

PART® Instructor Qualification Procedure

Current PART® Instructor Qualification Process

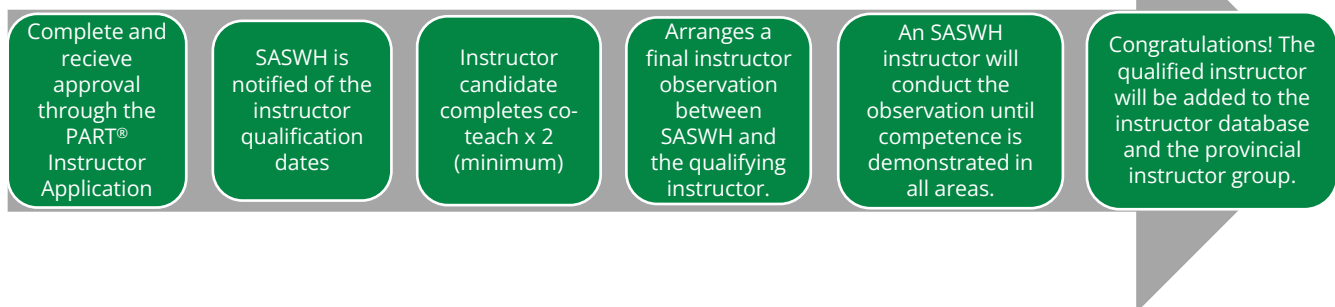
Current qualified PART® instructors co-teach/observe Train the Trainer (TTT) sessions with instructor candidates until competence is assessed in all areas. A conversation follows each TTT to provide an opportunity for open and respectful discussion.

NEW PART® Instructor Qualification Procedure

The revised process for PART® instructors ensures the highest level of competency among instructor candidates.

- Before accepting applicants into the instructor process, SASWH reserves the right to observe training sessions to ensure that candidates meet the necessary competencies and prerequisites.
- PART® instructors will notify SASWH of the instructor's qualification.
- The PART® instructor will co-teach a minimum of two TTT sessions with instructor candidates, aiming for competency across all required areas.
- Instructors will offer post-session discussions, which will provide valuable feedback that will help further improve the candidates' skills.
- Once a qualified instructor deems a candidate competent, this assessment will be documented and submitted to SASWH.
- SASWH will then arrange for a final instructor observation session between the candidate and an experienced SASWH PART® instructor.

The average number of co-teaching/observation sessions is three, and the process will continue until the candidate achieves competent status in all areas. This approach ensures that instructors are well-qualified, knowledgeable, and capable of providing the highest level of instruction.



PART® Instructor Qualification Procedure

Key Point to Remember

Instructor candidates are tasked with teaching future PART® trainers the program's curriculum. The effectiveness of each PART® trainer and the success of new instructor candidates depend significantly on the experienced guidance, mentoring, and support provided by current qualified PART® instructors.

SASWH's PART® Instructor Qualification Assessment

Please print legibly or fill out electronically:

PART® instructor candidate:			
Employer:			
Date of completing initial PART® general training:			
Date of completing PART® TTT program:			

Standard PART Instructor Qualification Process

Current qualified PART® instructors co-teach TTT sessions with instructor candidates until an assessment of Competent (C) is achieved in all areas. A conversation follows each TTT to provide an opportunity for open and respectful discussion. The number of co-teaching/observation sessions averages three; additional sessions may be needed.

Remember – the instructor candidate will be teaching trainer candidates how to facilitate the PART® program®. The success of every PART® trainer candidate relies heavily upon the PART® instructor, and the success of every new PART® instructor candidate relies heavily on the coaching/mentoring and guidance provided by qualified PART® instructors.

Pre TTT Coaching/Mentoring: For any "No" response, please provide a rationale and a plan to achieve "Yes".	Yes/No
Actively participated in the plan for co-teaching TTTs; understands the qualification process.	
Understands learning outcomes/format of 2.5-day Train the Trainer and requirements for demonstration, practice and return demonstration of facilitation and techniques.	

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Understands and supports terms of SASWH program license agreement (copyright, teaching for employer, maintaining standards) as applicable to instructors and trainers.	
Understands the content and flow of the PART® Trainer Manual, participant materials and PowerPoint.	
Understands and has access to PART® instructor area on SASWH's website, PART® resources/Safety Talks and if applicable, other employer areas for employer resources.	
Understands administrative procedure for training records (employer's process for due diligence in tracking training provided).	
Understands the employer's policy pertaining/related to PART®.	

Key: C = Competent; efficient/effective; no concerns
D = Development needed; achieved through another TTT co-teaching opportunity (supportive notes required)
N = Not presented during that TTT co-teaching opportunity

TTT Facilitation Skills	1 st TTT date: _____	2 nd TTT date: _____	3 rd TTT date: _____
Well prepared to deliver the course content (arrived early, set up, equipment, professional, positive attitude)	C D N	C D N	C D N
Receptive to comments/information provided by the instructor, co-teaching (if offered)	C D N	C D N	C D N
Created a motivational learning environment while maintaining "control/flow/pace" of the TTT	C D N	C D N	C D N
Responded effectively to questions, concerns, and challenges; used Parking Lot/Park Aid effectively	C D N	C D N	C D N
Communicated clearly, used appropriate eye contact and body language	C D N	C D N	C D N
Used varied strategies for different learning styles	C D N	C D N	C D N
Facilitated course content at a comfortable pace, including ample time for practice and teach back	C D N	C D N	C D N

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Provided constructive feedback to participants to enhance trainer candidates' facilitation skills	C D N	C D N	C D N
Utilized PART® resources appropriately (Trainer's Manual, issuance of wallet cards)	C D N	C D N	C D N
Used appropriate examples/experiences and/or engaged group (respectful of confidentiality)	C D N	C D N	C D N
Provided explanation and demonstration of SASWH's PART® semi-secure area for trainers	C D N	C D N	C D N
Explained maintaining trainer's status (required teaching and re-certification)	C D N	C D N	C D N
Explained license terms (teaching program to employees, respecting copyright of the program, trainer status is applicable while employed by a SASWH program licensee)	C D N	C D N	C D N
Explained how trainers can request assistance, guidance, and co-teaching opportunities	C D N	C D N	C D N

Facilitation portion of Manual (i-xxviii)			
Completed a review of the introduction to the manual	C D N	C D N	C D N
Completed a review of the Adult Learning Principles and Learning Styles	C D N	C D N	C D N
Completed a review of the Qualities of an Effective Facilitator	C D N	C D N	C D N
Reviewed Participant Challenges and held discussions on suggested responses	C D N	C D N	C D N

Introduction			
Learning outcomes for each level of PART®	C D N	C D N	C D N
Legislation and accountability	C D N	C D N	C D N
Interface of PART®; Care/treatment Plans	C D N	C D N	C D N
Course Background and Course Outline/learning Objectives	C D N	C D N	C D N

Section 1: Purpose			
Principle	C D N	C D N	C D N

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Demonstrates understanding and the ability to apply the principles	C D N	C D N	C D N
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Section 2: Professionalism			
Principle	C D N	C D N	C D N
Demonstrates understanding and the ability to apply the principles of professionalism	C D N	C D N	C D N

Section 3: Preparation			
Principle	C D N	C D N	C D N
Attire, Mobility, Observation, and Self-control	C D N	C D N	C D N
Demonstrates understanding and the ability to apply the principles of preparation	C D N	C D N	C D N

Section 4: Identification			
Principle	C D N	C D N	C D N
Legal Model	C D N	C D N	C D N
Stress Model	C D N	C D N	C D N
Developmental Model	C D N	C D N	C D N
Communication Model & Role plays	C D N	C D N	C D N
Basic Needs Model	C D N	C D N	C D N
Environmental Model	C D N	C D N	C D N
Interactive Model	C D N	C D N	C D N
Socio-cultural Model	C D N	C D N	C D N
Common Knowledge Model & Role plays	C D N	C D N	C D N
Demonstrates understanding and the ability to apply the principles of identification	C D N	C D N	C D N

Section 5: Response			
Principle of Response and Crisis Intervention	C D N	C D N	C D N
Legal Model	C D N	C D N	C D N
Stress Model	C D N	C D N	C D N
Developmental Model	C D N	C D N	C D N
Communication Model	C D N	C D N	C D N
Basic Needs Model	C D N	C D N	C D N
Environmental Model	C D N	C D N	C D N
Interactive Model	C D N	C D N	C D N
Socio-cultural Model	C D N	C D N	C D N
Common Knowledge Model & Role plays	C D N	C D N	C D N

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Key Information of Response	C D N	C D N	C D N
Demonstrates understanding and the ability to apply the principles of response	C D N	C D N	C D N

Section 6: Recording			
Principle	C D N	C D N	C D N
Reviewed content (could include site-specific policies and procedures for recording)	C D N	C D N	C D N

Section 7: PART® Level Three®			
Principles of Evasion	C D N	C D N	C D N
Blows: evasion and deflection			
▪ punch to the face	C D N	C D N	C D N
▪ overhead blow to the top of the head	C D N	C D N	C D N
▪ punch to the upper body	C D N	C D N	C D N
▪ punch to the midsection	C D N	C D N	C D N
Kicks: evasion and deflection			
▪ to the lower legs	C D N	C D N	C D N
▪ to the groin	C D N	C D N	C D N
▪ to the stomach	C D N	C D N	C D N
Holding:			
▪ pinching	C D N	C D N	C D N
▪ scratching	C D N	C D N	C D N
▪ biting	C D N	C D N	C D N
▪ hair pulling	C D N	C D N	C D N
▪ bear hugging	C D N	C D N	C D N
▪ choke with hands from front	C D N	C D N	C D N
▪ choke with hands from rear	C D N	C D N	C D N
▪ choking with arm from the rear	C D N	C D N	C D N
▪ arm grabbing	C D N	C D N	C D N
Balance control techniques:			
▪ belt pivot	C D N	C D N	C D N
▪ belt and shirt control	C D N	C D N	C D N
▪ hip pivot	C D N	C D N	C D N
▪ clothing pivot	C D N	C D N	C D N
Demonstrates understanding and the ability to apply the principles of evasion	C D N	C D N	C D N

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Section 8: PART® Level Four®			
Principles of Manual Restraint	C D N	C D N	C D N
Standing restraint:			
▪ from blow	C D N	C D N	C D N
▪ from overhead blow	C D N	C D N	C D N
▪ frontal hand choke	C D N	C D N	C D N
▪ rear hand choke	C D N	C D N	C D N
▪ lunging assault	C D N	C D N	C D N
▪ rear arm choke	C D N	C D N	C D N
▪ arm grab - both thumbs up	C D N	C D N	C D N
▪ arm grab - one thumb up; one thumb down	C D N	C D N	C D N
▪ kick to thigh	C D N	C D N	C D N
▪ kick to stomach	C D N	C D N	C D N
▪ knee kick to groin	C D N	C D N	C D N
Escorts:			
▪ two worker	C D N	C D N	C D N
▪ three worker	C D N	C D N	C D N
▪ three worker reverse	C D N	C D N	C D N
Demonstrates understanding and the ability to apply the principles of standing restraints and escorts	C D N	C D N	C D N

Section 9: PART® Level Five®			
Wall assisted restraint:			
▪ two worker	C D N	C D N	C D N
▪ three worker	C D N	C D N	C D N
Floor assisted restraint:			
▪ two worker	C D N	C D N	C D N
▪ three worker	C D N	C D N	C D N
▪ four worker	C D N	C D N	C D N
▪ five worker	C D N	C D N	C D N
Release from manual restraint	C D N	C D N	C D N
Demonstrates understanding and the ability to apply the principles of floor and wall assisted restraints	C D N	C D N	C D N

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PART® instructor co-teach	
PART® instructor name (Print):	
Employer:	
Date of co-teach PART® TTT:	
Comments, and areas to focus on and suggestions/plan for improvement:	
Signature:	

PART® instructor co-teach	
PART® instructor name (Print):	
Employer:	
Date of co-teach PART® TTT:	
Comments, and areas to focus on and suggestions/plan for improvement:	
Signature:	

PART® instructor observation	
PART® instructor name (Print):	
Employer:	
Date of observation PART® TTT:	
Comments, and areas to focus on and suggestions/plan for improvement:	

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Signature:	

I, **[insert name of PART® instructor]**, am a current and qualified instructor for SASWH's PART® program®. I have followed the standards to qualify **[insert name of PART® instructor candidate]** to the PART® instructor level. I can attest to the competencies achieved and am therefore requesting SASWH's final approval.

Signature:	
Date:	

I, **[insert name of PART® instructor candidate]**, understand the PART® instructor status applies while I am employed by a SASWH PART® program® licensee. I will adhere to SASWH's requirements of a PART® instructor and will support and uphold the copyright, integrity, and standards of the PART® program®. I acknowledge that SASWH may follow up and/or observe a TTT session I facilitate. I further acknowledge **that failure to uphold the copyright, integrity and/or standards of the PART® program® may result in termination of my PART® instructor status.**

Signature:	
Date:	

SASWH grants approval of the PART® instructor status as validated through the above process.

Name:	
Signature:	
Date:	