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**Table S1** Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none"> <li>able to read and speak English</li> <li>reachable by telephone</li> <li>18 years of age or older</li> <li>history fits with International Diabetic Foot Risk Classification System category 2 (decreased sensation on four areas of the foot, decreased blood supply, or foot deformity) or category 3 (previous ulcer or amputation).</li> </ul> <p><b>Changes made after 6 months of recruitment</b></p> <ul style="list-style-type: none"> <li>Loss of sensation in at least one area on the foot as identified by the monofilament test rather than four and/or deformity (e.g., claw toe, prominent metatarsal head)</li> </ul>	<ul style="list-style-type: none"> <li>ulcer</li> <li>amputation site that was not healed</li> <li>foot infection</li> <li>Charcot's arthropathy</li> <li>pregnant or breastfeeding; major health condition</li> <li>unable to walk without assistance; unable to read the thermometer and document the assessment and no support person to assist</li> <li>severe peripheral arterial disease as evidenced by an ankle brachial index (ABI) &lt; 0.8.</li> </ul> <p><b>Changes made after 6 months of recruitment</b></p> <ul style="list-style-type: none"> <li>ABI &lt; 0.7.</li> </ul>

**Table S2** Measures and Schedule of Data Collection

Measure	Time to Complete Measure	Daily	Baseline	1 week	3 months	6 months	Exit
Logbook: <ul style="list-style-type: none"> <li>Temperature Readings **</li> <li>Pedometer readings</li> <li>Foot self-assessment</li> <li>Event</li> </ul> ** A change was made to the instructions to take the temperature reading 13 months after the start of the RCT (October 2018) that required participants to measure the maximum temperature	5 minutes	✓					

Measure	Time to Complete Measure	Daily	Baseline	1 week	3 months	6 months	Exit
reading versus the last area scanned. This change had no effect on the outcomes of interest discussed in the manuscript (i.e., if participants did an assessment and took action). It is unclear if there was an effect on ulceration as only one DFU was reported.							
Participant Profile	15 minutes		✓				
Return demonstration for temperature measurement	5-10 minutes		✓	✓		✓	
Orthotic assessment (i.e., Biomechanical Assessment)	1 hour		✓				
Follow-up of pedorthist's recommendations	5 minutes				✓	✓	
HbA1C ** HbA1C only be repeated if the result of the three-month check was elevated.	1-2 hours				✓	** ✓	
Foot screen using Simplified 60 Second Foot Screen (baseline, 3 and 6 months)	1 minute		✓		✓	✓	
Stages to Readiness to Change Tool	1 minute		✓				
Foot Care Confidence Scale (baseline, 3 and 6 months)	10 minutes		✓		✓	✓	
The QoL Enjoyment and Satisfaction Short Form	5 minutes		✓		✓	✓	

Measure	Time to Complete Measure	Daily	Baseline	1 week	3 months	6 months	Exit
(baseline, 3 and 6 months)							
Patient Health Questionnaire (PHQ9)	5 minutes		✓		✓	✓	
Nottingham Assessment of Functional Footcare	15 minutes		✓		✓	✓	
Exit Interview	20 minutes						✓

### Overview of Education Session

The education was provided utilizing the Canadian Association of Wound Care diabetic foot management YouTube video ([https://www.youtube.com/watch?v=xC-\\_TqWvU0I](https://www.youtube.com/watch?v=xC-_TqWvU0I)) and one-on-one teaching utilizing the World Diabetes Foundation Flipchart (adapted with permission). A copy of the presentation was provided to participants. Both groups were provided with an extendable handle mirror for visualizing the bottom of the feet and a pedometer to measure daily activity. Additionally, the education and thermometer group received a CAIT. Education on the use of the CAIT was provided through a demonstration using a foot model.

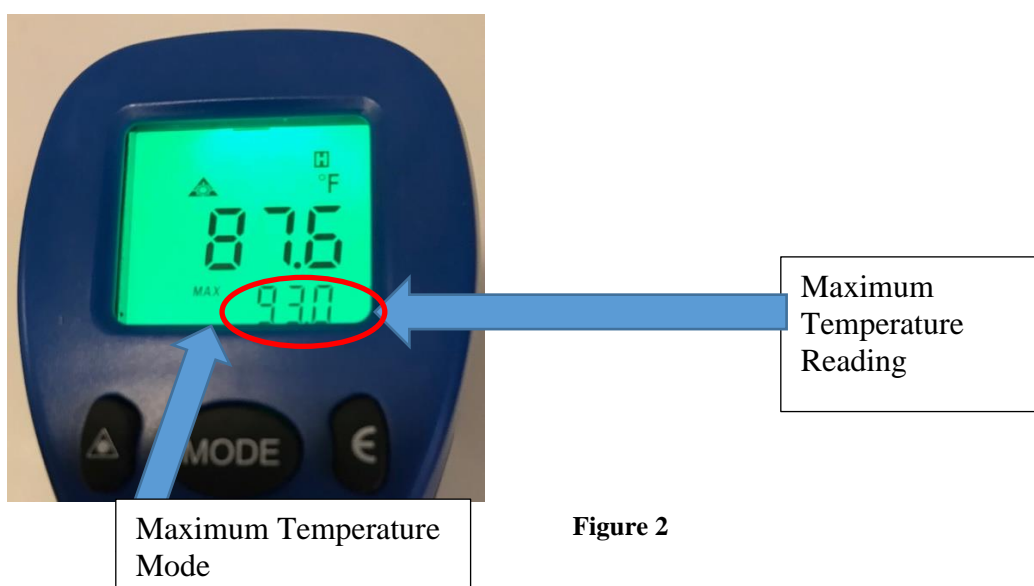
### Teaching Points Used for Participants in the Thermometer Group

1. Take off socks and shoes and wait 5 minutes before doing the temperature reading. This gives time for the feet to return to their normal temperature and will give a truer reading.
2. Make sure the thermometer is on Fahrenheit setting. The F will show in the display window.
3. Hold the thermometer 6 inches or 15 cm away from your left foot. The thermometer is measuring the temperature below the area of light.
4. Squeeze the handle on the thermometer and trace a zigzag over the bottom of your left foot (see Figure 1). When you have finished the zigzag line, immediately release the handle of the thermometer. You will hear a beep. You can measure temperature over thick skin.



**Figure 1**

5. Look at the display window to get the temperature reading of your left foot. You will use the maximum temperature reading. This can be done by pressing mode on the thermometer until you see “max” in the display. The maximum temperature reading is the temperature displayed in a smaller size in the bottom right corner of the display (see figure 2). Write this reading in the logbook.

**Figure 2**

6. Measure the temperature of your right foot in the same way and record this reading in the logbook.
7. In the logbook write in the difference in temperature between the two feet. See sample log entry below.
8. If you find a temperature difference greater than 4° Fahrenheit between the left foot and right foot you should rest and decrease the pressure on your feet until the temperature difference between your two feet is less than 4° Fahrenheit. This temperature difference may indicate inflammation.
9. If you miss a day then leave that day blank and continue recording on the next day.

10. Call your health care provider: if you have a temperature difference of more than 4° Fahrenheit more than two days in a row; have any redness break in the skin on your feet; and have any unexplained pain.

### Example Logbook Page

Month \_\_\_\_\_ Dates \_\_\_\_\_

Measurement	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Time of foot check							
Temperature reading of feet (°F)	Left _____ Right _____ Difference _____	Left _____ Right _____ Difference _____	Left _____ Right _____ Difference _____	Left _____ Right _____ Difference _____	Left _____ Right _____ Difference _____	Left _____ Right _____ Difference _____	Left _____ Right _____ Difference _____
Did you change your amount of activity based on the temperature reading?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Areas of concern noted on your feet?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, describe (check all that apply)	<input type="checkbox"/> redness <input type="checkbox"/> tenderness <input type="checkbox"/> broken skin <input type="checkbox"/> peeling skin <input type="checkbox"/> rubbing skin <input type="checkbox"/> thick skin <input type="checkbox"/> dry skin <input type="checkbox"/> blister <input type="checkbox"/> bleeding <input type="checkbox"/> pain <input type="checkbox"/> color change	<input type="checkbox"/> redness <input type="checkbox"/> tenderness <input type="checkbox"/> broken skin <input type="checkbox"/> peeling skin <input type="checkbox"/> rubbing skin <input type="checkbox"/> thick skin <input type="checkbox"/> dry skin <input type="checkbox"/> blister <input type="checkbox"/> bleeding <input type="checkbox"/> pain <input type="checkbox"/> color change	<input type="checkbox"/> redness <input type="checkbox"/> tenderness <input type="checkbox"/> broken skin <input type="checkbox"/> peeling skin <input type="checkbox"/> rubbing skin <input type="checkbox"/> thick skin <input type="checkbox"/> dry skin <input type="checkbox"/> blister <input type="checkbox"/> bleeding <input type="checkbox"/> pain <input type="checkbox"/> color change	<input type="checkbox"/> redness <input type="checkbox"/> tenderness <input type="checkbox"/> broken skin <input type="checkbox"/> peeling skin <input type="checkbox"/> rubbing skin <input type="checkbox"/> thick skin <input type="checkbox"/> dry skin <input type="checkbox"/> blister <input type="checkbox"/> bleeding <input type="checkbox"/> pain <input type="checkbox"/> color change	<input type="checkbox"/> redness <input type="checkbox"/> tenderness <input type="checkbox"/> broken skin <input type="checkbox"/> peeling skin <input type="checkbox"/> rubbing skin <input type="checkbox"/> thick skin <input type="checkbox"/> dry skin <input type="checkbox"/> blister <input type="checkbox"/> bleeding <input type="checkbox"/> pain <input type="checkbox"/> color change	<input type="checkbox"/> redness <input type="checkbox"/> tenderness <input type="checkbox"/> broken skin <input type="checkbox"/> peeling skin <input type="checkbox"/> rubbing skin <input type="checkbox"/> thick skin <input type="checkbox"/> dry skin <input type="checkbox"/> blister <input type="checkbox"/> bleeding <input type="checkbox"/> pain <input type="checkbox"/> color change	<input type="checkbox"/> redness <input type="checkbox"/> tenderness <input type="checkbox"/> broken skin <input type="checkbox"/> peeling skin <input type="checkbox"/> rubbing skin <input type="checkbox"/> thick skin <input type="checkbox"/> dry skin <input type="checkbox"/> blister <input type="checkbox"/> bleeding <input type="checkbox"/> pain <input type="checkbox"/> color change
Step counter reading							
Event (e.g., visited healthcare provider, rested, changed shoes, put on cream)							

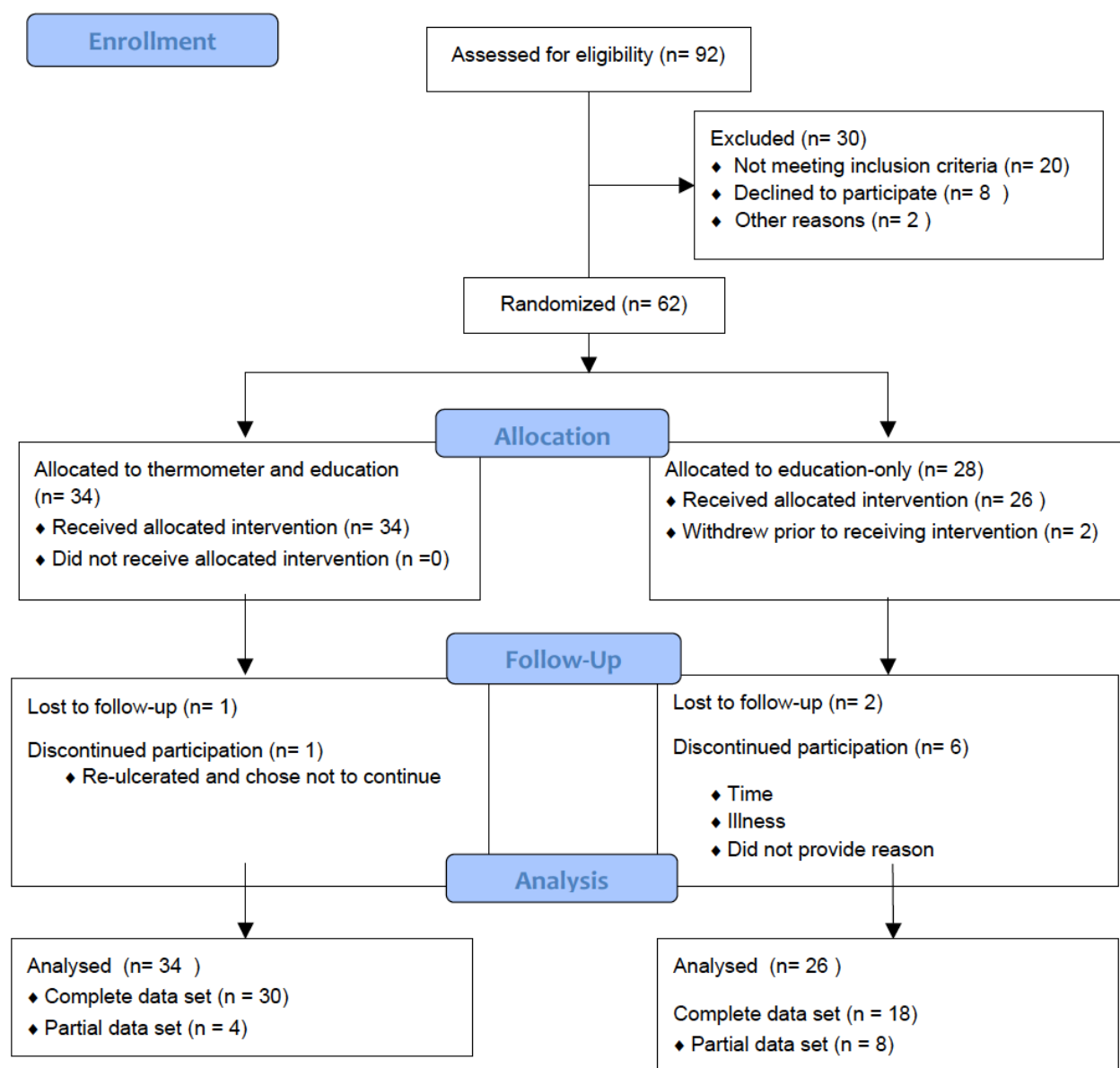


Figure S1 Consort flow diagram



