

OFFICIAL COURSE OUTLINE

Course Code:	CISM-1020
Short Title:	CISM Simulation
Long Title:	Critical Incident Stress Management (CISM) Simulation
Prerequisites:	Critical Incident Debriefing (CISM-1015)
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CISM206 – CISM Simulation
Course First Offered:	October 22, 2002

Credits:	0.5
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Course Description

Successful completion of this course completes your requirements for the Critical Incident Stress Management (CISM) Certificate and also allows you to seek certification with the Association of Traumatic Stress Specialists (ATSS). In addition to the hours of classroom instruction, the ATSS also requires 30 hours of field placement before certifying individuals. Because of the challenges of securing practicum placements and the fact that it could take several months to complete 30 hours of active fieldwork, we have negotiated with the ATSS the option for candidates to complete a role-playing simulation as an equivalent to the 30-hour practicum. This simulation class is designed to provide you with the opportunity to show how you have incorporated your new knowledge from the Critical Incident Stress Management program. In addition, you must submit to the ATSS a written observation/analysis report of the simulation as part of the equivalency process. Instructors are available to help you complete the ATSS application process.

Course Goals

At the end of this course participants will have applied the knowledge they acquired in the CISM Certificate Program, and will have met the ATSS requirement of 30 practicum hours.

Learning Outcomes

None

Course Topics/Content

- None

Text & Resource Materials

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

Equivalent JIBC Courses

None

Instructional Method(s)* <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	7
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> 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 <i>(may be represented as a range)</i>
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 this practical, role-play 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:

Student Policies:

<http://www.iibc.ca/programs-courses/iibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

<http://www.iibc.ca/about-iibc/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 across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- 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.