to building equitable
access to assistive
technology for
everyone, everywhere.**



Tanzania – country example

- **Personnel:** workforce trained using TAP, to provide simple products and refer for more complex needs.
- **Products:** procured to WHO specs and included in national supply chain system.
- **Provision:** services established, including referral mechanisms.
- **Policy:** situational analysis and population data to inform policy development.





**World Health
Organization**

Website

Contact

Social media

www.gate-tap.org

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[@GATE_AT_World](https://twitter.com/GATE_AT_World)