
PART 6th Edition
Re-evaluation

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Dr. Paul A. Smith, Ph.D., is recognized and acknowledged as the original author of the PART program.

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PART
Participant Re-evaluation Pre-test

Introduction

This Pre-test may be an open-book pre-requisite to completing the PART re-evaluation program. Your PART instructor or trainer will review this completed pre-test with you or in a group setting.

You may wish to review your participant handbook that you received during your initial session as you work through these questions. During the program led by your PART instructor or trainer, there will be an opportunity for discussion.

Successful completion includes active involvement in discussion, completion of written activities as well as return demonstration of the techniques taught in the PART program.

Name

Job title

Objectives of PART Re-evaluation

- to prevent injury to workers and the individual
- to demonstrate competence in de-escalation and verbal/non-verbal interventions
- to demonstrate competency in physical techniques

1. Legislation

Saskatchewan's OH&S legislation has given every worker, including managers and supervisors, three basic rights. What are these rights? Describe each right.

1.

2.

3.

2. Accountability

What does "accountability" mean to you?

List a few examples of what you are accountable for at work.

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3. Purpose and Prevention

Briefly describe your positive experience(s) in managing aggression and/or violence in the workplace.

List some reasons for the aggressive or violent behaviour.

What policies/guidelines does your employer have in place for managing aggression and/or violence?

“Observation, assessment, identification and problem resolutions are **KEY** components in the prevention of aggressive/violent behaviour”. Do you agree or disagree with this statement? Explain your response.

4. Professionalism

What are the three features of professionalism and why are they important?

- 1.
- 2.
- 3.

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5. Preparation

Workers who are prepared to respond to challenging behaviours by using a professional approach and their self-control plan are less likely to cause injuries during incidents by responding with too much or too little force than those who are not prepared.

Briefly explain this statement:

6. Identification

The better we understand the many contributors to the occurrence and potential for challenging behaviours, the more likely we will be to prevent incidents from occurring or deal more effectively with incidents when they occur.

Legal Model

Define "reasonable force":

Give an example of acceptable reasonable force for each of the following legal categories:

Common assault:

Assault causing bodily harm:

Aggravated assault:

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Stress Model

List three behaviours that you might typically observe during each phase of the Assault Cycle:

Trigger:

1.

2.

3.

Escalation:

1.

2.

3.

Crisis:

1.

2.

3.

Recovery:

1.

2.

3.

Post-crisis Depression:

1.

2.

3.

Indicate when each of the following staff responses would be most appropriate in the stress cycle (assault cycle):

Demands for self-control:

Unconditional positive regard:

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Crisis intervention:

Developmental Model

In keeping with the Developmental Model, our ability to control aggressive impulses increases as we mature.

At what stage of development is an individual **least likely** to act out aggressively?

At what stage of development are individuals least likely able to control their aggressive outbursts?

Communication Model

List three **verbal** and three **non-verbal** behaviours/techniques/procedures that you practice in the prevention of aggressive and violent behaviour.

Verbal	Non-verbal
1.	1.
2.	2.
3.	3.

Give three examples of assertive communication:

1.

2.

3.

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Basic Needs Model

Briefly describe how the Basic Needs Model might relate to understanding aggression. Aggressive behaviour may result from a threat or an attempt to attain one of the basic needs.

Environmental Model

Give three examples of environmental conditions (from your workplace/area) that decrease the potential for aggressive or violent behaviour:

1.

2.

3.

Interactive Model

List the four components of the Interactive Model and give an example of each:

1.

2.

3.

4.

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Socio-cultural Model

Think of three examples where aggression may be seen as an example of social training or social settings.

1.

2.

3.

Common Knowledge Model

List the four common motives/probable causes of assaultive behaviour. For each one, give an example of behaviour that demonstrates it.

1.

2.

3.

4.

7. Response

Briefly describe the general principles of crisis intervention.

8. Recording

“Debriefing is a valuable mandatory exercise following each aggressive incident”. Explain this statement: