JUSTICE INSTITUTE
of BRITISH COLUMBIA

OFFICIAL COURSE OUTLINE

Course Code:	CISM-1040
Short Title:	Effective Team Participation
Long Title:	Effective Team Participation
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:	CISM203 – Effective Team Participation
Course First Offered:	September 22, 2001

Credits:	0.5

Course Description

Participation on a critical incident stress (CIS) team involves understanding not only the intervention process but also how and when a team should be used and what has to happen in order for the team to operate effectively. Course content includes the knowledge and skills required for effective CIS team participation and the key skills that can be used to help the team fulfill its purpose within an organization to provide quality service.

Course Goals

At the end of this course, participants will learn about the knowledge and skills required for effective CIS team participation and the key skills that can be used to help the team fulfill its purpose within an organization to provide quality service.

Learning Outcomes

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

1. Explain guidelines for setting up a CIS team in an organization.
2. Describe the four stages of the critical incident life cycle.
3. Identify the factors that must be considered in preparing the CIS team for effective operation.
4. List the criteria for assessing an incident before an intervention.
5. Explain how a team should prepare for an intervention.
6. List circumstances that the team should be prepared to deal with at the intervention.
7. Describe the elements of a post-debriefing follow-up.

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 practice, role-play portion of this course. Where improvement is necessary to successful 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.jibc.ca/about-jibc/governance/policies

*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

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.