

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: CISM203

Course Title: Effective Team Participation

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: N/A

Course First Offered: September 22, 2001

# of Credits:	0.5
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Course Description:

Participation on a CIS team involves understanding not only the intervention process but also how and when a team should be used and what has to happen in order for the team to operate effectively. Course content includes the knowledge and skills required for effective CIS team participation and the key skills that can be used to help the team fulfill its purpose within an organization to provide quality service.

Course Goal(s):

At the end of this course, participants will learn about the knowledge and skills required for effective CIS team participation and the key skills that can be used to help the team fulfill its purpose within an organization to provide quality service.

Learning Outcomes:

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

- Explain guidelines for setting up a CIS team in an organization.
- Describe the four stages of the critical incident life cycle.
- Identify the factors that must be considered in preparing the CIS team for effective operation.
- List the criteria for assessing an incident before an intervention.
- Explain how a team should prepare for an intervention.
- List circumstances that the team should be prepared to deal with at the intervention.
- Describe the elements of a post-debriefing follow-up.

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: 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	7			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	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		

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:

N/A

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.