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| Course Code: | CISM-1030 |
| Short Title: | Psychological First Aid |
| Long Title: | Psychological First Aid |
| Prerequisites: | Introduction to Critical Incident Stress Management (CISM-1000) |
| Co-requisites: | None |
| School: | School of Health, Community & Social Justice |
| Division/Academy/Centre: | Centre of Counselling & Community Safety |
| Previous Code & Title: | CISM-201 – Psychological First Aid |
| Course First Offered: | February 7, 2009 |

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| Credits: | 0.5 |
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OFFICIAL COURSE OUTLINE

Course Description

Psychological first aid is a modular approach to providing psychosocial and emotional help to victims of traumatic events. This course provides information to front-line workers on how to assist individuals and families in the immediate aftermath of a tragedy and community catastrophe by managing initial distress, identifying coping actions and mobilizing resources for interpersonal support.

Course Goals

This course will provide learners with the ability to apply psychological first aid techniques in the immediate aftermath of a traumatic event.

Learning Outcomes

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

1. Support survivors by normalizing reactions through identifying psychosocial stress response.
2. Identify core strategies of psychological first aid: safety, comfort, connect.
3. Know when and how psychological first aid can be implemented.
4. Help survivors address their immediate needs through assisting them to develop behaviour and coping mechanisms that support their recovery.
5. Outline the value of interpersonal support networks, how to mobilize these networks for the survivor, and how to connect survivors to them.
6. Encourage individuals to be active participants in their recovery.
7. Demonstrate the skills to deliver psychological first aid.

Course Topics/Content

- Engaging the survivor
- Re-establishing psychosocial safety and comfort

- Managing beleaguered survivors by assessing and responding to their needs and concerns
- Connecting survivors to available primary and secondary support services

Text & Resource Materials

Required: Psychological First Aid CISM-1030 Participants Manual (JIBC, 2014)

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

Learners are evaluated on their performance in the practical, role-play portion of this course. Where improvement is necessary to successfully complete the course, learners will be 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.