

Justice Institute of British Columbia COURSE OUTLINE

Course Code: CISM103

Course Title: Critical Incident Stress Debriefing

Prerequisite Courses: Introduction to Critical Incident Stress Management (CIS M100)
Diversity and Trauma (CIS M101) and
Demobilization and Defusing (CIS M102)

School: School of Community and Social Justice

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

Previous Course Code & Title: TS602 – Critical Incident Stress Debriefing

Course First Offered: August 8, 2011

# of Credits:	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. Participants 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 Goal(s):

At the end of this course, participants will learn about the skills and processes that underlie the group debriefing process that follows a critical incident.

Learning Outcomes:

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

- Identify the components of the ICISF model of critical incident stress management.
- List the goals and objectives of critical incident stress debriefing.
- Describe the appropriate timing for critical incident stress debriefing.
- Describe how a debriefing room should be set up.
- Explain the purpose of the pre-debriefing meeting.
- Describe the seven phases of a critical incident stress debriefing.
- Describe how the critical incident stress debriefing process moves from the cognitive domain to the affective and back to the cognitive.
- Describe the post debriefing activities that should be completed.
- Identify problems commonly encountered in critical incident stress debriefings.
- Identify important considerations in critical incident stress debriefings.

- Explain the benefits of the debriefing process.
- Demonstrate the ability to organize and conduct a critical incident stress debriefing.
- Describe the roles of the critical incident stress debriefing team members

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:

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

Equivalent Course(s) within the JIBC: N/A

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.

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	21			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	21			

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		

Passing Grade:	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.