

PART - split classroom (theory online; review in class)

Print this document and completed the learning activities on paper as you work through the online content. You will need to bring this completed document with you to your classroom training as proof of completing the online course.

A. Attire

Are you aware of how you are dressed (clothing, footwear, jewelry, other items) and how that affects your ability to move/respond during an emergency?

Learning Activity

Look at the way you are dressed from head to toe. Assess your attire in terms of the risk it might present during an assaultive incident.

For each of these items listed, check the level of risk (low, some, high) it would pose.	Low Risk	Some Risk	High Risk
Head			
▪ earrings/piercings - do they present a risk of tearing or cutting?			
▪ glasses - are frames and lenses likely to break or shatter?			
▪ hair - could it be easily grabbed or obscure your vision?			
Neck			
▪ do necklaces, ties, scarves, pen on a rope, stethoscope, etc., provide an opportunity for choking?			
Arms & Hands			
▪ can rings, bracelets, watches or fingernails catch and tear skin?			
Torso (clothing)			
▪ will my clothing keep you from jumping, running, bending or kneeling?			
Feet (shoes)			
▪ do my shoes interfere with my ability to move quickly?			
▪ do my shoes present a risk of injury to myself or others?			
Keys			
▪ does the way I carry keys pose a risk of injury to myself or others?			
Emotional Attachment			
▪ if my clothing or jewelery were damaged, would I be upset?			
Other			
▪ is my personal hygiene offensive to others?			
▪ does the scent of my shaving lotion/perfume offend others?			

Learning Activity for Physical Response in Crisis

For this activity, record your answers in the space provided.

	Symptoms I may experience when/if assaulted: Fight - Flight - Freeze	What I can do to maintain control, keep my behaviour within acceptable limits Self-control Plan
Breathing		
Vision		
Heart		
Speech		
Thinking		
Perception		
Emotions		

Learning Activity for Knowing Your Limits

For this activity, record your answers in the space provided.

Ask yourself:	Your answer(s):
If I failed to regain self-control and over-reacted , what would I be doing?	
If I failed to regain self-control and under-reacted , what would I be doing?	
What habits do I display under stress that might make this situation worse?	

Methods for Restoring Balance and a Sense of Well-being After an Assault

Immediately after being threatened or assaulted I will do these things to restore my sense of well-being:

Some examples are recording the incident, solitude, obtaining medical attention

When I have been threatened or assaulted at work, I will do these things after work to restore my sense of well-being:

Some examples are physical activity, talking to a supportive friend/co-worker

Because I have a job where there is a real possibility of being threatened while performing my duties, I have developed the following habits or patterns of activity to keep myself emotionally balanced:

Some examples are good physical shape, having hobbies, making time for myself each day (e.g., 10-15 minutes of “me time”)

Learning Activity for Stress Model/Assault Cycle

The purpose of this activity is to align the assault cycle to a situation you may have experienced.

Choose someone from your recent experience. This should be someone who became assaultive.

Describe the **triggering** event(s) for this incident.

for example was it the environment, change, overcrowding, boredom, hallucinations....?

Describe the behaviours observed during **escalation**.

for example was it tense muscles, any change in baseline behaviour, flushed/red face, pacing...?

Describe the behaviours observed during the **crisis**.

for example was it kicking, punching, slapping....?

Describe the behaviours observed during the **recovery**.

for example did breathing return to normal, escalation decreasing in intensity...?

Describe the behaviours observed during the **post-crisis depression**.

for example crying, depression, withdrawn, sleep...?

Learning Activity for Communication Model

This activity will help you explore **your communication options**.

Choose someone with whom you have had difficulty relating to - **do not use real names for confidentiality purposes**. Describe one of their behaviours that "pushes your buttons", or choose an example from a personal experience or a situation within a societal setting.

for example are whining, complaining, nagging...?

If you were being **withdrawn**, how might you respond to this behaviour?

for example leave the area/get away from them, don't talk to them, avoid them...?

If you were being **passive**, how might you respond to this behaviour?

for example were you complaining to other people about them, pleading and begging to stop...?

If you were being **aggressive**, how might you respond to this behaviour?

for example were you yelling at them to stop, slamming the door, sarcasm...?

If you were being **assaultive**, how might you respond to this behaviour?

for example any form of physical abuse to stop their behaviour...?

If you were being **assertive**, how might you respond to this behaviour?

for example focus on the behaviour and not the person, normal speaking voice or calm voice...?