

## **Justice Institute of British Columbia COURSE OUTLINE**

**Course Code:** CISM102

**Course Title:** Demobilization and Defusing

**Prerequisite Courses:** Introduction to Critical Incident Stress Management (CISM100) and  
Diversity and Trauma (CISM101)

**School:** School of Community and Social Justice

**Division/Academy/Centre:** Centre for Counselling and Community Safety

**Previous Course Code & Title:** TS601 – Demobilization and Defusing

**Course First Offered:** July 26, 2001

<b># of Credits:</b>	<b>1.0</b>
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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 CIS team, members must master these skills. This course examines the role of groups and dyads in critical incident stress management, communication skills for 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 Goal(s):**

At the end of this course participants will come away with the 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, you will be able to:

- Describe how this course builds on information covered in CISM100, *Introduction to Critical Incident Stress Management*.
- Explain the psychological derivatives of critical incident stress reactions.
- Explain how the psychological self is shattered as a result of a traumatic event.
- Define the term *defusing*.
- Explain the value of peer defusing.
- Explain how defusing fits within the critical incident stress debriefing process.
- Describe what can be done to help people recover from a critical incident.
- Explain how an effective support relationship is established.
- Identify the communication skills required for defusing.
- Describe the defusing process.

**Course Topics/Content:** N/A

**Text and Resource Materials:** Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

**Required:** N/A

**Recommended:** N/A

**Course Level:**

	First Year	X	Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC:**

CISM110 is a contract course combining CISM100 and CISM102.

**Class Delivery Methods:**

Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

<b>Delivery Methods</b>	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	14			

**Comments on Delivery Methods:**

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

**Course Grading System:**

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	Pass
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

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.

**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/programs-courses/jibc-calendar/student-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.

**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 oneself; recognize and acknowledge the needs and emotions of others including those with diverse 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.