

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

**Course Code:** CISM200

**Course Title:** Post-Critical Incident Stress Reactions

**Prerequisite Courses:** Introduction to Critical Incident Stress Management (CISM100)

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

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

**Previous Course Code & Title:** TS603 – Post-Critical Incident Stress Reactions

**Course First Offered:** September 20, 2011

|                      |            |
|----------------------|------------|
| <b># of Credits:</b> | <b>0.5</b> |
|----------------------|------------|

### **Course Description:**

This one-day course addresses the symptoms and emotional reactions that may arise following a traumatic event, and the possible treatment options available. The course will help first responders identify when an individual is showing signs of post-traumatic stress and where to provide the appropriate referrals for treatment. Content includes differentiating between critical incident stress and post-traumatic stress, the environmental and personal factors that may increase post-traumatic reactions, the epidemiology and etiology of post-traumatic stress, required social supports, and treatment options. Participants who have already taken Trauma and Post-Traumatic Stress Reactions (EP251) are not required to enroll in this course.

### **Course Goal(s):**

At the end of this one-day course, participants will be able to identify when an individual is showing signs of post-traumatic stress and where to provide the appropriate referrals for treatment.

### **Learning Outcomes:**

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

- Describe how our understanding of post-critical incident stress reaction has evolved over the last century.
- Identify the symptoms of post-critical incident stress reaction.
- Describe the psychobiological factors associated with CIS and post-trauma reaction.
- Identify pre-morbid factors associated with post-trauma reaction.
- Explain the role that the social environment plays in heightening or ameliorating this condition.
- Describe the epidemiology of post-trauma reaction.
- Explain the etiology of post-trauma reaction.
- Identify the factors that must be considered in the assessment process.
- Describe the assessment tools that should be used in the process.
- List the elements of a treatment plan.
- Explain the goals of treatment.
- Describe the stages in the treatment process and the types of therapies that may be used.
- Identify the factors that contribute to a positive prognosis.

**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:**

|                          |            |                          |                   |                          |            |                          |             |
|--------------------------|------------|--------------------------|-------------------|--------------------------|------------|--------------------------|-------------|
| <input type="checkbox"/> | First Year | X                        | Second Year       | <input type="checkbox"/> | Third Year | <input type="checkbox"/> | Fourth Year |
| <input type="checkbox"/> | Graduate   | <input type="checkbox"/> | 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.

| <b>Delivery Methods</b>      | <b>Class Option A<br/>(Hours)</b> | <b>Class Option B<br/>(Hours)</b> | <b>Class Option C<br/>(Hours)</b> | <b>Class Option D<br/>(Hours)</b> |
|------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Classroom/Lecture/Discussion | 7                                 |                                   |                                   |                                   |
| Simulation/Lab               |                                   |                                   |                                   |                                   |
| Practicum/Fieldwork          |                                   |                                   |                                   |                                   |
| Online                       |                                   |                                   |                                   |                                   |
| Correspondence               |                                   |                                   |                                   |                                   |
| <b>Total Class Hours</b>     | 7                                 |                                   |                                   |                                   |

**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 |
|-----------------------|------|

**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.