ASIST

Shared Workshop Guide

This guide supports ASIST trainers in workshop planning and delivery. Use it and the tools to which it refers to ensure you provide a workshop that is consistent with standards and meets participant learning needs.

....

NOTE: This Shared Workshop Guide, the Quick Start Guide, and the Essential Information for ASIST Trainer Candidates are considered to be part of your ASIST Trainer Agreement.

....

Teamwork

With a clear focus on teamwork, the first step in planning is to work with the workshop task scheduling tool. Available in your trainer materials and to download from the website, this tool lists workshop tasks and timing markers. Refer to the tables in this document when choosing tasks.

Whole Group and Workgroup

The ASIST workshop is delivered over 2 consecutive days by at least two trainers. All trainers must attend the full two days. The content is divided into whole group and workgroup tasks. Whole group tasks are delivered to all the participants at the same time in one group.

Whole group tasks are 1.1 to 1.6, 4.1 to 4.8 and 5.1 to 5.4. The work group tasks are: 2.2 to 3.10 and 4.9. Once established, participants and trainers remain in their workgroups for these tasks. Workgroup tasks are delivered to participants in groups of 15 or fewer. This means if you have 15 participants you can have 1 or 2 workgroups, with 16 -30 participants there will be at least 2 workgroups each in a different room. Table 1 in the Quick Start Guide indicates the participant-to-trainer ratio for the whole group and workgroups.

There can be no more than 2 trainers per workgroup. Exceptional participant focused circumstances that result in more than 2 trainers in one workgroup must be detailed on the workshop report so credit can be determined.

Content Counts

After decisions are taken about which trainer will do what tasks, the next step is to talk through each task. This will help you uncover any differences in understanding, focus, or presentation between trainers and/or between trainers and the standard procedures. It is a good way to catch trainer drift from standard procedures, which happens to many trainers over time. In addition to teamwork matters, this step reflects the fundamental beliefs that content counts, and that safety and challenge need to be balanced.

Talk through "what ifs." What if you are leading the Connecting section and there is silence, conflict, tears, no one talks, one person dominates, every one talks? What if someone has strong beliefs? What if someone leaves in tears? What if I forget to say something or say it incorrectly? What if I think you're talking more than listening? What if a trainer has a really good Socratic question but the other trainer is leading? What if one trainer believes the participants are confused and thinks they know why? What if a trainer goes overtime into the next trainer's task? These examples just scratch the surface of situations that may challenge trainers in a shared workshop.

Once established participants remain in the same workgroup with the same trainer(s). There can be no more than two trainers in a workgroup.

Possible assignments in a two-trainer workgroup for Connecting tasks 2.2 to 2.4:

> Both (all) trainers need to discuss 2.1

> Trainer 1: facilitates steps 2.2, 2.3

> Trainer 2: facilitates step 2.4

Possible assignments in a two-trainer workgroup for Understanding tasks 3.1 to 3.10:

> Trainer 1: facilitates and plays Jack for steps 3.1, 3.2, 3.3, 3.4, and 3.5

> Trainer 2: facilitates and plays Jack for steps 3.6, 3.7, 3.8, 3.9, and delivers step 3.10

One trainer must not facilitate some or all tasks in Understanding while the other plays Jack. First one trainer facilitates a series of steps and works with Jack in them and then the other facilitates and works with Jack. Consistency between trainers in tone and in the story of Jack is crucial. Use the Jack template in the Notes section to be sure you are working to standard.

Workgroup Practice

Questions to consider for Task 4.9 Workgroup Practice. Ask and answer questions like these: How will you share the work? What strategy will you use for de-briefing each practice scene? What will be the focus for feedback? How do you shape corrections? How do you keep time? What do you expect from participants? What do you do to help lower anxiety? What do you do when someone plays a worst case? What is your idea of worst case? Teamwork matters and safety and challenge are strongly in play in this section. Your careful planning will help your participants experience their success and increase their willingness, readiness, and ability as caregivers.

Plan and Practice

Plan the whole group tasks. Use the following Tables which offer guidance as you determine who is presenting which whole group task. Practice the whole group simulations; review the ATLA, the Companion Notes and your Manual. Plan the first morning, equipment, registration and welcome of participants, check your materials and do all the other things ASIST trainers do in support of the workshop. The Organizers Guide found on the home page of the website is a good source of information for trainers.

ASIST Shared Workshop Guide

The following Tables offer guidance, not requirement, for the division of whole group tasks for two and three trainer workshops. Use these tables to discuss and then determine which trainer will do what task.

TABLE 1: Guidance for whole group tasks for a two trainer workshop.

DAY 1 Whole Group Tasks	
Both Trainers	Registration
Trainer 1	1.2 Why First Aid? and 1.3 Why ASIST Training is Needed
Trainer 2	1.4 About the Participants
Trainer 1	1.5 About the Workshop
Trainer 2	1.6 About Connecting.
DAY 2 Whole Group Tasks	
Trainer 1	4.1 Starting the ASSISTING Section
Trainer 2	4.2 PAL in Action and show It Begins With You
Trainer 1	4.3 Transition to Practice
Trainer 2	4.4 CONNECTING Simulation
Trainer 1 **Trainer 2**	4.5 Support Turning to Safety Simulation Facilitating Trainer Speaking Trainer
Trainer 1 **Trainer 2**	4.6 PAL Simulation Bridge Trainer Facilitating Trainer
Trainer 1	4.7 Safety First Simulation
Trainer 2	4.8 Whole Group Closing
Trainer 1	5.1 Organizing and starting
Trainer 1 **Trainer 2**	5.2 Relationships with Persons at Risk Discussion Facilitating Trainer Speaking Trainer
Trainer 2 **Trainer 1**	5.3 Community Relationship Discussion Facilitating Trainer Trainer Representing Persons at Risk
Trainer 1	Closing the workshop

TABLE 2: Guidance for whole group tasks for a three trainer workshop.

DAY 1 Whole Group Tasks	
All Trainers	Registration
Trainer 1	1.2 Why First Aid? and 1.3 Why ASIST Training is Needed
Trainer 2	1.4 About the Participants
Trainer 3	1.5 About the Workshop
Trainer 1	1.6 About Connecting.
DAY 2 Whole Group Tasks	
Trainer 1	4.1 Starting the ASSISTING Section
Trainer 2	4.2 PAL in Action and show It Begins With You
Trainer 3	4.3 Transition to Practice
Trainer 2	4.4 CONNECTING Simulation
Trainer 2 **Trainer 3**	4.5 Support Turning to Safety Simulation: Facilitating Trainer Speaking Trainer
Trainer 1 **Trainer 3**	4.6 PAL Simulation: Bridge Trainer Facilitating Trainer
Trainer 1	4.7 Safety First Simulation
Trainer 3	4.8 Whole Group Closing
Trainer 2	5.1 Organizing and starting
Trainer 3 **Trainer 1**	5.2 Relationships with Persons at Risk Discussion Facilitating Trainer Speaking Trainer
Trainer 1 **Trainer 2**	5.3 Community Relationship Discussion Facilitating Trainer Trainer Representing Persons at Risk
Trainer 2	5.4 Closing the workshop

NOTE: Remember to determine and discuss your learning goals for the workshop. Plan to review at the end of each training day to discuss your work, shape and tweak for the next day or the next training. Use your Trainer Learning Portfolio to track your progress. Complete your workshop report as a team, then submit it and participant feedback forms immediately. Build on your success as you plan your next workshop.