

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	CISM-1015
<b>Short Title:</b>	Critical Incident Debriefing
<b>Long Title:</b>	Critical Incident Stress Debriefing
<b>Prerequisites:</b>	Demobilization and Defusing (CISM-1010)
<b>Co-requisites:</b>	None
<b>School:</b>	School of Health, Community & Social Justice
<b>Division/Academy/Centre:</b>	Centre for Counselling & Community Safety
<b>Previous Code &amp; Title:</b>	CISM103 - Critical Incident Stress Debriefing
<b>Course First Offered:</b>	August 8, 2011

<b>Credits:</b>	1.5
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### Course Description

This course presents the skills and processes that underlie the group debriefing process. Course content includes the debriefing process, dynamics that may emerge during the debriefing process, and leadership roles and behaviours that support both the individual and the group in normalizing what has occurred. Learners will have the opportunity to discuss a range of approaches, experiment with their own debriefing style, experience situations that might interfere with the normalization process, and explore the importance of self-care in maintaining their role as a debriefer. There will be a strong emphasis on skill practice through the use of case scenarios and instructors will provide evaluative feedback.

### Course Goals

To provide learners with the skills and processes that underlie the group debriefing process that follows a critical incident.

### Learning Outcomes

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

1. Identify the components of the International Critical Incident Stress Foundation (ICISF) model of critical incident stress management.
2. List the goals and objectives of critical incident stress debriefing.
3. Describe the appropriate timing for critical incident stress debriefing.
4. Describe how a debriefing room should be set up.
5. Explain the purpose of the pre-debriefing meeting.
6. Describe the seven phases of critical incident stress debriefing.
7. Describe how critical incident stress debriefing process moves from the cognitive domain to the affective and back to the cognitive.
8. Describe the post debriefing activities that should be completed.

9. Identify problems commonly encountered in critical incident stress debriefings.
10. Identify important considerations in critical incident stress debriefings.
11. Explain the benefits of the debriefing process.
12. Demonstrate the ability to organize and conduct a critical incident stress debriefing.
13. Describe the roles of the critical incident stress debriefing team members.

### Course Topics/Content

- None

### Text & Resource Materials

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

### Equivalent JIBC Courses

None

<b>Instructional Method(s)*</b> <i>(select all that apply)</i>	<b>Hours</b>
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Totals</b>	21

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.

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

### 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:

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| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Critical thinking:</b> Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.</li> <li><input checked="" type="checkbox"/> <b>Communication, Oral and written:</b> Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.</li> <li><input type="checkbox"/> <b>Leadership:</b> Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.</li> <li><input checked="" type="checkbox"/> <b>Independent learning:</b> Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Problem solving:</b> State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</li> <li><input checked="" type="checkbox"/> <b>Interpersonal relations:</b> Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.</li> <li><input checked="" type="checkbox"/> <b>Inter-professional teamwork:</b> Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.</li> <li><input checked="" type="checkbox"/> <b>Information literacy:</b> Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources</li> </ul> |
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- ☒ **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.

critically, and use information effectively and ethically.