

OFFICIAL COURSE OUTLINE

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| Course Code: | CISM-1010 |
| Short Title: | Demobilize, Defuse, Crisis Mng |
| Long Title: | Demobilization, Defusing and Crisis Management Debriefing |
| Prerequisites: | Diversity and Trauma (CISM-1005) |
| Co-requisites: | None |
| School: | School of Health, Community & Social Justice |
| Division/Academy/Centre: | Centre for Counselling & Community Safety |
| Previous Code & Title: | CISM102 – Demobilization, Defusing and Crisis Management Debriefing |
| Course First Offered: | July 26, 2001 |

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| Credits: | 1.0 |
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Course Description

Demobilization and defusing are the first steps in the critical incident stress management (CISM) intervention process. To successfully participate in a critical incident stress (CIS) team, members must master these skills. This course examines the role of groups and dyads in critical incident stress management, communication skills and defusing, strategies to develop an effective support relationship, blocks to an effective support relationship, post-incident defusing, and post-incident do's and don'ts. By the end of the session, participants will have successfully completed a demobilization and defusing.

Course Goals

Upon completion, to provide learners with the necessary skills to assist an individual who has been exposed to a near-death experience and minimize his or her stress reaction.

Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Describe how this course builds on information covered in CISM-1000, *Introduction to Critical Incident Stress Management*.
2. Explain the psychological derivatives of critical incident stress reactions.
3. Explain how the psychological self is shattered as a result of a traumatic event.
4. Define the term *defusing*.
5. Explain the value of peer defusing.
6. Explain how defusing fits within the critical incident stress debriefing process.
7. Describe what can be done to help people recover from a critical incident.
8. Explain how an effective support relationship is established.
9. Identify the communication skills required for defusing.
10. Describe the defusing process.

Course Topics/Content

- None

Text & Resource Materials

Use APA style; specify chapters where applicable. ([APA Style Guidelines](#)).

Equivalent JIBC Courses

None

| Instructional Method(s)* <i>(select all that apply)</i> | Hours |
|--|-------|
| <input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.) | 14 |
| <input type="checkbox"/> Supervised Practice (includes simulations & labs) | |
| <input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op | |
| Totals | 14 |

Delivery is a combination of lecture, practical, individual and group work.

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

| Criterion | % of Final Grade <i>(may be represented as a range)</i> |
|--|--|
| Course work (activities, assignments, essays, reports, etc.) | |
| Quizzes and exams | |
| Simulations/Labs | |
| Attendance/Participation (in class or online) | 100% |
| Practice Education/Internships | |
| Total | 100% |

Comments on Evaluation

Participants are evaluated on their performance in the practical, role-play portion of this course. Where improvement is necessary to successfully complete the course, participants will be so advised by instructors/coaches.

Course Grading Scheme*

- JIBC1 (A to F)
 JIBC2 (MAS/NMA)
 JIBC3(CM/IN)
 JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.