

## Professional Assault Response Training (PART®)© Trainer Lesson Plan for Split Classroom (online learning and classroom)

### Process for Teaching the Split Classroom Approach

To understand the online content, PART trainers must complete the PART online course prior to teaching a split classroom session. Trainers use the current PART Trainer Manual, PowerPoint and this Lesson Plan for Split Classroom. Participants still receive the appropriate PART Participant Handbook (i.e. Basic, Intermediate or Advanced). The written exercise booklet is optional as the activities are similar in the online course.

This lesson plan is facilitated similar to a PART Basic re-evaluation session where the theory is reviewed, discussion takes place and role-play activities are used to assist with the learning.

When the classroom session includes the Intermediate or Advanced training for techniques, the PART Trainer Manual is used and the process is as per initial training. A complete demonstration and explanation of the techniques by the trainer, followed by participant practice and then the required return demonstration by each participant.

Wallet cards are only issued when the required classroom portion is successfully completed by the participants. Participants would complete the online portion within 6 (six) weeks of attending a classroom session - this timeline is for optimum retention of the information.

PART trainers are only permitted to teach to the level approved (i.e. Intermediate or Advanced).

### Online Modules and Learning Outcomes

Each of the online modules are indicated in this lesson plan. The module numbers from the online course do not align with the Sections in the PART Trainer Manual; however, the content is the same.

<b>PART Online Theory - modules</b>	<b>PART Trainer Manual - sections</b>
Module 1 - Legislation	Introduction (page 4 & 5)
Module 2 - Purpose, Professionalism, Preparedness	Section 1 - Purpose Section 2 - Professionalism Section 3 - Preparedness
Module 3 - Identification	Section 4 - Identification
Module 4 - Appropriate Response	Section 5 - Response
Module 5 - Dementia	PART Dementia Enhancement
Module 6 - Recording/Documentation	Section 6 - Recording
Module 7 - Standards of Practice	Section 8 - Standards

The expectation is that following completion of the online course, each learner will understand and be able to explain the learning outcomes for each module. The classroom portion provides participants with a review of theory, opportunity to ask questions, role play and practice of applying the principles in the theory.

## PART Trainer Lesson Plan for Split Classroom

---

This lesson plan supports one PART trainer to a class of 8 participants; exceeding the number of participants may increase the duration required for classroom training. Participants would have their completed copy of the online activities (written exercises) with them.

The recommended timeline with one trainer to 8 participants is as follows:

<b>PART Basic</b>	<b>PART Intermediate</b>	<b>PART Advanced</b>
completion of online plus 3 hours +/- classroom to review theory, role play, have discussion	completion of online plus 5 hours +/- classroom to review theory, role play, have discussion and adequate time to demonstrate techniques, have each participant practice and provide a return demonstration	completion of online plus full day classroom to review theory, role play, have discussion and adequate time to demonstrate techniques, have each participant practice and provide a return demonstration

Time indicated for each topic below are estimated and you can adjust those accordingly.

### Lesson Plan

Welcome and housekeeping (3-5 minutes)

- Participant sign in/attendance sheet (can be completed as participants arrive)
- Distribute participant workbooks and name tent cards if not already set out
- Distribute evaluation and participants complete the first portion on page 1 (pre and post self-rating)

**DO:** Briefly review the content for each of the modules listed below, asking questions and having a discussion. If you want, you can utilize any of the PART videos to enhance this session.

### Online Learning Module 1: Introduction (12-15 minutes)

- Saskatchewan's occupational health and safety legislation pertaining to violence
- what "violence" means
- employer and worker responsibilities under Saskatchewan's occupational health and safety legislation
- every worker's 3 legislated rights
- accountability

**SAY:** In the online learning course you learned what the definition of violence is.

**ASK:** Can someone share what that definition is?

**ANSWER:** "**violence**" means the attempted, threatened or actual conduct of a person that causes or is likely to cause injury, and includes any threatening statement or behaviour that gives a worker reasonable cause to believe that the worker is at risk of injury.

**ASK:** What are some situations that would meet this definition?

**ANSWERS:** Yelling, biting, hitting, kicking...

**GO TO:** Page 4 of your PART Trainer Manual

**DO:** Review "Legislation" section

**SAY:** You also learned about every worker's 3 legislated rights.

**ASK:** Can someone share what those rights are?

**ANSWER:** Refer to page 4 of the PART Trainer Manual

## PART Trainer Lesson Plan for Split Classroom

---

**SAY:** You also learned about accountability.

**ASK:** Can someone share what accountability means?

**ANSWER:** Refer to page 5 of the PART Trainer Manual

**ASK:** Does anyone have any questions before we continue?

### **Online Learning Module 2: Purpose, Professionalism, Preparation (18-20 minutes)**

- why individuals are acting out
- how your attitude may aggravate the situation
- how you are physically and mentally prepared to work with potentially assaultive individuals
- how to create your plan for self-control
- how you respond in a crisis situation

**SAY:** In the online course you learned about Purpose, Professionalism and Preparation. Let's take a few minutes to review that information.

**GO TO:** Section 1 - Purpose of your PART Trainer Manual

**DO:** Read the Principle

**ASK** the Key Question and have a group discussion

**GO TO:** Section 2 - Professionalism of your PART Trainer Manual

**DO:** Read the Principle

**ASK** the Key Question and have a group discussion

**GO TO:** Section 3 - Preparation of your PART Trainer Manual

**DO:** Read the Principle

**ASK** the Key Question and have a group discussion

**ASK:** Does anyone have any questions before we continue?

### **Online Learning Module 3: Identification (45-50 minutes)**

- assaultive situations from a number of points of view
- observed signals of potential assault
- use of co-worker/care team knowledge to enhance the safety of everyone
- why an individual may be assaultive
- contributing factors to an assaultive situation

**SAY:** In the online course you learned about Identification - this included a variety of Models such as Legal, Stress, Developmental. Let's briefly review each of the Models.

**GO TO:** Section 4 - Identification of your PART Trainer Manual

**DO:** Read the Principle

**ASK** the Key Question and have a group discussion

**DO:** Review the Models and engage learners. As you review each of the Models, ask questions such as:

- for the Legal Model, can someone give an example of Common Assault?
- for the Stress Model, can someone explain the "Stress Model of Assault"?
- etc....

**ASK:** Does anyone have any questions before we continue?

## PART Trainer Lesson Plan for Split Classroom

---

### Online Learning Module 4: Appropriate Response (45-50 minutes)

- verbal crisis intervention
- reasonable force (i.e. matching your response level to the level of aggression)
- threat reduction, control, detachment and consequences

**SAY:** Appropriate Response was another module in the online course. We'll take some time and review that information.

**GO TO:** Section 5 - Response of your PART Trainer Manual

**DO:** Read the Principle

**ASK** the Key Question and have a group discussion

**DO:** Review the general principles of crisis intervention and the Legal and Stress Model information, as well as the Common Knowledge Flowsheet. For each of the Crisis Interventions (fear, frustration, manipulation, intimidation), review the information and have a role-play scenario. Coach and mentor participants as they role-play the client and the worker.

**ASK:** Does anyone have any questions before we continue?

**SAY:** The online course provided you with information on dementia.

### Module 5: Dementia - Identification and Appropriate Response (25-30 minutes)

- dementia - a high level overview
- identification of potentially violent situations (understanding triggers)
- safe work practices to minimize or eliminate risk (approach, documentation/care plan, own self-control plan)
- appropriate response (de-escalation, person-centered care, validation)

**DO:** Use the PART Dementia Enhancement; review the information on each topic below and ask questions as you work through this information, such as "can someone tell me what Dementia is?".

- What is Dementia?
- Person-centered care
- The Care Plan
- Seven A's of Dementia

**ASK:** Remember the story called *The Train Journey* in the online course? How did that make you feel?

**DO:** Have a group discussion

**SAY:** Validation Therapy and Redirection was also covered in the online course.

**ASK:** Can anyone explain what Validation Therapy is?

**DO:** Have a discussion; you might want to have a role play scenario as well.

**ASK:** Can anyone explain what Redirection is?

**DO:** Have a discussion; you might want to have a role play scenario as well.

**ASK:** Does anyone have any questions before we continue?

## PART Trainer Lesson Plan for Split Classroom

---

### **Online Learning Module 6: Recording/Documentation** (8-10 minutes)

- the importance of effective incident recording of facts

**SAY:** Recording and Documentation was another module in the online course. We'll spend a few minutes reviewing that information.

**GO TO:** Section 6 - Recording of your PART Trainer Manual

**DO:** Read the Principle

**ASK:** the Key Question and have a group discussion

**DO:** Have participants work through a scenario for recording an incident. Use one of their examples to work through but refrain from using real names, places, etc.

**ASK:** Does anyone have any questions before we continue?

### **Online Learning Module 7: Standards of Practice** (8-10 minutes)

- performance categories and standards

**SAY:** Standards of Practice in the online course gave you information on the various levels of standards. Let's go over that information now.

**GO TO:** Section 8 - Standards of your PART Trainer Manual

**DO:** Review the Standards on page 83 (below, minimum, beginner, intermediate, competent, proficient, expert).

**SAY:** The goal would be to achieve "competent" in:

- Professionalism - positive attitude and behaviour
- Preparation - appropriate clothing and accessories; maintaining self-control
- Assessment - seeks information before working with an individual; makes adjustments in activities to prevent an assault
- Crisis Intervention - communication techniques match the individual's motive for assault; consistently uses personal style combined with correct technique to successfully intervene on a verbal level
- Recording - emotionally neutral language, well organized, concise and without ambiguous (unclear) language

**ASK:** Think of where you might be on the standards, and what you can do to achieve and even maintain a competent level.

**ASK:** Does anyone have any questions before we continue?

OR

Wrap up the class if you are only teaching to PART Basic (thank participants, evaluations, wallet cards, etc.)

## **PART Trainer Lesson Plan for Split Classroom**

---

### **NOTE TO PART TRAINERS:**

If this concludes the classroom portion for participants to be deemed trained in PART Basic, you can close the training by:

- Thanking everyone for their participation.
- Encouraging them to use the skills learned in PART to be successful with verbal crisis intervention.
- Having participants complete the evaluation for PART.
- Issuing wallet cards (note: if you deem a participant unsuccessful then do not issue wallet cards at this time).

If you are teaching PART Intermediate (or Advanced if you are approved to teach that level), then continue the class and utilize the PART Trainer Manual for teaching techniques.

Professional Assault Response Training (PART) program  
©copyright SASWH