

Course Code:	CISM-1025
Short Title:	Respond to Community Disasters
Long Title:	Managing Responses to Community Disasters
Prerequisites:	Introduction to Critical Incident Stress Management (CISM-1000)
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	CISM202 - Managing Responses to Community Disasters
Course First Offered:	Sept, 21, 2001

Credits:	0.5
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OFFICIAL COURSE OUTLINE

Course Description

This course provides participants with an overview of the phases and impact of a disaster and the role of government and community agencies in responding. Course content addresses models for community intervention and their application to community disasters, psychosocial needs of community members involved in a disaster, identifying at-risk populations, special considerations, and responder interventions.

Course Goals

At the end of this course participants will come away with an overview of the phases and impact of a disaster and the response role of government and community agencies.

Learning Outcomes

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

1. Define the term *disaster*.
2. List the types of disasters.
3. Explain the characteristics of disasters.
4. Describe the impact of disasters on communities.
5. Describe the roles of community, provincial, and federal agencies before, during, and after a disaster.
6. List the stages of a disaster and identify the key reactions that responders and community residents may manifest at each stage.
7. Describe the needs of responders and explain how trauma intervention strategies may be used to address these needs.
8. Describe community intervention models and explain how they meet the psychosocial needs of communities.
9. Identify groups in the community who may require special assistance.

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	
Total	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 <small>(may be represented as a range)</small>
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 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.