

OFFICIAL COURSE OUTLINE

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| Course Code: | CISM-1035 |
| Short Title: | Post-Critical Incident Stress |
| Long Title: | Post-Critical Incident Stress Reactions |
| 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: | CISM200 – Post-Critical Incident Stress Reactions |
| Course First Offered: | September 20, 2011 |

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| Credits: | 0.5 |
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Course Description

This one-day course addresses the symptoms and emotional reactions that may arise following a traumatic event, and the possible treatment options available. The course will help first responders identify when an individual is showing signs of post-traumatic stress and where to provide the appropriate referrals for treatment. Content includes differentiating between critical incident stress and post-traumatic stress, the environmental and personal factors that may increase post-traumatic reactions, the epidemiology and etiology of post-traumatic stress, required social supports, and treatment options. Participants who have already taken Responding to Trauma and Post-Traumatic Stress Reactions (EP251) are not required to enroll in this class.

Course Goals

At the end of this one-day course, participants will be able to identify when an individual is showing signs of post-traumatic stress and where to provide the appropriate referrals for treatment.

Learning Outcomes

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

1. Describe how our understanding of post-critical incident stress reaction has evolved over the last century.
2. Identify the symptoms of post-critical incident stress reaction.
3. Describe the psychobiological factors associated with critical incident stress (CIS) and post-trauma reaction.
4. Identify pre-morbid factors associated with post-trauma reaction.
5. Explain the role that the social environment plays in heightening or ameliorating this condition.
6. Describe the epidemiology of post-trauma reaction.
7. Explain the etiology of post-trauma reaction.
8. Identify the factors that must be considered in the assessment process.

9. Describe the assessment tools that should be used in the process.
10. List the elements of a treatment plan.
11. Explain the goals of treatment.
12. Describe the stages in the treatment process and the types of therapies that may be used.
13. Identify the factors that contribute to a positive prognosis.

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 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.