

Professional Assault Response Training (PART)[®] PART Trainer Lesson Plan for Re-evaluation

The following lesson plan may be used along with the PART Trainer Manual 6th Edition, for general participant re-evaluations. Ensure you reference your PART Trainer Manual 6th Edition when facilitating any session. Use the exercises to achieve the learning objectives and enhance the training session as time permits.

Time	Activity
5 minutes	Welcome, introductions, administration and housekeeping
3:45 hours	PART Basic - Theory review Re-evaluation of competence in verbal/non- verbal skills through role plays. Ensure role plays are completed in assertive communication as well as each motive in the common knowledge model (fear, frustration, manipulation, intimidation). Case studies may also be utilized to enhance learning outcomes.
2 hours	PART Intermediate - review and return demonstration of techniques
2 hours	PART Advanced - review and return demonstration of techniques
10 minutes	Wrap up – evaluations, Fit for Training, Thank participants for the day

Lesson Plan

Welcome, introductions, administration, and housekeeping

- Participants sign in/attendance sheet, Fit-for-Training Declaration and Evaluation
- Distribute participant workbooks and exercises if not already set out

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 worker’s 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.

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

- what is the reason for the behaviour
- how your attitude may aggravate the situation
- are you physically and mentally prepared to work with potentially assaultive individuals
- ensure you have a plan for self-control
- how you respond in a crisis situation

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.

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.

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

- understand aggressive and violent 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

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.

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

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

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.

Dementia learning objectives (Dementia Lesson Plan):

- dementia - a high-level overview
- identification of potentially violent situations (understanding triggers)
- ways to minimize or eliminate risk (approach, documentation/care plan, own self-control plan)
- appropriate response (de-escalation, person-centered care, validation, and redirection)

Use the PART Dementia Enhancement to review the information on each topic below. Have group discussions on each topic as you review this information.

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

Recording learning objectives (page 62 of the PART Trainer Manual):

- the importance of effective recording

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.

If you are teaching PART Intermediate, continue the class, and utilize the PART Trainer Manual as you would for any training session.

If you are teaching PART Advanced after you have completed Intermediate, continue the class, and utilize the PART Trainer Manual as you would for any training session.

When training is completed, ensure you close the session as identified for the Basic program as noted above.