

PART® Trainer Lesson Plan – Blended Session Level Three©, Level Four©, and Level Five©

Process for Teaching the Blended Classroom Approach

To understand the online content, PART® trainers must complete the PART® Level Three© online course before teaching classroom sessions. Trainers use the current PART® Trainer Manual, PowerPoint, and this Lesson Plan for a Blended Session. Participants receive the appropriate PART® Participant Handbook (i.e., PART® Level Three©, Level Four©, or Level Five©).

Participants are required to complete the online course within six weeks prior to the classroom session and must achieve a minimum of 80% before attending the classroom session. Wallet cards will only be issued once the required classroom training has been successfully completed.

When the classroom session includes PART® Level Three©, Level Four©, or Level Five© training of principles and techniques, the PART® Trainer Manual is used and followed. A complete demonstration and explanation of the techniques by the trainer, followed by participant practice, and then the required return demonstration.

PART® trainers are only permitted to teach to the level to which they have been granted trainer status (i.e., PART® Level Three©, Level Four©, or Level Five©). Participants are required to complete PART® Level Three© before progressing to Level Four©, and Level Four© before advancing to Level Five©.

Training:

PART® Level Three©: 8:30 am - 12:00 pm (3.5 hours)

- Evasion and breakaway (Level Three© online plus in-class)

PART® Level Four©: 12:30 pm - 2:30 pm (2 hours)

- Evasion, breakaway, and escorts (Level Three© online plus in-class)

PART® Level Five©: 2:30 pm - 4:30 pm (2 hours)

- Evasion, breakaway, escorts and restraints (Level Three© online plus in-class)

Lesson Plan: PART® Level Three©

8:30 am – 8:40 am Introduction

- Welcome and introductions
- Housekeeping (emergency exits, washrooms, scent-free environment, cell phones, break times, evaluations (pre-portion))
- Participants sign in/attendance sheet
- Fit-for-training Declaration form
- Provide an outline for the day
- Distribute participant handbooks for the level of training being completed

Please read this statement aloud to your PART® participants before performing any techniques.

PART® Notice of Physical Techniques Training

This PART® training includes hands-on practice of physical techniques to provide you with tools to respond to a potentially violent situation. This training requires you to be in close proximity with other participants, which may involve vulnerable positions, including simulated chokes, holds, and other physical interventions. Some participants may find these activities emotionally or psychologically challenging or may experience a strong emotional response.

If you anticipate that any of the techniques may cause a strong emotional response or if you require modifications to participate safely, please let me know before or at any time during the training. We will work with you to make reasonable accommodations or modifications whenever possible.

If at any point you feel unable to continue participating in a technique or the training, please inform me immediately so we can discuss appropriate options.

8:40 am – 9:15 am Clarification and role-play

Clarification

Have the participants open their handbooks to view the PART® principles pages. Ask the participants if they have any questions or require any clarification from the online training. Use your PART® Trainer Manual to answer any questions they may have.

Verbal Crisis Intervention and De-escalation Role-play

Divide the participants into teams to role-play each of the motives. While role-playing, have the participants practice their communication skills (verbal crisis intervention and de-escalation). Use the examples provided or have the teams come up with their own. Have participants refer to the common knowledge flow sheets in their participant handbook, the signs of impending aggression, as well as the approach techniques. Following the role-play, discuss what was demonstrated by those intervening as well as the motive.

The purpose of the role-play is not to do everything correctly, but to practice the new skills and to learn both from the successful and not-so-successful attempts at intervention and de-escalation.

Role-play examples:

Fear: terrified about surgery, unfamiliar environment

Frustration: long wait times in an emergency room, slow progress of rehabilitation

Manipulation: a person who uses drugs, trying to get more pills from a nurse, diet restrictions in place, and the individual is trying to get more food

Intimidation: wanting preferential treatment, a family member trying to get preferential treatment for their loved one

PART® Trainer Manual (pages 49-51) While teaching PART® Level Three© to Five©, include scenarios or case studies that allow participants to apply their knowledge from the online course. You may use the case studies that are in the PART® Trainer Manual, or you can come up with your own.

These scenarios and questions are intended to be brief, but we must ensure the learning outcomes are met.

Below is an example of a case study.

Case Study – Resident “Jane”

Jane is a 68-year-old resident who is pleasant most of the time. Jane often hides in her room and makes mumbling sounds. She is at times loud, shouting, “No!” and making other repetitive loud noises and squawks.

Jane has dementia and is progressing in her disease. Jane doesn’t like staff “doing things” to her and needs time to process information. Jane has lost control of herself in the past and physically and verbally assaulted others.

Ask questions like:

- What could the individual be responding to?
- What is an effective response?
- How would you de-escalate the situation?
- What would be your first step in de-escalation?

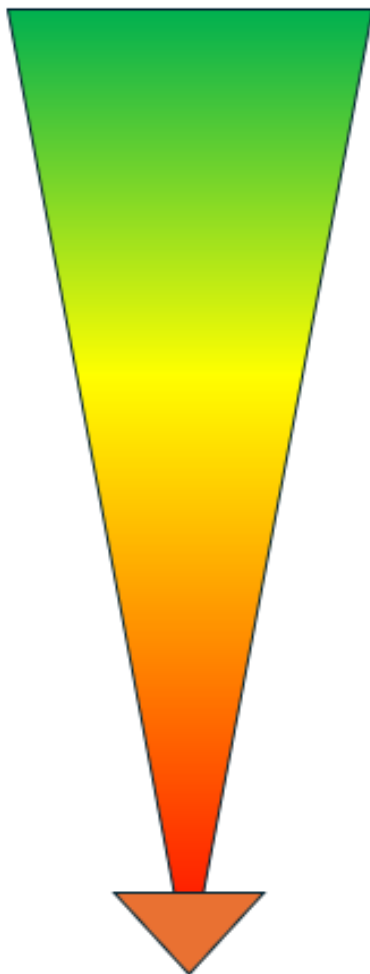
Remind participants of the importance of reasonable force prior to the techniques portion of training:

- When responding to an individual, we must remember to use only the amount of force necessary for effective self-protection. Our goal is to de-escalate the behaviour.

Reasonable Force Response

Least Aggressive

Response



**Most Aggressive
Response**

Verbal Crisis Intervention

Can we talk the individual into stopping the behaviour?

Evasion

Can we avoid harm by getting out of the way?

- **Evade**
- **Cover-up**
- **Deflect**

Restraint

Can we safely restrain the individual?

- **Manual Restraint**
- **Seclusion**
- **Mechanical Restraint**
- **Chemical Restraint**

9:15 am – 11:45 am PART® Trainer Manual (pages 63–77)

Continue teaching using the PART® Trainer Manual for the Level you are training. Ensure that all techniques are demonstrated, practiced, and that participants provide a return demonstration.

- Pages 63–64: Review principles of evasion and key definitions.
- Pages 64–67: Conduct mobility and warm-up activities (up to point 12 only).
- Pages 68–76: Complete Points 2 – 5 by following the PART® Trainer Manual as intended.
- Pages 76–77: Complete Balance control techniques.
- Page 77: Complete Summary.

10:15 am - 10:30 am Hydration break (or where you feel it's appropriate)**11:45 am – 12:00 pm Wrap-up for Level Three©**

- Go through the Initial Decision Tree, and Decision Trees 1, 2 and 3.
- Have participants complete their evaluation and Fit-for-training declaration form.
- Encourage them to use the skills learned in PART® to be successful with verbal crisis intervention and de-escalation.
- Issue wallet cards for the Level of training the participants received. (Note: If you deem a participant unsuccessful, then do not issue wallet cards at this time.)
- Thank everyone for their participation.

If training to Level Four©, follow the agenda below.

12:00 pm – 12:30 pm Lunch break**PART® Level Four©****12:30 pm – 2:20 pm**

- Pages 67–68: Conduct mobility and warm-up activities (points 13-17).
- Pages 78–81: Review principles and rules of manual restraints.
- Pages 81–84: Go through the principles and techniques of standing restraints.
- Pages 84–85: Go through the principles and techniques of escorts.

2:20 pm – 2:30 pm Wrap-up for Level Four©

- Go through the decision tree #4.
- Have participants complete their evaluation and Fit-for-training declaration forms.
- Encourage them to use the skills learned in PART® to be successful with verbal crisis intervention and de-escalation.
- Issue wallet cards for the Level of training they received. (Note: If you deem a participant unsuccessful, then do not issue wallet cards at this time.)
- Thank everyone for their participation.

If training to Level Five©, follow the agenda below.

2:30 pm –2:45 pm Hydration break (or where you feel it's appropriate)

Reminder:

If teaching Level Five©, it is recommended to have a minimum of four participants.

PART® Level Five©

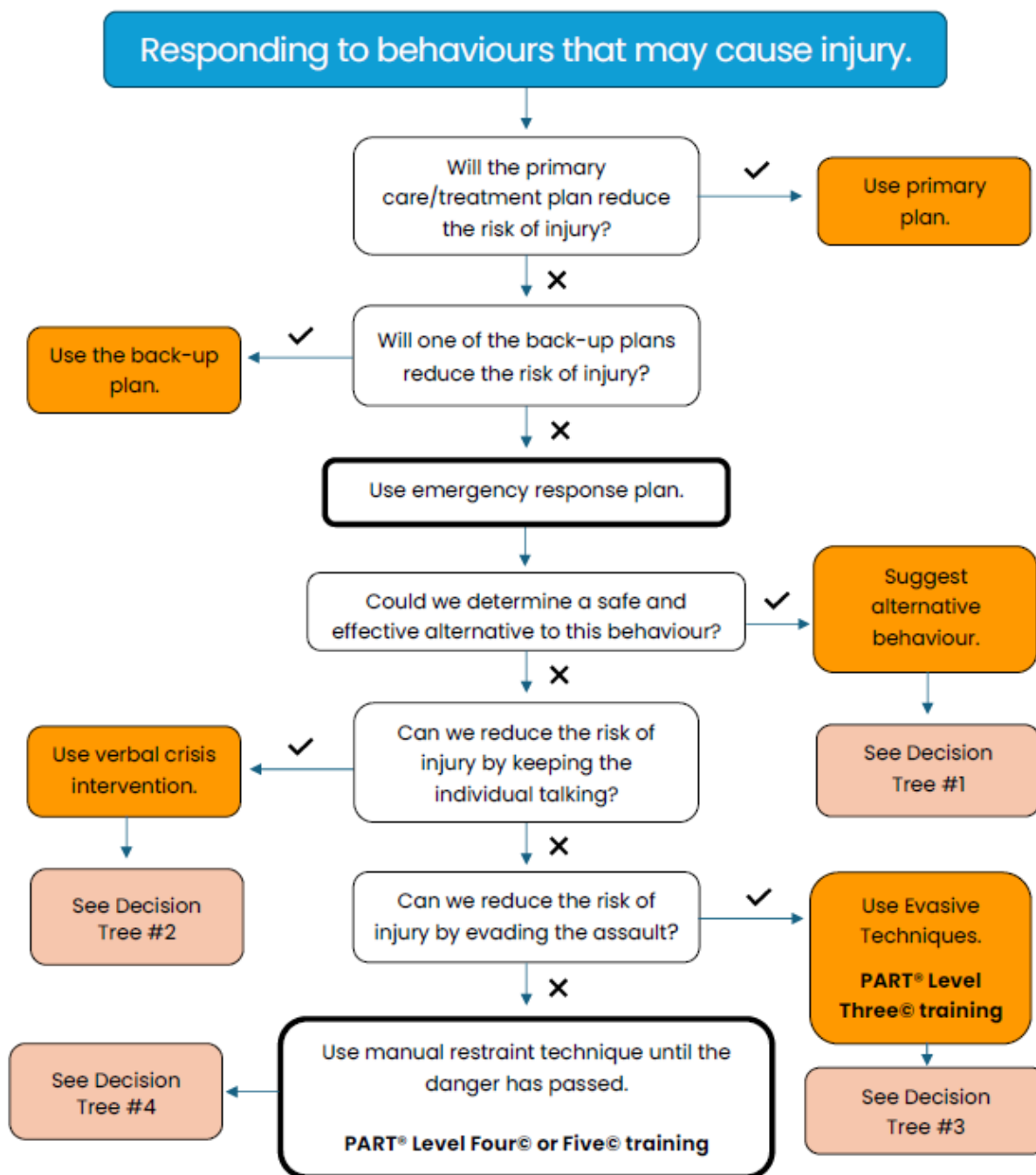
2:45 pm –4:30 pm

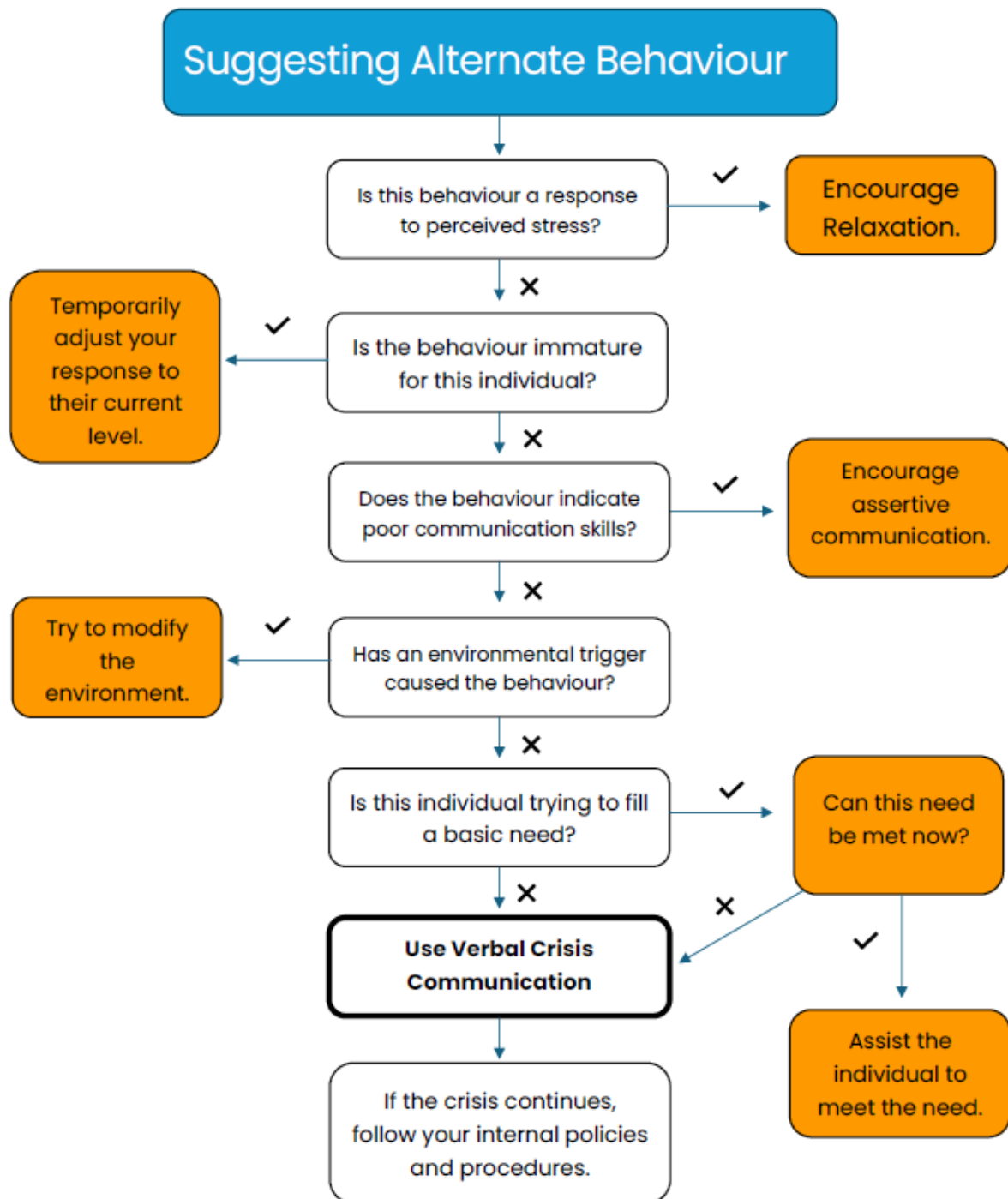
- Page 85: Go through the principles and techniques of wall-assisted restraints.
- Pages 85–88: Go through the principles and techniques of floor-assisted restraints.
- Page 88: Go through the summary for manual restraints.

4:20 pm –4:30 pm Wrap-up for Level Five©

- Have participants complete their evaluation and Fit-for-training declaration forms.
- Encourage them to use the skills learned in PART® to be successful with verbal crisis intervention and de-escalation.
- Issue wallet cards for the Level of training they received. (Note: If you deem a participant unsuccessful, then do not issue wallet cards at this time.)
- Thank everyone for their participation.

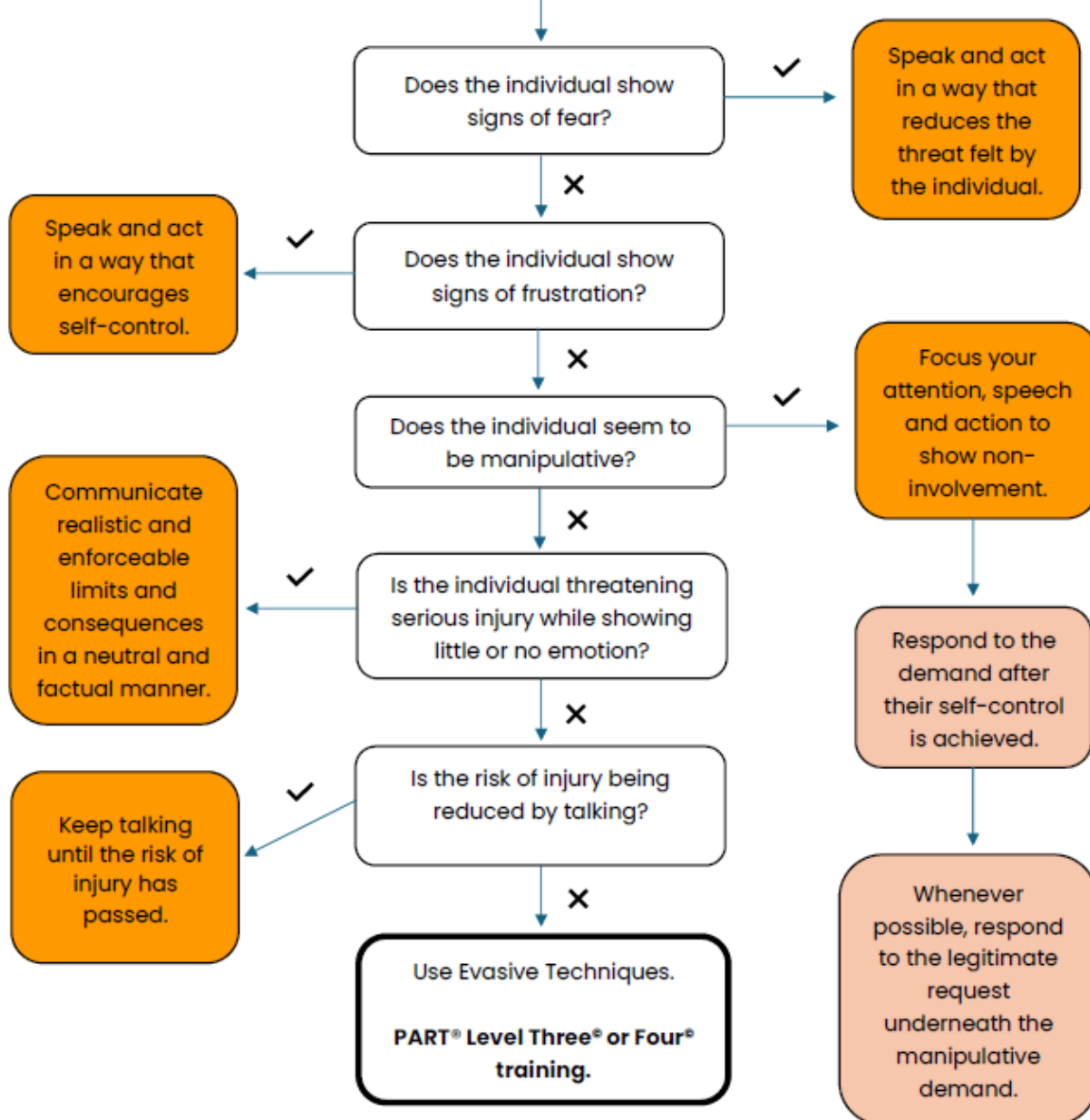
Initial Decision Tree



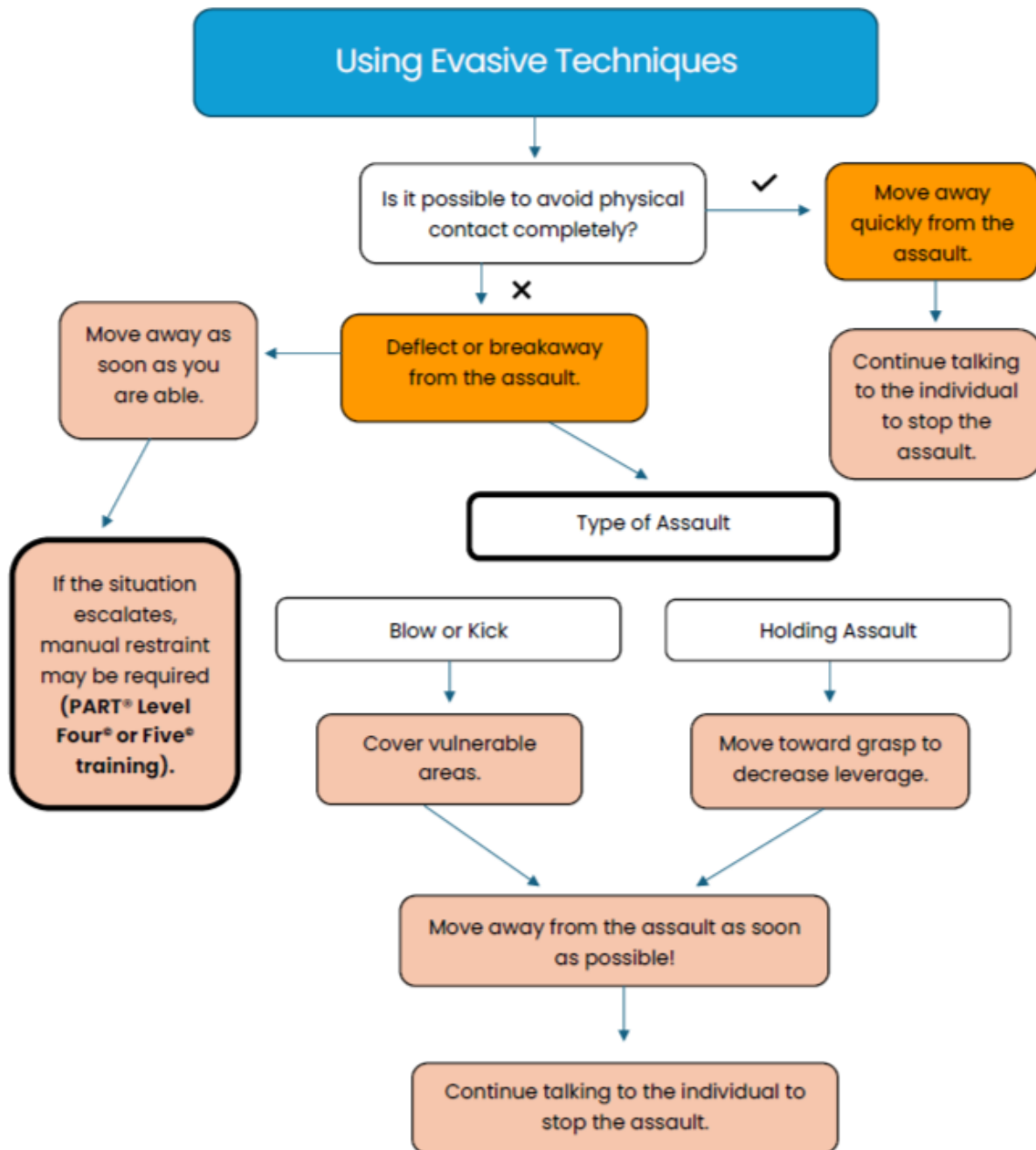


Decision Tree #2

Using Verbal Crisis Intervention



Decision Tree #3



Decision Tree #4

