
Professional Assault Response Training (PART®), 6th Edition

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 complete the PART® online course prior to teaching classroom sessions. Trainers use the current PART® Trainer Manual 6th Edition, PowerPoint, and this Lesson Plan for Split Classroom. Participants 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 like 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.

Wallet cards are only issued when the required classroom portion is successfully completed by the participants.

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

Online Modules and Learning Outcomes

Each of the modules in the online learning 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.

For each learning outcome, the expectation is that by following the online course each learner will understand and be able to explain each of the learning outcomes for that module.

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Lesson Plan

Welcome, introductions and housekeeping (5-10 minutes)

- Participants sign in/attendance sheet
- Distribute participant workbooks if not already set out

Briefly review the content for each of the modules listed below, asking questions and having a discussion.

Learning Outcomes for Online Learning Module 1: Introduction

- 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 workers 3 legislated rights
- accountability

Briefly review the content listed below, asking questions, and having a group discussion.

Introduction (*page 3-9 of the PART® Trainer Manual*)

- Saskatchewan's occupational health and safety legislation including workers 3 legislated rights
- Accountability
- Interface to PART®

Have a discussion on the definition of aggression and violence and discuss examples or experiences that would meet these definitions.

"aggression" is any behaviour or act aimed at harming a person either physically or psychologically or damaging physical property. Some examples: shouting, swearing, threats, throwing objects, physical violence. An aggressive act is defined as violence.

"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.

Learning Outcomes for Online Learning Module 2: Purpose, Professionalism, Preparation

- 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

Purpose, Professionalism and Preparation (*page 10-19 of the PART® Trainer Manual*):

Read the Principle of **Purpose (page 10)**, ask the Key Question and have a group discussion.

Remember

*"All behaviour is a form of communication."
(Dr. Becky Bailey, 2023)*

Read the Principle of **Professionalism (page 12)**, discuss the difference between response and reaction, ask the Key Question, and have a group discussion.

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Discuss the **Features of Professionalism**.

Read the Principle of **Preparation (page 14)**, ask the Key Question, and have a group discussion.

Briefly discuss attire, mobility, observation, and self-control.

Learning Outcomes for Online Learning Module 3: Identification

- 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

Identification (page 20-38 of the PART® Trainer Manual):

Read the Principle of **Identification** and have a group discussion.

Briefly review each identification model. Have group discussions and complete exercises as time permits.

Role-play various scenarios using assertive communication skills. You may use the scenarios in the trainer manual or have participants come up with their own.

Learning Outcomes for Online Learning Module 4: Appropriate Response

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

Response (page 39-48 of the PART® Trainer Manual):

Read the Principle of **Response** and have a group discussion.

Read the Principles of **Verbal Crisis Intervention** and have a group discussion.

Briefly review each model response. Have group discussions and complete exercises as time permits.

Briefly review Key Information for Response.

Common Knowledge Review (page 56 - 59 of the PART® Trainer Manual)

Role-play various scenarios to identify and respond to each motive of the common knowledge model. You may use the scenarios in the trainer manual or have participants come up with their own. Coach and mentor participants as they role-play.

The Common Knowledge Flowsheet (pages 33 – 36 in the participant handbook) summarizes the information on common motives, signs of impending aggression and the techniques used for each.

Online Learning Module 5: Dementia - Identification and Appropriate Response

- 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)

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- appropriate response (de-escalation, person-centered care, validation)

Use the PART® Dementia Enhancement Lesson Plan; review the information on each topic below and ask questions as you work through this information.

- What is Dementia?
- Person-centered care
- The Care Plan
- Seven A's of Dementia
- The Train Journey
- Validation Therapy and Redirection.

Online Learning Module 6: Recording/Documentation

- the importance of effective incident recording of facts

Recording (*page 62 of the PART® Trainer Manual*)

Read the Principle of **Recording**, ask the Key Question, and have a group discussion.

Trainer's NOTE:

If this concludes the session for participants to be deemed successful in their re-evaluation of PART® Basic, you can close the training by:

- Thank everyone for their participation.
- Encourage them to use the skills learned in PART® to be successful with verbal crisis intervention.
- Have participants complete their evaluation.
- 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, 6th Edition.