

PART TTT Agenda



This agenda is designed for PART Instructors to teach a PART Train the Trainer program:

- 1.5 - 2 days for trainers who will teach up to PART Basic
- 2.5 days for trainers who will teach up to PART Intermediate
- 3 days for trainers who will teach up to PART Advanced
- and for 6 participants; more participants will require instructors to manage time accordingly in order to cover learning outcomes

The goal is to build effective PART trainers. This is partially achieved through your dedication to provide each trainer candidate with:

- an orientation to the PART Trainer Manual, Participant Handbook and PART resources (including an explanation that these materials must be used when teaching the techniques; to reference them often; and not attempt to memorize the materials)
- ample time for trainer candidates to practice the risk assessment process and evasive techniques at least three times, and to plan for their teach back
- coaching/mentoring throughout the TTT session and follow-up after
- giving constructive feedback, setting up for success
- teaching techniques to assist them with facilitating sessions
- a positive TTT so they leave with the knowledge, skill and ability to be effective trainers

IMPORTANT

Everyone will need to use the PART Trainer Manual throughout the entire TTT session. The Participant Handbook is referenced to ensure trainer candidates understand what is in that resource.

This TTT agenda is set up to introduce one piece of the PART Trainer Manual at a time. For the PART sections, your explanation of the content along with your demonstration, coaching and guidance will contribute to successful PART trainers. Trainer candidates will also contribute to their own success through practice, their individual return demonstration/teaching of each module and active participation.

This agenda is provided to PART instructors in a Word format. Instructors have the ability to change the order of delivery and adjustment of times based on their own teaching style. Instructors can also incorporate employer specific policies, procedures and other information.

SASWH is available to assist PART Trainers to maintain their qualification, problem-solve and co-teach if necessary.

Ensure you discuss during the TTT that PART is copyright and that the PART program must be taught with consistency. Contact SASWH if there are any questions.

Day 1

8:30 – 12:00

Introduction

- Welcome trainer candidates: Your name, where you are from, years of experience, why PART TTT and read your name card.
- introduction of yourself
- sign in/attendance list circulated and complete
- housekeeping details – cell phones, washrooms, breaks, emergency exits
- pre portion of the PART TTT evaluation completed

Get to Know Your Group – Do Ice Breaker (explain that they will have to have do one)

Do Top 20 Facilitation tips on flipchart paper

In the first part of the morning on day 1, have trainer candidates look around the room and observe things that you would have done in preparation for the TTT session.

ASK: What are things that trainers need to do to prepare for their own sessions to be ready? What do you see? What do you think happens behind the scenes?

Do Goal/objective of Attending

On a flipchart paper, record each trainer candidate's goal/objective of attending the TTT; review at end of session to ensure their goal/objective is met.

Do Sticky Notes

Give 3 sticky notes to each trainer candidate to write down:

1. What they've seen in a good facilitator
2. What they've seen that is not so good in a facilitator
3. One challenge in their area regarding violence or aggression in the workplace; review at some point during session

Effective Trainers

Learning Outcomes to be an Effective PART Trainer

Explain that this will be achieved through:

- demonstration by you (a qualified PART Instructor) throughout the TTT
- ample practice time for them
- required return demonstration of each trainer candidate's understanding
- time to practice teaching (include positive feedback provided by others in the room)
- a review of effective facilitation

Facilitation Practice

- have each trainer candidate select their own topic to teach, not related to PART, but to something they're really comfortable with (e.g., baking, arts/crafts, folding a paper or towel, doing hair, etc.)
- 10 minutes to prepare their individual presentation
- 5 minutes for each to presentation (let them know you will time them)
- following each presentation, share comments on what went well (group input)

PART Trainer Manual, Effective Facilitation

Motivation

We will discuss the importance of motivation - it is important for an instructor to be motivated just as it is for an employee to be.

EVERYONE GO TO: PART Trainer Manual Section 9 on facilitation. Review as a group, discuss. Consider providing some feedback on trainer candidates presentations just completed to help them improve future facilitation.

The remaining TTT is all about PART

High Level Orientation to PART Materials

- **PART Trainer Manual** - high level overview of how the manual is laid out and that they'll be using this throughout the TTT. Encourage your trainer candidates to mark in it, flag information
- **PART Participant Handbook** - trainer candidates need to know what is in this handbook, you may want to indicate where the handbook pages are in your Trainer Manual. The participant handbook and exercise booklet is separated into the levels of PART (Basic, Intermediate, Advanced)
- **PART Participant Exercise Book** – trainer candidates need to know what is in the exercise book and how to facilitate each exercise.
- **Re-evaluation** – pretest and answer key
- **Program outline** - page 98 - 100
- several opportunities to teach theory and skill
- ask questions about topics you want more info on

PART Trainer Manual

EVERYONE GO TO:

- Go through copyright information and Disclaimer.
- History – Read page i then refer them to Page 1 Trainer Manual for additional information for them to read later.
- Read A message from SASWH page ii
- Go through pages iv – xi, and Table of Contents

EVERYONE GO TO: (page 2-11)

- Go Through in detail Introduction, Legislation, and Accountability

Trainer Candidate Facilitation Practice of Introduction, Accountability, Legislation

- assign each group a section, such as *Accountability, Legislation, etc.*
- each group has 10 minutes to prepare and each group has 5 minutes to present
- have a short discussion after each presentation on what they did well (group input)

EVERYONE GO TO: (page 12-21)

- Go through; Section 1 Purpose, Section 2 Professionalism and Section 3 Preparation.

Trainer Candidate Facilitation Practice of Purpose, Professionalism and Preparation

- assign each group a section or portion of a section
- each group has 10 minutes to prepare and each group has 5 minutes to present
- have a short discussion after each presentation on what they did well (group input)

12:00 – 12:30: Lunch

EVERYONE GO TO: (page 22-39)

Section 4 Identification - go through each model (excluding Common Knowledge Model)

- Identification – why does assault happen
- A Legal Model – including Exercise 6
- A Stress Model – including Exercise 7
- A Developmental Model – including Exercise 8
- A Communication Model – including Exercise/Role play 9 and 10
- An interactive Model – including Exercise 11
- An Environmental Model – including Exercise 12
- A Basic Needs Model – including Exercise 13
- A Socio-cultural Model – including Exercise 14

Trainer Candidate Facilitation Practice of models

- assign each group/trainer a model
- each group gets 10 minutes to prepare and each group has 5 minutes to present
- have a short discussion after each presentation on what they did well (group input)

Wrap Up Day 1

- go through what we have learned for the day
- give an overview of tomorrow - remind them of start time in the morning, proper attire and know who is doing the ice breakers

Day 2

8:30 – 12:00

Review of Day 1

- high level review
- review Top 20. What else would you add?
- what are they noticing with teaching?
- Ice breaker

Continue with identification model teach backs

EVERYONE GO TO: (page 35-39)

Common Knowledge Model

- Go through each common motive and explain the purpose of role plays

Trainer Candidate Facilitation Practice of Common Knowledge Model including role plays

- assign groups a motive, such as *Fear, Frustration, Manipulation and Intimidation*
- each group has 10 minutes to prepare and 10 minutes to present
- have a short discussion after each presentation on what they did well (group input)

EVERYONE GO TO: (page 40-51)

Response and Recording

- go through Section 5 Response and Section 6 Recording (if Common Knowledge Model portion of Response was done already, skip this part of response. Ensure Trainers know you may Facilitate together or separate)

Trainer Candidate Facilitation Practice of Response and Recording (if response with the Common Knowledge was done already, skip this part of response)

- assign groups a section as *Fear, Frustration, Manipulation, Intimidation and Recording*
- each group gets 10 minutes to prepare and has 6-10 minutes to present
- have a short discussion after each presentation on what they did well (group input)

“I Will Report Campaign” or “Say something”- show video if time

Dementia Enhancement:

If Trainers will be facilitating the Dementia Enhancement go through the Trainer Lesson Plan and Participant Handbook. Ensure Trainers have an understanding of how the activities are done. Show how the Enhancement can be rolled into the PART program or facilitated as an enhancement after PART Basic is done. Remind Trainers that the Dementia Enhancement is not stand alone training but is to be used in conjunction with PART.

EVERYONE GO TO: (page 1-3)

- Go through What is Dementia, Dementia Bill of Rights and Person-centered care and The Care Plan.

Trainer Candidate Facilitation Practice of What is Dementia, Dementia Bill of Rights, Person-centered care and The Care Plan.

- assign each group a section
- each group gets 10 minutes to prepare and each group has 5 minutes to present
- have a short discussion after each presentation on what they did well (group input)

EVERYONE GO TO: (page 3-4)

- Go through Stress Model, Communication Model, and Response along the Common Knowledge Flowsheet for Dementia Clients.

Trainer Candidate Facilitation Practice of Stress Model, Communication Model, and Response along the Common Knowledge Flowsheet for Dementia Clients

- assign each group a section
- each group gets 10 minutes to prepare and each group has 5 minutes to present
- have a short discussion after each presentation on what they did well (group input)

EVERYONE GO TO: (page 5–9)

- Go through Processing Information, Brain Health, Seven A’s of Dementia, and The Train Journey

Trainer Candidate Facilitation Practice of Processing Information, Brain Health, Seven A’s of Dementia, and The Train Journey

- assign each group a section
- each group gets 10 minutes to prepare and each group has 5 minutes to present
- have a short discussion after each presentation on what they did well (group input)

EVERYONE GO TO: (page 9–13)

- Go through Validation Therapy/Redirection, Hallucinations and Delusions and Ten Tips for Communicating with a Person with Dementia

Trainer Candidate Facilitation Practice of Validation Therapy/Redirection, Hallucinations and Delusions and Ten Tips for Communicating with a Person with Dementia

- assign each group a section
- each group gets 10 minutes to prepare and each group has 5 minutes to present
- have a short discussion after each presentation on what they did well (group input)

PART Basic would now be complete. If a Trainer is only taking Basic you would now go through your wrap up and evaluation.

12:00 – 12:30: Lunch

PART Intermediate

EVERYONE GO TO: (page 52)

Evasion/Restraint - section 7 and section 13 forms

Fit-for-Training Declaration – read and sign

Go through principles of evasion and explain:

The demonstration

- participants learn from what you say first and last, so demonstrate what you want them to learn at those times

Return demonstration

- do not allow participants to demonstrate a mistake
- prompt those that require extra assistance in a step-by-step process

Summary

- continue to ask participants "when would you use this move" and "why?"

Guidelines for controlling and monitoring evasive skills

- be aware of the group; size, weight, agility, trust, male-female ratio
- watch pairs: jock and pretty young female; men; two people who may be considered as weak; if you are uncomfortable, change the groups
- listen carefully: slaps/impact sounds, too much laughter, no talking
- scan participants/groups constantly: watch for potentially dangerous situations

EVERYONE GO TO: (page 110)

Mobility and Warm-up Exercises, section 9 trainer manual

- participants do warm-up exercises and facilitate back

Review Evasion Techniques (page 53-56) **and Dementia Enhancement** (page 14)

- demonstrate, return demonstration and facilitate back from each participant (groups)

Review Sample Assaults (page 56-62)

- demonstrate, return demonstration and facilitate back from each participant (groups)

Wrap Up Day 2

- go through what we have learned for the day
- give an overview of tomorrow - remind them of start time in the morning, proper attire and know who is doing the ice breakers

Day 3

8:30 – 12:00

Review of Day 1

- Review Top 20. What else would you add?
- What are they noticing with teaching?
- Ice breaker

Continue with PART Intermediate review and teach back

- Ensure trainer candidates feel competent with performing all techniques before proceeding to advanced

12:00 – 12:30: Lunch

PART Advanced

EVERYONE GO TO: (page 63–72)

Go through Restraints; definition, types and basic principles

Review Restraint (page 67-72)

- demonstrate, return demonstration and facilitate back from each participant (groups)

EVERYONE GO TO: (page 75)

Review decision trees

EVERYONE GO TO: (page 80-88)

Standards

Review section 8 Standards and go through the **competent** rating

EVERYONE GO TO: (section 12)

Re-evaluation Pre-test and Answer Key

Go through Answer Key

Wrap Up, Evaluation

- incorporate any site/region specific information
- review parkaide/parking lot,
- identify their improvements, such as more dynamic, more engaging, clearer, focused, flow
- review administrative tasks for trainers (evaluation, any reporting needed to manager/supervisor if someone isn't successful, completion and distribution of certificates, review of SASWH website and semi secure area)
- review requirement of PART Trainer re-certification

- trainer candidate completion of their evaluation of the TTT session
- distribution of trainer certificates
- thank everyone for a good day
- let them know how to contact you if they have any questions, need support, etc.

Trainer's support

- Trainer's manual information
- practice, co-teach, help each other, check out other training available
- contact SASWH if co-teaching support needed

Forms

- complete an attendance list at each session; circulate for participants to sign in
- have each participant complete an evaluation - read these for important feedback
- forward to the appropriate person in your agency

In TTTs, ensure you tell the Trainer's that they will be approved to teach for their employer ONLY. They cannot market themselves, can't teach outside of their employer.

Their status as a trainer does not transfer with them UNLESS they are moving to another employer who is licensed and would utilize them as a trainer. While we recognize that people are passionate about teaching/educating others in safety, there are rules and terms in the license agreement that MUST be followed.

Remind Trainers that SASWH holds copyright for PART. Any changes must be approved by SASWH. If you have any concerns, contact SASWH or PART lead.