OFFICIAL COURSE OUTLINE

Course Code:	CISM-1000
Short Title:	Intro to CISM
Long Title:	Introduction to Critical Incident Stress Management (CISM)
Prerequisites:	None
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CISM100 – Introduction to Critical Incident Stress Management
Course First Offered:	July 25, 2001

Credits:	0.5

Course Description

This course introduces learners to the history, philosophy, perspectives, concepts and terms that are integral to critical incident stress management. Through short lectures and interactive discussion, learners will acquire a basic understanding of stress and critical incident stress as well as the factors and vulnerabilities that contribute to a heightened response to critical incidents.

Course Goals

Upon completion, to provide learners with a basic understanding of critical incident stress and the factors that contribute to it.

Learning Outcomes

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

1. Describe the purpose and structure of the *Critical Incident Stress Management Certificate* program.
2. Define the term *stress*.
3. Describe what comprises a critical incident.
4. Identify types of critical incidents.
5. Distinguish between critical incident stress and traumatic stress.
6. Describe the general responses to stress.
7. Identify the stages of a critical incident.
8. Identify the symptoms associated with various possible reactions to a disaster.
9. Explain the differences between critical incident stress, acute stress disorder, and post-traumatic stress disorder.
10. Identify factors that increase susceptibility to critical incidents.

11. Describe how our understanding of critical incident stress has evolved over the last century.

Course Topics/Content

None

Text & Resource Materials

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

Equivalent JIBC Courses

None

Instructional Method(s)* *(select all that apply)*	Hours
☒ Direct Instruction (lecture, seminar, role plays, independent study, etc.)	7
☐ Supervised Practice (includes simulations & labs)	
☐ Practice Education, Field Placement, Internship or Co-op	
Totals	7

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.

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

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:

☒ **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.

☒ **Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically

☒ **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 ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, 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.

across cultures; value multiple perspectives;
utilize curiosity to learn with and from others.