

Defusing Preparation

****Gather as much information as you can about the incident before attending the hall (members who attended, time & date of incident, what type of incident, if anyone was seen to particularly have a reaction).****

1. Place chairs in a **circle**, with reserved seats at 6 o'clock and 12 o'clock.
2. Have **Kleenex** within circle.
3. Bring enough **hand-outs** for each person in the room (incl. Defusers)
4. Post "**Do Not Disturb**" signs on doors, and make sure apparatus are out of service.
5. Have your **cheat-sheets**, if needed.

Introduction

1. Establish everyone's **names**.
2. Read the **goal** of the defusing to the group:

To allow the involved crew members to vent emotions and frustrations before going home. They will also receive some awareness of the CIS symptoms that can occur during and after an incident, as well as education on how to help themselves recover after the incident.

3. Explain **Total Confidentiality**, including the shredding of any notes, and have everyone in the circle agree to it.
4. Explain the **Rules**, as stated below, and get agreement from anyone. Ask if anyone has a rule they would like to add.

RULES

- ✓ Everything is confidential.
- ✓ You only have to state your name, what you saw, heard or smelt.
- ✓ No critiquing.
- ✓ No black humour.
- ✓ No breaks (if possible).
- ✓ Everyone stays until the end.
- ✓ Only talk about your experience, not anyone else's.
- ✓ Take responsibility for what you say.
- ✓ There is no rank in a defusing.
- ✓ No CISD team member can be a part of any subsequent investigation.
- ✓ No cells, etc.
- ✓ Everyone in the room should be known, and have been a part of the incident.

Fact Phase

Get a complete picture of the incident by going around the room and asking each person what their role was. ** This is also important information for the people in the defusing, as it may fill in some blanks for them**

Impact Phase

Find out how each person was affected by the incident. *Be careful how you word this!* Example: "What stuck out most for you?", "What was the worst part for you?"

Current Functioning

(If Applicable - a period of time has passed since the incident)

Find out if the members are showing any signs or symptoms of a reaction to the incident. Do not single people out to answer this question; allow people to come forth on their own after the question is asked. An example of how to phrase this question: "Is anything different today after you have had time to think about the incident?"

Give out Hand-outs

Educational Phase

1. Go through the **signs and symptoms** that may occur after or during an incident.
2. Talk about possible **support networks**, and roles that family and friends can play.
3. **Do's and Don'ts**.
4. Talk about **MFAP** program, and contact list.

Follow-up

1. Explain that they will be contacted *at home* by one of the team members within a week.
2. Remind them about the MFAP program.

Wrap Up

Ask the following 2 questions, or a variation thereof:

1. "Is there something positive, or a lesson, that can be taken from this incident?"
2. "What is something nice that you are going to do for yourself?"

Stick around after the defusing is finished, over muffins/doughnuts, to be available should one of the members want to approach you one-on-one.

Notes

Remember to shred in front of crew after use.