

PART® Train The Trainer (TTT) Agenda

This agenda is designed for PART® instructors to teach a PART® TTT program:

- 2 days (15 hours) for trainers who will teach up to PART® Level Three®
- 2.5 (18.5 hours) days for trainers who will teach up to PART® Level Four® and Level Five®

The maximum in any TTT with an instructor candidate is 6 participants. This means there are a max of 8 people in the classroom – one Instructor, one Instructor candidate and up to 6 participants.

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 Handbooks, 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 and demonstrate the risk assessment process and 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 to set the trainers up for success
- teaching techniques to assist the trainers with facilitating sessions
- a positive TTT so each trainer leaves with the knowledge, skill, and ability to be effective trainers

IMPORTANT

Each trainer candidate will need to use their PART® Trainer Manual 6th Edition – 2024 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 the PART® Trainer Manual one piece 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, individual return demonstration/teaching of each module, and active participation.

This agenda is provided to PART® instructors in a Word format. Instructors can change the order of delivery and adjust times based on their own teaching style. Instructors can also incorporate employer-specific policies, procedures, and other information. When teaching the technique portion, instructors must demonstrate techniques, have the trainers practice, and then observe a return demonstration along with facilitation practice. This will allow ample opportunities for the trainer candidates to become competent with the techniques.

For any questions that cannot be answered in the moment, place them in the “parking lot/park aide”. When time permits, reach out to SASWH for assistance.

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 copyrighted and the PART® program® must be taught with consistency. There is a Trainer Agreement Contract that the trainers will sign at the end of the session. Tell the trainers to contact SASWH if there are any questions.

Handouts to be reviewed during the TTT. It is suggested to retain copies for all trainer candidates if they aren’t in the PART® Trainer Manual.

- Classroom Management Document
- PART® Blended Session Agenda
- PART® Decision Tree/Appendix
- New PART® Delivery document
- SASWH Trainer Agreement Contract
- SASWH Compliance Checklist for Training Materials and Resources

Day 1

8:30 am – 9:15 am Introduction

- welcome trainer candidates: Your name, where you are from, years of experience, and why PART® TTT
- introduce 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 an ice breaker (explain that each trainer will be required to do one).

Top 20 Facilitation Tips

What are some things that trainers need to do to prepare for a PART® training session? Write the tips on flipchart paper and build on them during the TTT.

Do the Goal/Objective of Attending

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

Do Sticky Note Exercise

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

1. What have they seen in a good facilitator?
2. What have they seen that is not so good in a facilitator?
3. One challenge in their area regarding violence training or violence in the workplace.

9:15 am – 10:15 am Effective Trainers

Learning Outcomes to be an Effective PART® Trainer

Explain that this will be achieved through:

- reviewing effective facilitation
- coaching, mentoring, and demonstrating throughout the TTT
- having ample review and practice time for facilitation
- requiring a return demonstration of each trainer candidate's understanding

Facilitation Practice

- have each trainer candidate select a simple skill to teach, such as a stretch
- 5 minutes to prepare their individual presentation (if needed)
- 3 minutes for each presentation (time them to ensure there isn't too much time spent on this)
- following each presentation, have the group share comments on what went well

10:15 am – 10:30 am Hydration break

10:30 am – 12:00 pm PART® content

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 the trainer candidates to mark in it and flag information. Briefly walk through each tab and provide

an overview of what can be found in each section. You'll go into more detail when you reach those sections.

- **PART® Participant Handbook** – trainer candidates need to know what is in this handbook. The participant handbook is separated into the levels of PART® (Level Three®, Four®, and Five®)
- **Re-evaluation** – This is currently under revision and will be uploaded to the website when it's completed. If re-evaluations are needed, tell trainers to complete the level of training required for the worker's role.

PART® Trainer Manual

EVERYONE GO TO: pages i – xxxi

- Go through these pages in detail. Have trainer candidates highlight or tab important information. (When discussing pages xvi-xxi, consider providing some feedback on the trainer candidates' presentations just completed)
- Review the SASWH website, semi-secure log-in, and where to access resources
- Review the new PART® Delivery document

EVERYONE GO TO: pages 1 – 9

- Go through the introduction and have a group discussion.

12:00 pm – 12:30 pm Lunch

12:30 pm – 1:30 pm

EVERYONE GO TO: pages 10 – 19 Purpose, Professionalism, and Preparation

- Divide the trainer candidates into pairs. Assign each group a section to review and explain to the class. They may choose to present the content directly or use a scenario to demonstrate how the section applies to their workplace. Encourage the other groups to share their ideas and examples. Before proceeding to the next section, ensure all trainer candidates can confidently and accurately apply the knowledge from each section.

2:15 pm – 2:30 pm Hydration break

1:30 pm – 4:15 pm Identification and Response

EVERYONE GO TO: Identification, pages 20–38, and Response, pages 39 – 59

- Divide the trainer candidates into pairs. Assign each group a section to review and explain to the class. They may choose to present the content directly or

use a scenario or example to demonstrate how the section applies to their workplace. Encourage the other groups to share their ideas and examples on how they could apply this content to their workplace. Before proceeding, ensure all trainer candidates can confidently and accurately apply the knowledge from each section.

- For the Communication & Common Knowledge Model, ensure role plays are completed so the trainer candidates can practice responding to individuals using assertive communication. This is a skill that is only achieved through practice.

4:15 pm – 4:30 pm Wrap Up Day 1

- Review what trainer candidates have learned and accomplished throughout the day.
- Provide an overview of Day 2.
- Remind trainer candidates of the start time in the morning and appropriate attire.
- Confirm who will be leading the icebreakers at the start of the next session.

Day 2

8:30 am – 8:45 am Review of Day 1

- Conduct a high-level review of the content and progress.
- Review the Top 20 – discuss observations, additions, or adjustments.
- Gather feedback: What are they noticing or experiencing with the TTT?
- Start with an ice breaker to engage the group.

8:45 am – 10:00 am Continue

- Continue with the models if they aren't complete. Ensure all models are covered before proceeding to the next section.

10:00 am – 10:15 am Decision Trees

EVERYONE GO TO: pages 60 – 62 (or review the new decision trees as a handout, or in the participant handbooks)

- go through content. Have a group discussion on what information could be discussed in a training session (specific policies for recording incidents).

10:15 am – 10:30 am Hydration break

10:30 am – 10:40 am Recording

EVERYONE GO TO: page 62

- Have a group discussion on what information could be discussed in a training session. Remind trainer candidates that they are permitted to go through their specific employer's policies and procedures for recording.

Videos: "I Will Report Campaign" or "Say something" – you may show these if time permits.

PART® Level Three®

Fit for Training Declaration must be signed at this time

10:40 am – 12:00 pm Evasion

EVERYONE GO TO: Classroom Management document. Review and discuss as a group.

EVERYONE GO TO: pages 63 – 77

- Follow the PART® Trainer Manual (starting on page 63):
Go through the Principles of Evasion, then explain the process for facilitating the techniques – including **demonstration, practice, return demonstration, and summary.**

Videos: PART® Intermediate Techniques – you may show if time permits.

Demonstration

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

Practice

- have trainer candidates practice each technique until they are comfortable with each one

Return demonstration

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

Summary

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

EVERYONE GO TO: pages 92 – 98

Standards

- Quickly review the content and take note of the **competent** rating, as that is our goal.

Remind trainer candidates of the classroom management information before starting the evasive techniques.

Read through the technique, demonstrate, and then have the trainer candidates practice each. Ensure they are comfortable with each technique before continuing. Once competent, have the trainer candidates facilitate the techniques back to the group.

12:00 pm – 12:30 pm Lunch

12:30 pm – 4:15 pm Continue

Continue with the review and teach backs of the Evasion section.

2:30 pm – 2:45 pm Hydration break

4:15 pm – 4:30 pm Wrap up for PART® Level Three®

EVERYONE GO TO: pages 92 – 98

Standards

- Quickly review the content and take note of the **competent** rating, as that is our goal.

Go to the end of the TTT agenda, **Wrap up, and Evaluation.**

For trainer candidates who are staying for Level Four®, continue with the agenda.

4:15 pm – 4:30 pm Wrap up – Day 2 (if continuing to Level Four® or Five®)

- Review what trainer candidates have learned and accomplished throughout the day.
- Provide an overview of what will be covered tomorrow.

- Remind trainer candidates of the start time in the morning and appropriate attire.
- Confirm who will be leading the icebreakers at the start of the next session.

Day 3

8:30 am – 8:45 am Review of Day 2

- Conduct a high-level review of the content and progress.
- Review the Top 20 – discuss observations, additions, or adjustments.
- Gather feedback: What are they noticing or experiencing with the TTT?
- Start with an ice breaker to engage the group.

8:45 am – 11:45 am PART® Level Four® and Level Five®

EVERYONE GO TO: pages 78 – 88

Go through the principles in the manual restraints section. Have a group discussion on content and principles.

Videos: PART® Advanced Techniques – you may show if time permits.

Review Restraints pages 82 – 88

- demonstrate, practice, return demonstration, and facilitation of the techniques from each trainer candidate

10:15 am – 10:30 am Hydration break

11:45 am – 12:00 pm Wrap Up, Evaluation

- review SASWH Trainer Agreement Contract – have trainers sign and date the document. Have them keep this for their records. Document if a trainer didn't sign.
- incorporate any site/region-specific information
- review park aide/parking lot,
- identify their improvements, such as being more dynamic, engaging, clear, and focused.
- 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 the requirements of a PART® trainer re-certification

- have trainer candidates complete their evaluation of the TTT session and Fit for Training declaration form
- distribute the 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 – reminder of where contact information is, including website
- practice, co-teach, help each other, check out other training available
- contact SASWH if co-teaching support is needed

Forms for General Training

- complete an attendance list at each session; circulate for trainer candidates to sign in (SASWH may request proof of training for maintaining trainer status)
- have each trainer candidate complete an evaluation – read these for important feedback
- keep Fit-for-Training documents as per internal procedures
- forward any documents to the appropriate person in your agency

Instructor Note:

Ensure trainers know they will be approved to teach for their employer only. They cannot market themselves and 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. If the trainer does move to another employer who holds a license agreement with SASWH and the trainer would like to continue to teach, the trainer must contact SASWH to initiate the transfer. 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 your SASWH Workplace Safety Specialist or the PART® lead.