



### Justice Institute of B.C.

Providing justice and public safety training through:

Corrections Academy
Courts Academy
Fire Academy
Interdisciplinary Studies
Paramedic Academy
Police Academy
Provincial Emergency Program Academy

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## JI Mission

The JI, a post-secondary education institution, enhances the quality of justice and public safety by developing and delivering training programs and educational services to practitioners and the public.

## JI Goals

To develop and deliver training programs, services, and products consistent with the identified needs of the Ministries responsible for justice and public safety.

To promote, develop, and deliver other justice, public safety, and related human services educational and training programs, services, and products to government ministries, private agencies, community groups, and interested individuals.

To assist Ministries responsible for justice and public safety in developing training standards.

To assist Ministries responsible for justice and public safety in defining training needs and priorities.

To share services, resources, and expertise within the JI, and engage in partnerships with other organizations to ensure effective standards development, training needs analysis, and program delivery.

To demonstrate leadership and creativity in the development of instructional methods and technology for justice, public safety, and related human services education.

To maintain a learning environment which encourages creative interaction among and between JI staff, clients, and students.

To effectively communicate JI training and educational opportunities to current and potential clients and customers.

# President's Message

Welcome to the Justice Institute.

Since the Institute opened in 1978, many people have asked, "What is the Justice Institute?"

Perhaps this can best be answered in terms of what we do, or, more specifically, what training programs and educational services we offer in our academies and divisions.

This guide lists approximately 400 courses offered by the JI. Last year, over 30,000 people registered for courses at our main campus, at regional centres throughout the province, or through distance education.

We are proud of our unique, cost-effective, and efficient teaching institution. The JI has gained recognition across the country for its high professional standards and for courses that are innovative, flexible, and state-of-the-art. We welcome the opportunity to share them with you and work toward improving the quality of justice and public safety services in this province.

Please do not hesitate to call on any of our staff for more information or assistance.

Larry Goble, President

Justice Institute of British Columbia

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# General Information

The Justice Institute was established as a post-secondary educational institute in 1978. The Institute is funded through a core budget provided by the Ministry of Skills, Training and Labour, and is governed by a Board of Governors.

#### CORRECTIONS ACADEMY

Provides employment readiness courses for members of the public who wish to prepare for careers in corrections. Develops courses and trains all Corrections Branch employees who work in institutional and community settings, i.e., security and probation officers.

#### **COURTS ACADEMY**

Provides courses for managers and supervisors, deputy sheriffs, and other court services staff. The Academy also undertakes special projects on behalf of the Court Services Branch.

#### **FIRE ACADEMY**

Trains volunteer, full-time, industrial, and marine fire fighters in basic and advanced fire fighting skills to prepare fire fighters for roles in fire prevention, training, and command. The Academy uses distance education, hands-on training, and train-the-trainer programs, both in the field and on site.

#### INTERDISCIPLINARY STUDIES

Provides professional development and community education courses for personnel in government, corporations, and community agencies, as well as other interested individuals. The Division offers both tuition fee and contract training as well as curriculum development and project management.

#### PARAMEDIC ACADEMY

Provides basic and advanced training for British Columbia Ambulance Service paramedics. Trains personnel in other agencies, such as police and fire, as first responders, and offers programs for health care professionals.

#### **POLICE ACADEMY**

Trains the recruits and career officers of B.C.'s 12 municipal police departments. Employees of other enforcement agencies also participate in Academy training when appropriate.

#### PROVINCIAL EMERGENCY PROGRAM ACADEMY

Trains volunteers, municipal authorities, and government emergency personnel to respond to disasters such as earthquakes, floods, and oil spills. The Academy also assists in training over 3500 volunteers involved in search and rescue operations to locate lost persons.

#### **EDUCATIONAL SERVICES**

Provides library, media, registration, First Nations advisory, and faculty development services to the Institute.

#### FINANCE AND ADMINISTRATION DIVISION

Attends to the business operations of the Institute. It is responsible for financial operations; purchasing, receiving, and stores; accounting; legal and personnel matters; and the operations of the physical facilities.

# Admissions and Registration

Most courses at the Justice Institute are developed and offered under contract for staff employed by the requesting agency.

Public programs are offered through Interdisciplinary Studies. For information on public programs offered at the Justice Institute, see page 28 or contact Interdisciplinary Studies at 604/222-7224 (after March 1995, call 604/525-5422). To register, contact the Registration Office at 604/222-7111 or 222-7171 (for the Registration Office number after March 1995, call 604/525-5422).

### For More Information

If you would like more information on the Justice Institute's academies and divisions, or the courses they offer, contact:

Corrections Academy	222-7104
Courts Academy	222-7294
Educational Services	222-7221
Finance and Administration	222-7243
Fire Academy	222-3630
Interdisciplinary Studies	222-7221
Paramedic Academy	222-3644
Police Academy	222-7256
	222-7275

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# Corrections Academy

In addition to employment readiness training programs, the Corrections Academy provides training to 2300 employees in the Corrections Branch of the Ministry of Attorney General. The employees include probation officers, family court counsellors, and security officers working in provincial adult and youth corrections institutions. Besides basic recruit training, the Academy offers a variety of advanced courses and provides a range of services, as described below.

## **Institutional Corrections**

# Corrections Worker Employment Readiness Training Program

This five-week program is available to the public and prepares selected candidates for employment within the field of institutional corrections. The content covers both adult and youth institutions and includes the following topics:

- Interactive Skills (38 hours)
   Includes interpersonal communications, conflict resolution skills, and crisis intervention skills.
- Control Techniques (13 hours)
- Use of Force (1 hour)
- Work Styles (3 hours)
- Continuity of Evidence (1 hour)
- Witness Preparation (2 hours)
- Motivational Techniques (2 hours)
- Order Giving (1 hour)
- Mentally Disordered Offenders (3.5 hours)
- Roles and Duties (2 hours)
- Stress Awareness (3 hours)
- Panel Process (3 hours)
- Feedback Evaluation (1.5 hours)
- Depression and Suicide (3.5 hours)
- Infectious Diseases (3.5 hours)
- Institutional Disturbances (3.5 hours)
- Hostage Survival (3.5 hours)
- Cultural and Ethnic Awareness (3.5 hours)
- Native Awareness (3.5 hours)
- Cross-Gender Issues (6.5 hours)

- Effective Report Writing (6.5 hours)
- Corrections Administration Records Entry (1.5 hour)
- Officer Survival (6.5 hours)
- Institutional Tours (13 hours)
- Justice System Adult (3.5 hours)
- Justice System Youth (3.5 hours)
- Case Management Adult (3.5 hours)
- Case Management Youth (3.5 hours)
- Disciplinary Procedures (3.5 hours)
- Youth Case Management Reports (6.5 hours)
   Length: 153 hours

## **Post-Employment Training**

Persons hired by the Corrections Branch receive 12 days of on-site training at the Correctional Centre. Content is based on lesson plans prepared by the Corrections Academy. Topics covered during this period include:

- Role and Responsibility of Employees
- Keys and Locking Systems
- Medication Distribution
- Chemical Agents
- Unit Programs and Community Resources: Youth and Adult
- Communications Equipment
- Contraband
- Area and Perimeter Search
- Admissions, Transfers, and Discharges
- Supervising Group Activities and Work Crews
- Unit Contingency Plans

- Transporting Inmates and Youths
- Escapes
- Unit Disciplinary Procedures
- Use of Segregation
- Fire Suppression
- Firearms (where applicable)
- Self-Contained Breathing Apparatus

Length: 12 days

### Institutional Advanced Courses

#### **CONFLICT RESOLUTION/STRESS MANAGEMENT**

This four-day course emphasizes skill development and application of the conflict resolution process. Participants explore the effects of stress on themselves and their colleagues, and identify methods for handling stress and conflict situations.

Length: 28 hours

#### DEALING WITH SEX OFFENDERS (INSTITUTIONAL)

This three-day course is offered to youth supervisors and correctional officers who deal with sex offenders. The course is designed to: increase participants' awareness of the major issues surrounding sex offenders; demonstrate assessment techniques appropriate in dealing with sex offenders in custody; explain practical supervision strategies and techniques for use with sex offenders; provide up-to-date information regarding the treatment process for sex offenders and the resources available to them; acquaint participants with the personal difficulties involved in working with sex offenders; and provide alternative coping strategies for dealing with sex offenders.

Length: 21 hours

#### MENTALLY DISORDERED OFFENDERS

This three-day course addresses issues arising in the institutional management of disordered offenders. Participants learn to articulate a working definition of the disordered offender and to identify and apply criteria of prevalent disorders, supervision strategies, and skills necessary for the effective behavioural management of the disordered offender. The course includes an introduction to current interministerial and interdisciplinary initiatives and programs.

Length: 21 hours

#### SUBSTANCE ABUSE

This two-day course covers: definition of substance abuse, identification of substance abusers, supervision issues, strategies for managing behaviour, and community resources for substance abusers.

Length: 14 hours

# Institutional Recertification Courses

## SELF-CONTAINED BREATHING APPARATUS: INSTRUCTOR CERTIFICATION

This five-day course was designed by the Fire Academy to meet the criteria and objectives of the provincial Fire Commissioner's standards. Participants learn to identify the reasons for wearing a self-contained breathing apparatus (SCBA) while working in hazardous environments; describe the components of SCBA; and identify procedures for inspecting, testing, and maintaining the unit. Participants are required to demonstrate two methods for donning the SCBA unit; be able to put the unit into service within 60 seconds; change the air cylinder; and demonstrate safety and emergency procedures and instructional techniques for SCBA training.

Length: 35 hours

#### TACTICAL SQUAD COMMANDERS COURSE

This three-day course is designed to develop essential skills needed to minimize the violent impact of disturbances. Participants will be trained to gather, evaluate, and communicate critical information. They will be expected to translate this information into tactical procedures specifically aimed at preserving life and preventing serious incidents.

Length: 21 hours

# CORRECTIONAL OFFICER PHYSICAL ABILITIES TEST (COPAT)

This two-day course is designed to certify Corrections Branch personnel who have demonstrated the necessary understanding of the COPAT protocol and test construction and the objective application of the COPAT. Participants learn gross anatomical structures of the body and the general physiological demands within the body, and must demonstrate the ability to recognize persons at risk and provide definitive information to each person being tested.

Length: 14 hours

#### FIREARMS INSTRUCTOR RECERTIFICATION

This five-day course is designed to meet the criteria and objectives defined in the Manual of Operations, Institutional Services, B.C. Corrections Branch. The course is conducted by the Police Academy firearms instructor under the supervision of the senior firearms instructor. Participants must demonstrate the ability to facilitate a firearms training course, act as a range coach, interpret targets, evaluate student progress, and handle firearms effectively.

Length: 35 hours

## Community Program Worker Employment Readiness Training Program

This program is intended for individuals who wish to qualify for positions as community workers in the fields of corrections and related human services. Career options for graduates include the roles of probation officer, family court counsellor, youth worker, parole officer, or specialized counsellor.

The program is available to the public on a tuition basis. Candidates are selected through a formal screening process. Total program length is 85 days, which includes 15 days of family practicum and 15 days of adult/youth practicum. The program content consists of the following:

- GEN 202 Conflict Resolution
- GEN 204 Family Violence
- ADT 301 Introduction to Adult Probation Work
- ADT 302 Adult Pre-Trial Services
- ADT 303 Adult Sentencing and Pre-Sentence Reports
- ADT 304 Adult Case Management
- ADT 305 Adult Conditional Release
- YOH 401 Introduction to Youth Probation Work
- YOH 402 Alternative Measures and Youth Pre-Trial Services
- YOH 403 Youth Sentencing and Pre-Disposition Reports
- YOH 404 Youth Case Management
- YOH 405 Enforcement of Court Orders
- MSC 501 Management of Specialized Cases

- FAM 601 Role of Family Court Counsellor
- FAM 602 Family Systems, Dynamics of Separation and Divorce
- FAM 603 Family Court Documents and Court Process
- FAM 604 Conflict Resolution by Mediation
- FAM 605 Custody and Access Evaluations and Report Writing

## Advanced Training: Probation and Family

#### PROBATION OFFICER: BASIC PROBATION RECORDS SYSTEM (PRS), PROVINCIAL CASE FILE (PCF), COMPREHENSIVE ELECTRONIC OFFICE AUTOMATION (CEO)

This course is designed for probation officers. The content includes an overview of how automation affects the daily operations of community corrections; detailed instruction in data entry; and instruction in how to make inquiries, generate reports, access provincial case files, and use electronic mail.

Length: 21 hours

#### PROBATION RECORDS SYSTEM REFRESHER

This course is intended for probation officers who have taken the basic probation records system training but have had little chance to apply it. Course content includes a review of the procedures; an update on data entry, PRS, and reports; and a refresher on PCF and CEO.

Length: 14 hours

# ADMINISTRATIVE SUPPORT STAFF: BASIC PROBATION RECORDS SYSTEM (PRS), PROVINCIAL CASE FILE (PCF), COMPREHENSIVE ELECTRONIC OFFICE AUTOMATION (CEO)

This course is designed for newly hired administrative support staff. The first day is dedicated to office procedures, the role of corrections within the overall justice system, common legal terminology, an explanation of the various types of orders and forms used in a probation office, and how to set up and maintain case files. The remaining four days cover detailed instruction in data entry of orders and reports, record maintenance, the use of PCF inquiry, and sending and receiving messages or documents via CEO.

Length: 35 hours

#### **ADVANCED PROBATION RECORDS SYSTEM**

This course is aimed at administrative support staff who have completed the basic PRS training. Participants review data entry and retrieval principles of PRS, and learn to: standardize procedures for complex case scenarios, automate service requests to contractors, and further automate office procedures.

Length: 14 hours

#### **ADVANCED WORDPERFECT**

This course is for administrative support staff who have completed a basic WordPerfect course. Participants learn advanced applications for WordPerfect such as merging, sorting, macros, styles, labels, text attributes, columns, automatic paragraph numbering, line draw, formfill for standardized office reports, and how to organize and back up files. Participants also review CEO mailing and retrieving of WordPerfect documents.

Length: 14 hours

#### BASIC SEX OFFENDER COURSE

This course provides basic information for probation officers working with sex offenders who are subject to court-ordered community supervision or parole. Its basic objectives are to provide information on: the characteristics, profiles, and typologies of sex offenders; components of assessment and risk considerations for treatment and supervision of sex offenders; the offending cycle and the role of denial; family dynamics as they relate to a sex offender; the treatment process; and the role of probation supervision.

The course enhances skills in the following areas: interviewing sex offenders for court-ordered reports, developing case management planning for effective probation/parole supervision, and self-care for the probation officer working with sex offenders.

Participants complete an examination at the end of the course and must achieve 80% competence in order to receive certification. Skills are informally assessed during exercises completed in the classroom.

Length: 21 hours

#### **ADVANCED YOUTH SEX OFFENDER COURSE**

This course provides advanced information for probation officers working with adolescent sex offenders who are subject to court-ordered community supervision. Its basic objectives are to provide information on: sex offender typologies, the structured treatment process, effects of sex abuse on offenders, group treatment processes, monitoring and supervision of sex

offenders in the community, and behavioural therapy techniques.

The course enhances skills in interviewing and assessing sex offenders for court-ordered reports, and developing case management plans for sex offenders placed on community supervision by the courts.

Participants complete an examination at the end of the course and must achieve 80% competence in order to receive certification. Skills are informally assessed during exercises completed in the classroom.

Length: 12 hours

#### **ADVANCED ADULT SEX OFFENDER COURSE**

This course provides advanced information for probation officers working with adult sex offenders who are subject to court-ordered community supervision or parole. The objective is to provide information on the following topics: treatment stages of adult sex offenders, dynamics of group and individual treatment plans, personality types and typologies of sex offenders, dynamics of internal and external controls, structured supervision of offenders in the community, and assessment techniques.

The course enhances skills in interviewing and assessing sex offenders for court-ordered reports, and developing case management plans for sex offenders placed on community supervision by the courts.

Participants complete an examination at the end of the course and must achieve 80% competence in order to receive certification. Skills are informally assessed during exercises completed in the classroom.

Length: 12.5 hours

#### DRUGS AND ALCOHOL

This course is aimed at probation officers, youth workers, and family court counsellors who work with clients who abuse alcohol and drugs. The course includes a review of terms and definitions of addiction, discussions of the myths and realities behind addiction, an outline of the progression from "social user" to "addict," a review of types of drugs and their effects, and a discussion of assessment tools and techniques. Participants also learn the language of the addict in order to provide effective supervision and support.

Length: 14 hours

#### WIFE ASSAULT

This course is intended for probation officers and family court counsellors. It includes: a definition of wife assault, grounding assumptions for effective

work with men who are violent, victim issues, a common hybrid model, characteristics of men who assault their wives and the motivational problems associated with them, defensive themes (video tapes), interviewing principles and skills, assessing for lethality, treatment techniques, dealing with resistance and re-offence, research conclusions, and dealing with stress when working with wife assault (preventing our own burn-out).

Length: 14 hours

## CUSTODY AND ACCESS: INVESTIGATION, ASSESSMENT, AND REPORT

This course is intended for family court counsellors. It includes discussions of legislation and branch policy and standards as they relate to the investigation and preparation of the report. Participants gain an understanding of the elements of a good investigation, including organization and preparation, interview and observation goals, and time management. They learn to determine the difference between recording factual observation and recording opinions based on those observations, identify elements of assessment and analysis of data, identify elements of making a recommendation using the criteria of "best interests of the child" as outlined in Section 24 of the Family Relations Act, and identify criteria for writing the report, looking at format, style, and secondary goals.

Participants develop a basic understanding of the psychological, social, and emotional developmental stages of children and an ability to determine parenting capabilities, needs of the child, characteristics of the child, information they may need to obtain, and anticipated problems. The course also covers techniques for interviewing children of different ages, ways to apply those techniques to custody investigations, and ways to determine areas of difficulty in interviewing children and how to overcome them. Information is presented on preparing to give evidence in court, the different forms of evidence, the sequence of presentation at court, the admissibility of evidence, and the family court counsellor as "expert witness."

Length: 35 hours

#### **CONFLICT RESOLUTION BY MEDIATION**

This course is intended for family court counsellors. Participants examine various styles of managing conflict and how their own preferred style might affect their ability to perform the role of family court counsellor. The goals and procedural steps of the stages of

conflict are outlined and discussed with demonstrations and practice sessions for each stage. Participants gain an understanding of issues for the mediator which may influence or affect the outcome of the mediation session; identify features unique to the mediation process to resolve conflict; review skills such as questioning, responding, confronting, probing, and immediacy; and use various skills to demonstrate empathy with the clients while maintaining control and a safe environment. Roleplay is used extensively during this training module.

Participants also look at why people need the approval of others and how this affects behaviour, and become aware of the degree to which they are externally driven. As well, they develop basic knowledge of several techniques which promote self-actualization and personal autonomy, increase understanding of resistance, and increase one's awareness of a positive and effective method for handling resistance.

Length: 28 hours

#### **DEFUSING THE HOSTILE CLIENT**

This course is directed toward experienced probation officers and family court counsellors. The objectives are to enable participants to identify factors which escalate the level of hostility, respond to hostile or aggressive behaviour to defuse the escalation, assess the level of personal risk, and move through anger to constructive action. An opportunity is provided for participants to practice the skills and apply the course content to everyday, on-the-job situations.

Length: 14 hours

#### INTERVIEWING SKILLS

This course is intended for probation officers and family court counsellors. The course looks at the qualities of an effective interview with specific reference to communication in probation and family court counsellor settings. It clarifies the nine steps of an effective interview and identifies assertive strategies, appropriate confrontation techniques, directive counselling techniques, and conflict resolution and intervention strategies. Participants have an opportunity to become aware of their own personal style, strengths, and needs in communication. Practice sessions use active listening skills while developing practical strategies for dealing with difficult people.

Length: 21 hours

#### **WORKLOAD/CASELOAD MANAGEMENT**

This course is designed to assist probation officers and family court counsellors to manage caseloads that have increased in length, volume, and intensity. It includes time and stress management techniques as well as caseload reduction strategies.

Length: 14 hours

#### **MULTICULTURALISM**

The objectives of this course are to enable participants to develop an understanding of the cultural background of clients of East Indian and Asian descent, gain a knowledge of the difficulties experienced by these clients as a result of cultural differences, develop skills for dealing with this client base within a framework of multiculturalism, and be familiar with resources available in the Lower Mainland. The course is geared to probation officers supervising adult offenders, youth workers supervising young offenders, and family court counsellors assisting families through the courts.

Length: 7 hours

## **Supervisory Training**

#### BASIC SUPERVISORY COURSE WEEK ONE

This course is intended for newly appointed, first-level supervisors. During the course, participants will gain a working knowledge of the role and responsibilities of a first-level supervisor and demonstrate the ability to: communicate and maintain productive relationships with employees and other organizational members; ensure that deadlines are met; lead a work unit with the appropriate use of power and authority; and resolve conflicts in a way that achieves organizational needs while maintaining productive work relationships.

Length: 35 hours

#### BASIC SUPERVISORY COURSE WEEK TWO

This course is designed for supervisory personnel who have completed Basic Supervisory Course Week One. The objectives are to reinforce skills developed since Week One, and to enable participants to understand and effectively use the performance planning and review system. Participants will also demonstrate an ability to develop a wide range of effective plans—

from long-term strategies to detailed work plans—while ensuring that appropriate priorities are addressed. Participants will develop an understanding of the role of the supervisor and personnel advisor in a union environment; understand the purpose and procedures for discipline, grievances, and non-culpable discharge; and develop an understanding of financial administration and budget preparation.

Length: 35 hours

#### FINANCIAL OPERATIONS IN GOVERNMENT

This three-day course is for supervisory, management, and administrative personnel who are actively involved in planning, administering, and controlling financial matters. Upon completion of the course, participants will demonstrate, through successful completion of a number of related exercises, that they have obtained the necessary skills and knowledge in the following areas: the process of budget development and decision-making pertaining to the management of resources, expenditure control as part of the overall financial function, program planning and budget preparation as a single process in the budget cycle, and the Financial Administration Act and the policies and procedures relating to it.

Length: 21 hours

#### LABOUR RELATIONS

This course is for first-line supervisors who are responsible for administering the collective agreement with the British Columbia provincial public service. The objectives of the course are to develop an understanding of the role of the supervisor and personnel officer in a union environment and the purpose and procedures for discipline, grievances, and non-culpable discharge.

Length: 14 hours

#### **MEDIA RELATIONS**

This course is designed for managers and executives whose job responsibilities include dealing with the media. Participants gain an understanding of media relations as they apply to the public sector and learn to deal effectively with the various forms of media. The objectives are to develop an understanding of the media—who they are and what their roles are—and the role of communications personnel in ministries and the Public Affairs Bureau. Participants are introduced to the fundamental elements of issue management systems and learn techniques and tactics of the media, how to prepare for different types of inter-

views, and how to get their message across. The course uses videotaped simulations and case studies, and participants have the opportunity to be interviewed and critiqued.

Length: 7 hours

## **Services**

In addition to providing training for corrections staff, the Academy also assists the Corrections Branch by providing services such as those listed below.

#### PRODUCTION OF VIDEOTAPES

The Corrections Branch has developed a variety of video tapes for its own use and for marketing to a wider audience. Examples include: Kamloops Regional Correctional Centre orientation video, *The* 

Human Face of Justice (the role of the probation officer), The Family Court Counsellor, The Young Offender, and Performance Planning and Review.

## INVOLVEMENT IN PROGRAM ADVISORY COMMITTEES

Academy faculty are assigned to each of the five Corrections Branch program advisory committees to assist in reviewing and formulating policies, identifying training issues, and determining standards for service delivery.

## ADMINISTRATION OF TUITION AND TRAINING RELIEF FUNDS

The Academy administers the funds allocated to regions for delivery of local and on-site courses, and for tuition reimbursement for individual courses at colleges, private seminars, school boards, and the like. The Academy also administers all funds used to backfill salaries of institutional employees who attend training courses off the job.

# Courts Academy

The Courts Academy develops and co-ordinates a wide variety of training programs for the 1400 employees of the Court Services Branch, Ministry of Attorney General. Some courses are related specifically to deputy sheriff training; others, offered in a general program, focus on management development and the enhancement of skills for all court services employees.

# **Deputy Sheriff Training: Basic Program**

### Block 1

The purpose of this on-the-job-training program is to introduce new sheriff personnel to the role of the Court Services Branch in the B.C. justice system, and to the specific duties and responsibilities of deputy sheriffs. The program consists of a print-based, modular format, with video tapes, tests, and exams. The trainee works within a pre-arranged timetable under the direction of one or more supervisors.

Topics include the levels and functions of courts in B.C., the role of Court Services Branch and its personnel in the B.C. justice system, and the duties of a deputy sheriff, including powers of arrest, levels of force, and powers of search and seizure. Block 1 is a prerequisite to Block 2 and should be completed to the satisfaction of the supervisor within the first six months of employment.

Length: 160 hours

### Block 2

This four-week program is designed for new recruits to sheriff services, and is offered in a format of study, lecture, practical exercises, simulations, and roleplay. Participants must achieve a required standard of knowledge and/or performance in some of the course components, as measured through tests and examinations. Block 2 consists of a large number of courses. Following are the major ones.

#### FIRST AID

The deputy sheriff first responder course provides deputy sheriffs with skill development in both cardio-pulmonary resuscitation (CPR) and general first aid. The CPR section (Heartsaver level) teaches participants to recognize and respond appropriately to cardiac arrest for both one- and two-responder CPR.

The first aid section introduces participants to common emergencies requiring first aid and includes practice in responding appropriately to problems such as deadly bleeding, breathing problems, shock, environmental emergencies, and specific medical emergencies such as epilepsy. Participants must pass a written exam and demonstrate the appropriate skills for emergency treatment.

Length: 26 hours

#### ADVANCED DRIVER TRAINING - LEVEL ONE

This course for deputy sheriffs promotes safe driving practices while performing prisoner escort duties. It provides hands-on practice in everyday traffic and weather conditions and emphasizes proper steering, braking, manoeuvrability, and hazard avoidance.

Length: 1 day

#### **FIRE SUPPRESSION**

In this course, deputy sheriffs study the principles of fire suppression and develop skills in extinguishing fires. They learn to assess a fire, identify three types of fire extinguishers and choose the correct one for a particular type of fire, explain the principles of extinguishing all types of building or vehicle fires, and describe the safety precautions to be taken when faced with a vehicle fire. They must also demonstrate correct use of a fire extinguisher on an actual controlled fire, maintaining safety standards at all times.

Length: 4 hours

## CONFLICT RESOLUTION AND COMMUNICATION SKILLS

The communication skills component of this course allows deputy sheriffs to practice and receive feedback on their ability to communicate—to send and receive messages accurately. Structured exercises emphasize listening and non-verbal communication skills. Participants demonstrate their communication skills through roleplays and receive feedback on their abilities.

In the conflict resolution component, deputy sheriffs study the management and resolution of conflict. Topics include identification of conflict situations, selection of conflict management strategies, and determination of the appropriate strategy for a particular conflict. Participants also identify factors which can influence the outcome of a conflict and describe resolving behaviours and escalating behaviours that apply to those factors. In a conflict situation roleplay, participants demonstrate their ability to define the conflict, choose an appropriate conflict management strategy, analyze the factors which influence the outcome, and use behaviours and responses to resolve rather than escalate the conflict.

Length: 21 hours

#### **DEFENSIVE TACTICS**

This course is designed to give each deputy sheriff the opportunity to develop self-defence and control tactics to the level of proficiency required for prisoner escort and other related duties. The training involves a use of force model applied to realistic scenarios.

Length: 21 hours

#### **HOSTAGE SURVIVAL**

This course promotes the development of survival skills for potential victims of hostage-taking incidents in work-related situations. It examines the dynamics of hostage-taking incidents and the behavioural characteristics, activities, and motivations of the persons involved. In addition to describing the stages and features of typical incidents and various types of hostage-takers, the course identifies survival behaviour and strategies. Through realistic simulations of hostage-taking incidents, participants learn to react more effectively to minimize the emotional/psychological impact. Participants are cautioned that the simulation is highly realistic. A debriefing session with a registered psychologist is conducted after the session.

Length: 2 days

#### **LEGAL ASPECTS**

This course identifies the sections of the Canadian Criminal Code and Charter of Rights and Freedoms, the British Columbia Firearms Act, and the Deputy Sheriffs' Operating Manual relevant to the duties and responsibilities of peace officers. Participants study peace officer powers, offences that can be tried by the courts, powers of search and seizure, powers of arrest, and the use of force and obstruction.

Length: 18 hours

### Block 3

The purpose of this on-the-job training program is to expand the information provided in Blocks 1 and 2 on the duties of a deputy sheriff in the B.C. court system. The program is presented in a print-based, modular format, with video tapes, tests, and exams. The trainee works within a pre-arranged timetable under the direction of one or more supervisors. Topics include jury panel selection, the role of the deputy sheriff in jury management, courtroom and courthouse security, prisoner escort, and related forms and procedures. Block 3 should follow the Block 2 training but may be started or completed first, where appropriate.

Length: Unspecified

# **Deputy Sheriff Training: Advanced Courses**

#### ADVANCED DRIVER TRAINING - LEVEL TWO

This course enhances the skills developed in Level One (Block 2) and combines lectures and demonstrations with driving in vehicles specific to deputy sheriff work. Training takes place at the Pacific Traffic Education Centre (PTEC) Driving Centre at Boundary Bay, where trainees determine the capabilities and limitations of three types of escort vehicles under normal and extreme road conditions.

Length: 2 days

#### **DEFENSIVE TACTICS**

This course is designed to give each deputy sheriff the opportunity to develop self-defence and control tac-

tics to the level of proficiency required for prisoner escort and other related duties. The training involves a use of force model applied to different realistic scenarios. An additional three-day module is under development.

Length: 2-3 days

#### HANDGUN INSTRUCTOR - INITIAL QUALIFICATION

This course provides qualified instructors for the handgun training part of the deputy sheriff field training program. The course identifies, examines, and demonstrates the fundamentals of instruction in the use and safe handling of a handgun. It focuses on Court Services Branch policy regarding the use of firearms and the Levels of Force continuum, and covers factors related to the course of fire, safety procedures, and target practice. Participants practice a variety of instructional techniques related to the training of deputy sheriff personnel.

Length: 3 days

#### HANDGUN INSTRUCTOR - REQUALIFICATION

This course provides the opportunity to renew and refine the skills required to provide instruction to sheriff personnel in the use and safe handling of a handgun. In addition, participants must demonstrate their skills in delivering instruction to field trainees.

Length: 1 day

#### **EMERGENCY RESPONSE TECHNIQUES**

This course identifies various crisis situations (such as bomb threats) that can occur at the workplace, and the roles, responsibilities, and working relationships of court personnel and law enforcement agencies in those situations.

Length: 1 day

#### **HOSTAGE SURVIVAL**

This course promotes the development of survival skills for potential victims of hostage-taking incidents in work-related situations. The course examines the dynamics of hostage-taking incidents and the behavioural characteristics, activities, and motivations of the persons involved. In addition to describing the stages and features of typical incidents and the various types of hostage-takers, the course identifies survival behaviour and strategies. Through realistic simulations of hostage-taking incidents, participants learn to react in a way that minimizes the emotional and psychological impact.

Length: 1-2 days

# **Management Development Program**

#### **MANAGEMENT SKILLS FOR SUPERVISORS**

This course provides managers and supervisors with comprehensive, realistic, up-to-date supervisory management skills. It is a three-part program covering interpersonal, group, and administrative skills, including decision-making, assertiveness techniques, leadership styles, management strategies, business writing, and goal setting.

Length: 12 days (3 sessions of 4 days each)

#### SUPER SUPERVISOR

This course is intended to reinforce the skills learned in Management Skills for Supervisors and is usually taken about one year after completion of the first course. The course gives in-depth practice in the areas of communication, interviews, leadership, motivation, goal setting, and team building.

Length: 3 days

#### PERFORMANCE PLAN AND REVIEW

This course encourages Court Services Branch personnel to use a standard employee appraisal system. It covers the principles of performance plan and review (PPR), Court Services Branch policy regarding PPR, and the stages of the process. Participants have an opportunity to prepare and write a performance plan identifying specific job features and measurements of performance, prepare and manage a performance review interview, and develop action plans for the maintenance and improvement of performance. The course emphasizes the application of the PPR philosophy and procedures as a tool for promoting improved management/support staff communications.

Length: 2 days

#### **CONTRACT MANAGEMENT - MONITORING**

This course provides program managers and senior support staff with the skills and knowledge to manage the award, implementation, and evaluation phases of the contracting process, and to manage contractors effectively in delivering government programs and services. Topics include procedures relevant to awarding contracts, monitoring contract performance, situations which necessitate contract review, and the objectives of evaluating contract performance.

Length: 2 days

# FINANCIAL OPERATIONS IN GOVERNMENT FOR MANAGERS

This course is intended to provide court managers with the skills needed to effectively discharge their financial management responsibilities. It includes an explanation of the full-time equivalency (FTE) system and its relationship to budget planning and control, the budget building process, internal managerial financial reports, and the classification of accounts. Participants also learn the policy and guidelines governing financial signing authorities, the signing authority delegation process, and the process of journal vouchering. Revenue and asset control, and issues pertaining to audits and inspections, are also covered. Length: 3 days

## FINANCIAL OPERATIONS IN GOVERNMENT FOR CLERKS

This course gives employees an overview of the system of financial management and control in the Ministry of Attorney General and in ministries across government. Topics include the financial management environment, financial planning and budgeting, financial controls, and reporting and auditing.

Length: 1 day

#### STEPPING UP TO SUPERVISION

This course introduces support personnel to the roles and responsibilities of supervisory work and helps individuals assess whether a career progression in supervision is suitable for them. Topics include making the transition from "doer" to "delegator," the human relations and productivity aspects of supervising, building leadership skills, and using interpersonal and leadership styles.

Length: 2 days

#### **MANAGING CHANGE/TEAM BUILDING**

The purpose of this course is to prepare team members to effectively manage the challenge of working in groups and to become pro-active in dealing with changes within their organization. The course focuses on the dynamics of working in groups, sources of conflict and resolution, and the various systems available in dealing with both teamwork and managing change. Participants also identify factors which help and hinder change, implement strategies for successful change, address ways in which teams can function effectively in times of stress, and learn how to capitalize on opportunities for change.

Length: 2 days

#### PROJECT MANAGEMENT

This course identifies and demonstrates the key concepts and elements associated with successful project management. Participants learn the phases of project management and the tools associated with each phase, such as project objectives, work breakdown structures, resource requirements, and project control. Strong emphasis is placed on practical exercises involving teams that work on actual projects to which they have been assigned.

Length: 3 days

#### **CHAIRING A MEETING**

This course provides participants with the skills necessary for managing productive meetings. It will enable them to reduce unnecessary time spent in meetings while increasing the effectiveness of the results. Topics covered include establishing an agenda, a review of the types and formats of meetings, and keeping meetings on schedule. Participants learn to facilitate group problem-solving and decision-making, use conflict resolution techniques, and handle disruptive behaviour in meetings.

Length: 1.5 days

## **General Curriculum**

#### **HOSTAGE SURVIVAL - REGISTRY/ADMINISTRATION**

This course examines the dynamics of hostage-taking incidents and the behavioural characteristics, activities, and motivations of those involved. Participants learn the stages of a hostage-taking incident, the types of hostage-takers, and survival behaviours and strategies. This is an informational session only.

Length: 1 day

#### CRITICAL INCIDENT STRESS

This course is aimed at personnel who are called upon to assist others in an emotional crisis at the workplace. It provides participants with sufficient knowledge and skills to develop and implement a critical incident stress program. The course content reviews the nature and impact of traumatic stress, identifies strategies for defusing critical situations, and recommends methods of minimizing impact on stress "victims."

Length: 2 days

#### OCCUPATIONAL HEALTH AND SAFETY

This course provides an opportunity for Court Services Branch employees to acquire the skills and knowledge necessary to develop an occupational health and safety program, and to evaluate and improve existing programs. The topics covered include applicable safety regulations and policy, regular workplace inspections and monitoring, identification of hazardous materials, a procedure for medical examinations and health monitoring, investigations of accidents and diseases related to the workplace, and the maintenance of records and statistics.

Length: 2 days

#### **PUBLIC RELATIONS**

This course stresses the importance of public relations and is designed to provide participants with an opportunity to build knowledge and skills in order to provide quality service to the public. The course includes practice sessions with "real" on-the-job situations involving in-person and telephone contact with the public. Skills emphasized include active listening and effective questioning, formulating appropriate responses to requirements of the public, improving the quality of messages, giving information clearly and understandably, explaining policies competently, directing the public to alternative sources of information, and maintaining a professional manner in all dealings with the public.

Length: 2 days

#### **ACCOUNTING ONE**

This course is conducted through the Open Learning Agency. It introduces participants to the components of basic accounting practices, including the use of balance sheets, income statements, journals and ledgers, and financial statements. The course is a distance education module combining tutorials and graded assignments.

Length: 5 months

#### INSTRUCTIONAL TECHNIQUES

This course is designed to help participants feel confident and competent in their ability to deliver instruction in front of a group using a wide variety of instructional techniques. It covers the instructional design process, writing measurable learning objectives, choosing appropriate instructional techniques, using visual aids and audio-visual equipment effectively, assessing student learning, and giving personal feedback to trainees. Participants practice a variety of instructional techniques, including lecture/demonstration, roleplays, and facilitation of small groups.

Length: 4 days

#### **COACHING SKILLS**

This course is designed for Court Services employees whose responsibilities include training others on the job. It is intended to develop on-the-job training and coaching skills in a supportive atmosphere. Topics include training and the organizational context, task breakdowns, training session design, motivational style and its implications for training supervision, useful feedback, performance problems and strategies for handling them, and ways to make delegation work. Participants plan and deliver a training/coaching session demonstrating facilitative coaching skills.

Length: 3 days

#### REGISTRY/COURT CLERK

This program is designed to address a significant range of technical and performance skills for registry clerks. Common threads throughout the courses are the principle of impartiality of Court Services Branch personnel within the justice system and the Branch's goal of providing quality service to all of its clientele.

Courses developed and delivered to date include Orientation, Family Rules in Action, and Family Maintenance Enforcement Program. Others are under development.

Length: Varies

# Fire Academy

The Fire Academy provides training programs and services for volunteer, career, industrial, and marine fire fighters in B.C. consistent with the needs identified by the Fire Commissioner and the fire services community for B.C. Marine requirements are determined by the Coast Guard. Programs are delivered through classroom instruction, hands-on live burn training, and distance education.

## **Professional Fire Service**

The Fire Academy has developed a series of courses accredited by the International Fire Service Accreditation Congress that allows career fire fighters and officers to upgrade their knowledge through self-study learning materials delivered to them in their own locality. Courses are based on the professional qualifications established by the National Fire Protection Association (NFPA), amended as necessary and approved by the Fire Commissioner to reflect the needs of the B.C. fire service. Successful completion of a full course leads to certification at that level.

Five courses designed to meet specific NFPA standards are available or under development:

- Company Officer Course designed for lieutenants and captains in fire departments
- Command Officer Course designed for battalion chiefs, district chiefs, and assistant chiefs
- Administration Officer Course designed for deputy fire chiefs and fire chiefs
- Training Officer Course designed for those who, with little or no formal background in instruction, are responsible for training fire service personnel on the job
- Fire Prevention Inspector Course designed for those who serve as fire prevention officers in their departments

## **Company Officer Course**

#### **CO-1 FIRE SERVICE ORGANIZATION**

This block provides a review of organizations concerned with fire protection, with a focus on Canadian organizations at the federal, provincial, and local levels. It also reviews the structure of fire suppression organization, the company officer's role in it, and the chain of command in line and staff functions.

Self-study hours: 20

#### **CO-2 BASIC FIRE SCIENCE**

This block introduces basic chemical and physical principles underlying the behaviour of fire and dangerous goods in emergency situations. The topics include vapour pressure and density, ignition temperature, flash points, and flammable limits, as well as other topics of concern to personnel involved in fire protection.

Self-study hours: 40

#### CO-3 FIRE PREVENTION AND THE COMPANY OFFICER

This block provides basic background information on fire prevention and discusses the role of the company officer in prevention. Topics include an overview of pertinent legislation, community fire prevention programs, and routine or survey inspections. The block offers specific instruction on identifying fire hazards in various building types, recognizing dangerous goods and their unique hazards, and visually inspecting fire protection systems such as automatic sprinklers and fire detection equipment. Some of the course work involves field exercises for hands-on experience in fire prevention activities.

Self-study hours: 60

#### **CO-4 COMPANY LEADERSHIP**

This block covers leadership and administration and is designed to develop the skills required at this level by a company officer. Areas covered include situational leadership, maintaining morale among personnel, handling complaints and disputes, interpreting and implementing departmental policies relating to personnel and local administration, setting goals and objectives, planning and implementing training in conjunction with the training officer, safety awareness, and interpersonal communication. The block presents a global and historical perspective on the nature and principles of leadership and follows this with a specific focus on leadership within the fire department.

Self-study hours: 80

#### **CO-5 COMMUNICATION SKILLS**

This block provides a short overview of the principles of effective writing and speaking. It includes tips on how to present information clearly and with impact. The skills gained from this block can be applied to all types of writing, including reports and memos, and in a variety of situations, from public speaking to communication with staff.

Self-study hours: 20

#### **CO-6 RECORDS AND REPORTS**

This block addresses gathering, managing, and using information in fire department operations. Topics include the role of information in the effective functioning of the fire service, the place of the records system in managing information, production of formal and informal reports, and fire department records and computerized information systems. Suggested prerequisite(s): CO-5 Communication Skills.

Self-study hours: 40

#### **CO-7 TECHNICAL MATH**

This block presents the basic math skills needed for fire flow calculations, such as volume and surface area, and provides frequent opportunities for practice in practical situations. Topics include whole numbers, fractions and decimals, percentages, averages, algebraic equations, powers and square roots, ratios and proportions, and measurements of length, area, and volume. It is assumed that the student has basic skills in addition, subtraction, multiplication, and division.

Self-study hours: 40

#### **CO-8 FIRE CAUSE DETERMINATION**

This block provides an overview of fire cause indicators and emphasizes the importance of preserving the scene for fire investigators in situations where the cause of the fire is not apparent.

Self-study hours: 40

#### **CO-9 DANGEROUS GOODS**

The company officer may be first on the scene of a dangerous goods incident. This block discusses the inherent hazards of dangerous goods, how to identify dangerous goods under emergency conditions, and how to assess a situation, determine the resources required, and take appropriate initial action. The course also discusses the legal authority of the company officer to act under different circumstances, the legislation that affects safety in storage and transport of dangerous goods, and national, provincial, and local information sources. Some field work is involved.

Self-study hours: 60

#### **CO-10 INCIDENT COMMAND**

This block provides officers with an opportunity to apply a model of incident command in simulated incidents on-site and by use of a simulator. The block covers the development and organization of drills and scenarios and includes a segment on company officer contact with the news media. Block CO-10 provides an individualized training component. Prerequisite(s): Completion of CO-1 to CO-9.

Length: 4 days

### **Command Officer Course**

#### CM-1 ADVANCED COMMUNICATION SKILLS

This block extends the skills acquired in block CO-5 by presenting further methods of communicating clearly in writing and speaking. It also focuses on speaking to groups, relating to the media, and gaining increased awareness and skills in public relations between the fire department and the community it serves. Suggested prerequisite(s): CO-5 Communication Skills.

Self-study hours: 40

#### CM-2 GENERAL PHYSICS

General Physics is an introductory block that familiarizes the student with basic concepts of physics at a

practical, operational level. The topics include the physical phenomena of heat motion, electricity, magnetism, light, sound, and radioactivity. This block also includes an appendix on metrics for those not familiar with the SI system of measurement. Suggested prerequisite(s): CO-7 Technical Math.

Self-study hours: 40

#### CM-3 MAJOR EMERGENCY PLANNING

Major Emergency Planning presents principles of fire department planning and response to major emergencies within a local jurisdiction. Planning activities are outlined with attention given to assessing major fire hazards in a community, preparing the fire department component of a community major emergency plan, and exercising the plan. A discussion of response strategies for actual or simulated major emergencies includes assessing the situation, determining the resources required, and deploying personnel and resources. The course also discusses the roles and responsibilities of the command officer in major emergency planning.

Self-study hours: 80

# CM-4 FIRE PROTECTION SYSTEMS AND WATER SUPPLY SYSTEMS

This block presents the basic types of fixed fire suppression systems, fire alarms, fire detection devices, and water supply systems. This knowledge enables the command officer to recognize the different types of systems and their operation and applications, and to discuss water supply and distribution requirements with appropriate personnel and agencies. Suggested prerequisite(s): CO-3 Fire Prevention and the Company Officer; CO-7 Technical Math.

Self-study hours: 60

# CM-5 INDUSTRIAL FIRE PROTECTION AND THE COMMAND OFFICER

This block presents an overview of the command officer's role in fire protection in the municipal/industrial setting. Roles and responsibilities are outlined in terms of decisions required to direct a multicompany response to a major industrial fire. Topics include assessment of hazards; fire protection measures for each of the nine classes of dangerous goods; pertinent federal, provincial, and local acts and regulations; and working with plant emergency response organizations and fire brigades. Some field work is required. Suggested prerequisite(s): CO-3 Fire Prevention and the Company Officer; CO-9 Danger-

ous Goods; CM-3 Major Emergency Planning; CM-4 Fire Protection Systems.

Self-study hours: 60

# CM-6 COMMAND OFFICER LEADERSHIP AND ADMINISTRATION

This block offers a detailed study of command leadership and communication, planning and achieving excellence, budgeting, achieving organizational effectiveness, and managing people. Suggested prerequisite(s): CO-4 Company Leadership; CO-6 Records and Reports; CO-7 Technical Math; CM-1 Advanced Communication Skills.

Self-study hours: 80

#### CM-7 MULTI-COMPANY INCIDENT COMMAND

In this block, officers apply a model of incident command requiring single company and multi-company responses. Skills are developed using the simulator and on-site scenarios. The incident command model used in CO-10 Incident Command is expanded to cover incidents of increased complexity. Prerequisite(s): CM-1 to CM-6.

Length: 4 days

### **Administration Officer Course**

#### **A0-1 EXECUTIVE LEADERSHIP AND COMMUNICATION**

This block focuses on the leadership role of the administrative officer. Besides expanding the concepts of the leadership role, the block reviews the use of an effective team approach in managing a fire department. It also explores the central role of effective communication, including meeting skills, in enhancing administrative officer effectiveness. Suggested prerequisite(s): CO-6 Records and Reports; CM-6 Command Officer Leadership and Administration.

Self-study hours: 100

#### **AO-2 THE SOCIAL ENVIRONMENT**

This block focuses on the social environment in which a department functions by providing an overview of political, economic, and legal aspects of our culture.

Self-study hours: 20

#### **AO-3 PLANNING**

The focus of this block is on plans that can be used for the management of a fire department. It explores

the following topics: assessment of needs and resources, choosing a strategy based on these needs and resources, and methods for using plans in an environment of change and uncertainty.

Self-study hours: 100

#### **AO-4 FINANCIAL MANAGEMENT**

This block focuses on the financial aspects of administering a fire department and includes an overview of municipal financing; consideration of capital financing; a detailed approach to budget preparation, management, and control; and the issues of cost management. Suggested prerequisite(s): CO-7 Technical Math.

Self-study hours: 80

#### AO-5 ORGANIZATIONAL ADMINISTRATION

This block looks at organizational administration as a basis for the efficient operation of a fire department. It explores current trends in organizational structures and philosophies that help the administrative officer select and maintain the most effective organization given the resources available. Various considerations for assigning human and other resources are discussed and structural and administrative considerations for developing and maintaining a modern and effective management information system are addressed.

Self-study hours: 100

#### **AO-6 ADMINISTERING THE HUMAN RESOURCE**

This block on personnel administration covers the establishment of effective guidelines, procedures, and practices, with particular consideration given to effective human resource management in the context of municipal operations. Information is provided on labour relations, the collective bargaining process, the administration of the collective agreement, and day-to-day management of employee relations.

Self-study hours: 120

#### **AO-7 PUBLIC RELATIONS**

This block provides practical tools and knowledge in the area of public relations. Particular emphasis is placed on the establishment of appropriate policies and guidelines for the relationship among the department, the municipality, and the community at large. Self-study hours: 80

#### AO-8 RISK MANAGEMENT FOR THE FIRE SERVICE

This block is led by legal experts, active risk managers, and specialists in the field of risk management,

and is directed toward fire officers who are concerned with legal liability and actions in negligence. Participants leave the course with a structured approach to risk management that they can implement in their own departments. Prerequisite(s): Completion of AO-1 to AO-7 or by permission of the Director of the Fire Academy.

Length: 3 days

## **Training Officer Course**

#### **TO-1 TRAINING OFFICER**

This block covers the skills required to effectively perform the function of a fire training officer. It focuses on communication, learning concepts, planning a training program, presentation methods, training aids, evaluation, and development. The block includes the following topics: developing job skill profiles; developing performance objectives; determining performance discrepancies; developing training plans and training aids; planning and conducting a training session; and evaluating training progress and program effectiveness.

Self-study hours: 100

#### **TO-2 TRAINING OFFICER WORKSHOP**

This block consists of four days of intensive, practical application of knowledge gained in TO-1. It enables the prospective training officer to design and deliver training programs within the department. Preparation and evaluation checklists, developing and writing test questions, and risk management for the training officer are also included. Candidates are required to be physically fit. Prerequisite(s): TO-1.

Length: 4 days

## **Fire Prevention Inspector Course**

FPI blocks must be taken in sequence.

#### FPI-1 INTRODUCTION TO FIRE PREVENTION

This block discusses the background, philosophy, and purpose of legislative aspects of fire prevention. It provides an overview of fire prevention and specific information on the fire problem and fire prevention in British Columbia, and builds a framework for the more detailed and technical blocks to follow. Other topics include the principles and goals of fire preven-

tion practice; history and evolution of fire prevention; elements of the fire problem; issues and trends in fire prevention; fire prevention agencies and legislation at the federal, provincial, and local levels; and the role of the fire prevention inspector. Suggested prerequisite(s): CO-1 Fire Service Organization.

Self-study hours: 60

#### **FPI-2 BASIC FIRE SCIENCE**

This block is an introductory study of basic chemical and physical principles underlying fire and dangerous goods behaviour. The block looks at such subjects as vapour pressure and density, ignition temperature, flash point and flammable limits, and other topics of concern to personnel involved in fire prevention. Students who have completed CO-2 need only complete a short exercise to obtain credit for FPI-2.

Self-study hours: 40

#### FPI-3 BLUEPRINT READING FOR THE FIRE SERVICE

This block familiarizes the student with concepts of reading building construction drawings at an operational level. This information enables the fire prevention inspector to check that building plans conform to the appropriate codes, bylaws, and regulations. The student learns to read architectural, plumbing, electrical, mechanical, and sprinkler blueprints.

Self-study hours: 120

#### **FPI-4 ELEMENTS OF LIFE AND FIRE SAFETY**

This block forms a foundation for the technical blocks that follow. It presents detailed information on life and fire safety concepts pertaining to egress design, building and construction types, occupancies, and fire safety plans.

Self-study hours: 60

# FPI-5 FIRE PROTECTION SYSTEMS AND EXTINGUISHERS

This block presents the basic types of fire protection systems, including sprinklers, standpipe and hose systems, fire pumps, special extinguishing systems, and portable fire extinguishers. It offers a detailed study of each system and its operation and application, and offers specific instruction on code requirements and fire prevention inspection procedures.

Self-study hours: 100

#### FPI-6 SIGNALLING AND DETECTION SYSTEMS

This block presents an in-depth study of fire alarm systems and the various types of heat, smoke, and

flame detectors. The block also outlines code requirements for installing fire alarms for each type of occupancy hazard and specifies the inspection procedures.

Self-study hours: 60

#### FPI-7 WATER SUPPLY SYSTEMS

This block covers water supply systems for private fire protection, water flow in pipes and hydrants, and fire flow requirements. Water supply systems covered include gravity tanks, pressure tanks, and fire pumps. The block focuses on the operation of each system, the code requirements, and inspections.

Self-study hours: 60

#### FPI-8 BUILDING SYSTEMS AND HAZARDS

This block presents the various services and systems that provide power, environmental control, and convenience for a building. Course material provides the fire prevention inspector candidate with a broad knowledge of fire hazards and fire protection associated with electrical systems and appliances, air conditioning and ventilation, heating systems, cooking equipment, materials and waste handling, house-keeping, and storage systems. Each unit concludes with specific guidance on code requirements and how to inspect target building systems.

Self-study hours: 60

#### **FPI-9 HAZARDOUS MATERIALS**

This block gives the student an understanding of the duties and responsibilities of a fire prevention inspector regarding hazardous materials, as set out in the Fire Services Act. It describes the classification of hazardous materials, their identification, and the hazards they pose. It also outlines the responsibilities of other authorities in this area as well as procedures for co-operating to ensure safe handling, use, and storage of these materials.

Self-study hours: 60

# FPI-10 FLAMMABLE AND COMBUSTIBLE LIQUIDS AND COMPRESSED AND LIQUIFIED GASES

As a supplement to FPI-9, this block concentrates on the two most important hazardous material classifications. It gives the student an understanding of their characteristics, their specific fire and explosion hazards, and the British Columbia Fire Code Regulations governing their handling, storage, and use. It describes inspection procedures for leaks in containers and transfer systems, and for abatement of fire hazards associated with leaks and spills. The course

includes a description of the role of other agencies that have jurisdiction.

Self-study hours: 60

#### **FPI-11 FIRE PREVENTION PRACTICE**

This block focuses on the practice of fire prevention on a day-to-day basis and the application of fire prevention theory and technical principles to the fire problem in the community. The in-field part of the block concludes by examining the specific fire prevention activities carried out by the fire prevention inspector. Topics include: fire prevention inspections, code enforcement methods, fire safety plans, public education, fire cause determination, duties of the local assistant to the Fire Commissioner, legal remedies, and judicial aspects of fire prevention activities such as evidence and testimony.

Self-study hours: 40

#### FPI-12 FIRE PREVENTION WORKSHOP

This block provides hands-on practice in inspecting fire detection systems, extinguishing systems, and buildings. Prerequisite(s): FPI-1 to FPI-11.

Length: 4 days

# Volunteer Fire Fighter Certification Program

All active members of a volunteer fire department can complete certificate program training. Level I applies to all eligible volunteer departments regardless of size. Level II is available to departments that have the equipment required for Level II skills. This usually applies to larger volunteer departments.

Both levels involve successful completion of the following subjects identified in the Volunteer Fire Fighter Training Standards:

- Fire Service Orientation and Safety
- Fire Behaviour
- Extinguishers and Extinguishing Agents
- Small Tools and Equipment
- Apparatus Familiarization
- Ropes and Knots
- Self-Contained Breathing Apparatus
- Ground Ladders
- Hose

- Water Supplies
- Fire Streams
- Salvage and Overhaul
- Fire Cause Determination
- Forcible Entry
- Ventilation
- Communications
- Installed Fire Protection Systems (Level II only)
- First Aid
- Rescue
- Fire Suppression
- Pumps and Pumping
- Dangerous Goods

This training is available to any volunteer fire fighter in the province.

## **Edukits**

Edukits are self-contained packages designed for trainers. They consist of an instruction manual, an accompanying video, guidelines for an instructor, quiz sheet, skills checklist, and masters for overheads. Each Edukit focuses on a particular subject or skill. The purpose of the Edukits is to provide training officers with a tool to help fire fighters upgrade their knowledge and skills and practice a standardized, uniform set of fire fighting procedures.

Besides the subjects required to complete the Volunteer Fire Fighter Certification Program, Edukits are available in electrical safety, gas safety, hazardous materials, and wildland fire fighting for the structural fire fighter.

Edukits cover the following subjects.

#### **APPARATUS FAMILIARIZATION**

Explains the functions and operations of pumpers, tankers, aerial apparatus, and rescue apparatus, and illustrates safe driving practices.

#### COMMUNICATIONS

Explains the fire fighter's role and responsibilities in relation to the dispatch system. The use of plain language, equipment, and radio procedures are covered.

#### **DANGEROUS GOODS**

Explains dangerous goods identification, placarding and labelling, and fire department response within the incident command system.

#### **ELECTRICAL SAFETY**

Explains the basic units of electricity and their effect on the human body. The major components of an electrical system and their hazards are covered.

#### **EXTINGUISHERS AND EXTINGUISHING AGENTS**

Explains the basic chemistry of fire, common types of extinguishing agents used in portable extinguishers, and the classes of fire on which they are used. The operation of the types of extinguishers and their general care and maintenance are covered.

#### **FIRE BEHAVIOUR**

Explains the theory of combustion, the combustion process, phases of fire, combustion products, fire spread, and classes of fire.

#### **FIRE CAUSE DETERMINATION**

Provides a fire fighter level of awareness by teaching fire fighters how to recognize and observe evidence and how to preserve it for investigators. It teaches fire fighters to recognize indicators that may assist investigators in determining the cause of fire. Guidelines for court appearances are provided.

#### **FIRE HOSE**

Explains the basic method for inspection, maintenance, and storage of hoses. Basic hoses, loads, and hose handling procedures are covered.

#### FIRE SERVICE ORIENTATION AND SAFETY

Briefly explains the origin of the fire service and its organization and legal responsibilities. It identifies common causes of injury and describes basic safety procedures.

#### FIRE STREAMS

Explains the characteristics of fire streams, basic terminology, an introduction to foam, and methods of handling hose lines of various sizes.

#### FIRE SUPPRESSION

Familiarizes the fire fighter with various techniques and operational aspects associated with confining, controlling, and extinguishing structural flammable liquid, flammable gas, and vehicle fires. It identifies the hazards associated with the various types of fires and how to recognize and control such hazards.

#### FORCIBLE ENTRY

Explains the basic tools and methods of entering a structure in an emergency situation.

#### **GAS SAFETY**

Explains to the fire fighter the various hazards associated with compressed natural gas, liquified natural gas, and liquified petroleum gas. It familiarizes the fire fighter with the various techniques and procedures for dealing with the related gas emergencies.

#### **GROUND LADDERS (2ND EDITION)**

Explains the techniques involved in basic lifts, carries, and raises of ground ladders.

#### **HAZARDOUS MATERIALS**

Educates the fire fighter to the first responder awareness level as specified in NFPA 472, Section 2.2. The Edukit explains hazardous materials identification, placarding and labelling, and fire department response within the incident command system.

#### INSTALLED FIRE PROTECTION SYSTEMS

Explains the purpose of alarm systems, suppression systems, and specialized extinguishing systems in the fire department's role in responding to buildings equipped with installed fire protection systems.

#### **PUMPS AND PUMPING**

Explains the purpose of a pump as well as the principles of pump operation. Troubleshooting procedures, priming operations, and friction loss calculations are covered.

#### RESCUE

Explains basic rescue techniques, including the rescue model, building search, auto extrication, and other essentials.

#### **ROPES AND KNOTS**

Describes basic knots and their application in the fire service. Care and maintenance of various types of ropes is covered.

#### SALVAGE AND OVERHAUL

Salvage is a process of applying techniques to minimize damage to a building and its contents from smoke, fire, and water. It familiarizes the fire fighter

with salvage equipment and its proper deployment, handling, and maintenance.

Overhaul is a process of placing the property in a safe and secure condition by searching for and extinguishing any hidden or remaining fires. It familiarizes the fire fighter with overhaul equipment, explains overhaul operations, and describes methods of securing the scene.

## SELF-CONTAINED BREATHING APPARATUS (2ND EDITION)

Explains types, models, operation, safety, and emergency procedures for the self-contained breathing apparatus used in the fire service. Testing and maintenance of equipment are covered.

#### SMALL TOOLS AND EQUIPMENT

Explains manual and power-operated tools used in forcible entry, ventilation, salvage and overhaul, rescue, and vehicular extrication. The use of five main categories of small tools, including prying, cutting, lifting, pulling, and striking tools, is explained. Axes, sledge hammers, pry bars, crow bars, power hydraulic units, saws, chisels, shears, belt cutters, jacks, air bags, etc., and their care are covered.

#### **VENTILATION**

Defines ventilation; explains reasons for ventilating; and illustrates procedures, decisions, precautions, and hazards involved in ventilating a fire in a contained structure.

#### WATER SUPPLIES

Explains the sources of water supply and distribution systems. Types of hydrants and maintenance procedures are covered.

## **Train the Trainer**

The Academy offers a range of courses designed to train fire service trainers. Courses include:

 Training Techniques – prepares training officers to design and deliver lessons and evaluate student performance

- Evaluator Training leads to certification as a Fire Academy evaluator for the volunteer fire fighter certification program
- Field Trainer prepares fire fighters to deliver training programs to fire fighters in the field

## **Specialized Courses**

#### **HAZARDOUS MATERIALS**

In these courses, participants use desktop exercises to apply a model of incident command to control simulated dangerous goods incidents and enhance their knowledge of placarding and labelling, personal protection equipment, and an incident command system. This series of courses involves training to NFPA 472 standard in Awareness (1 day), Operations (3 days), and Technician (10 days).

Length: 14 days

#### **AUTO EXTRICATION**

In this course, participants establish command and perform extrication using hand tools. Operations include initial scene survey, vehicle stabilization, glass removal, displacement of steering columns, forcing doors, roof flaps, and roof removal. Participants must provide their own protective clothing. Class size is limited to 15 participants.

Length: 2 days

#### **EMERGENCY VEHICLE OPERATION (EVO)**

Developed in co-operation with Pacific Traffic Education Centre (PTEC), this course teaches special techniques necessary to operate an emergency vehicle safely and effectively. Training emphasizes braking, steering, and acceleration under emergency driving conditions. Drivers experience and learn their maximum limitations and capabilities and the maximum limits and capabilities of the vehicles they operate. Eligibility: Candidates must be involved in driving emergency vehicles and must hold a valid B.C. driver's licence with the proper classification and with an air brake endorsement where applicable.

Length: 1 day

#### INCIDENT COMMAND

Participants apply an incident command model using desktop exercises adapted from Alan V. Brunacini's

book *Fire Command*. A flow chart and exercise book are used as reference material. This course does not replace CO-10 or CM-7.

Length: 2 days

#### **ORIENTATION FOR NEW DEPARTMENTS**

This program is designed to help new volunteer fire departments establish standard fire fighting procedures and effective practices. The courses are held at the new department's home base from Friday evening through Sunday. The focus is on practicing basic fire fighting skills. Basic instruction is given on fire behaviour, pumps and pumping, controlling fire through proper ventilation, fire service rescue and protective breathing practices, and proper use of water. Eligibility restrictions: Designed for individual fire departments and offered only to newly formed volunteer fire departments recognized by the Fire Commissioner's office. Required: Basic fire fighting equipment. Contact the Fire Academy for more information.

Length: 21/2 days

#### FIRST RESPONDER TRAIN THE TRAINER

The intent of this program is to prepare emergency responders to deliver First Responder (FR) training in their own departments or agencies. Instructor candidates first qualify as providers and then develop their instructional skills. Activities include instruction, simulation delivery, evaluation, and make-up. All candidates must hold current CPR certification. Provider skills include management of traumatic medical and environmental (e.g., hypothermia) emergencies. This program has been developed and delivered in conjunction with the Paramedic Academy.

This series of courses involves training to NFPA 472 standard in Awareness (1 day); Operations (3 days) and Technician (10 days).

Length: 14 days

#### SHIPBOARD FIRE FIGHTING

For the land-based fire fighter. Prerequisite(s): Participants must be serving fire department members with a recommendation from their Fire Chief.

Length: 4 days

#### **MARINE EMERGENCY DUTIES**

Fire fighting component only. This conforms to the requirements established by the Canadian Coast Guard.

#### LIVE FIRE TRAINING I

This program is for recruit-level fire fighters. Length: 2 days

#### LIVE FIRE TRAINING II

This live fire training program for the experienced fire fighter is based on the scenario challenge model.

Length: 1 day

# **Executive Development for** Fire Officers

The Executive Development Program is a two-week intensive program for fire service personnel who have recently been placed in, or are preparing for, fire service officer positions. The program is designed to cover both operational and administrative aspects of chief officer duties. The program begins with a half-day in-basket exercise designed to surface a number of key issues. The remainder of the program looks at each issue in more depth. Topics are balanced between line and staff functions that will be encountered at a senior officer level. They include:

- Operations Management modern fire apparatus specifications, municipal fire protection bylaws, ethics/risk management, public policy decisionmaking, and passport accountability
- Personnel Management employee screening and selection and performance planning and review
- Management for the Manager conducting effective meetings, effective union/management relations, dealing with media, executive problem-solving, conflict resolution, critical incident stress, public speaking, and strategic planning for change.

Length: 2 weeks

# **Diploma in Fire Services**

This program is designed to enable aspiring fire services personnel to obtain a recognized Diploma in Fire Services in B.C. The program is offered through the collaboration of the Justice Institute and the Open College. It consists of four fire services core courses designed in an open learning format by the

Fire Academy, plus 16 liberal arts courses designed to develop strong communication skills and to encourage an analytical and critical approach to the context in which public safety services function. While all of the liberal arts courses are available in an open learning format, many courses can also be taken at recognized local community colleges or universities.

The following courses, or equivalents obtained elsewhere, are required for completion of the diploma

program.

Please note: This is a new program; there may be adjustments to program requirements.

### **Required Courses**

#### **FIRE 200 FIRE SCIENCE**

Fire Science is the application of scientific principles and methodology to the study of fire phenomena and the prevention and suppression of fire. The course focuses on the chemical and physical basis for ignition, combustion, and fire spread in gases, liquids, and solids; the hazards of toxic fire products and dangerous goods; and the technology of fire extinction and prevention. Prerequisite(s): Physics 110 and Chemistry 110.

3 credits

#### FIRE 201 FIRE SERVICE ORGANIZATION

This course studies the relationship of federal, provincial, and local governments to fire suppression and fire prevention organizations. It reviews Canadian government structure and the responsibilities of the various levels and sectors. The issue of emergency planning is used as a case study of the workings of the various levels of government.

3 credits

#### FIRE 211 LEGAL ASPECTS OF FIRE PROTECTION

Legal Aspects of Fire Protection looks at the legislative basis for fire protection. It studies the justice system, including the legal superstructure that governs the fire service and related agencies and services. Attention is given to the legal roles, rights, and responsibilities of members of the fire service, and to the management of risk in relation to legal liability.

3 credits

#### **FIRE 212 LIFE AND FIRE SAFETY**

This course investigates the relationship between human behaviour in panic situations and the design of buildings. Concepts include egress design, occupancies, and fire safety plans. The student is introduced to the current debate in the literature on human psychology and social behaviour in emergencies, and to theoretical and practical considerations in the design of structures to improve life safety.

3 credits

Subtotal: 12 credits

#### **OTHER REQUIRED COURSES**

OU = Open University
Suggested prerequisites are shown in brackets: [].

- ADMIN 231: Introduction to Financial Accounting (OU). 3 credits
- ENGL 301: Practical Writing (OU). 3 credits [ENGL 100 and 101: 6 credits]
- CMPT 110: Computer Concepts (OU). 3 or 4 credits
- CMPT 211: Forecasting and Control for Management (OU). 3 credits or
   CMPT 214: Computer Tools for Management (OU). 3 credits
- MATH 102: Introduction to Probability and Statistics (OU). 3 credits [Algebra 11 or 12] or [an introductory statistics course]
- MATH 101: Calculus for Biology and Social Sciences (OU). 3 credits [Algebra 12]
- ECON 200: Introduction to Microeconomics (OU). 3 credits
- PHYS 110: Introduction to Physics I (OU). 3
  credits [Algebra 12 and Physics 11] or [an introductory Physics course]; alternatives must be university-transferable
- CHEM 110: Introduction to Chemistry I (OU). 3
  credits [Algebra 12 and Chemistry 11] or [an introductory Chemistry course]; alternatives must be
  university-transferable

Subtotal: 27 credits

#### OTHER GENERAL EDUCATION REQUIREMENTS

- Two courses of first-year English (literature/composition), e.g., ENG 100 (OU), ENGL 101 (OU), ENGL 102 (OU) and ENGL 103 (OU). 6 credits [English 12]
- Two courses of Social Sciences (at least 3 credits at the 200 level), e.g., Anthropology, Economics, Geography (not Physical Geography), Criminology, Political Science, Psychology, Sociology, Social Sciences. 6 credits
- One course of Humanities (at 200 level other than English), e.g., History, HUMN 200 (OU), Philosophy, Religious Studies. 3 credits [ENGL 100 or 102]

Subtotal: 15 credits

### **Electives**

Two unspecified courses (or 6 credits) eligible for transfer to university programs. At least 3 credits must be at the 200 level or higher. Choice of elective courses should be discussed with an academic advisor. Courses from the following areas are acceptable: Education, Business and Administrative Studies, Criminology, Management, Sociology, Psychology, Mathematics, Science.

Subtotal: 6 credits

TOTAL: 60 credits

# Interdisciplinary Studies

Interdisciplinary Studies offers professional development and community education courses for government personnel, community agency staff and volunteers, and other interested individuals. Courses deal with justice and public safety issues, information and education on the justice system, and job-related skills.

The following is a partial listing of courses offered in each category. For a complete listing, contact Interdisciplinary Studies at 604/222-7224 and request a copy of the most recent calender of courses.

# **Conflict Resolution Certificate Program**

This program was created to meet the needs of a wide range of professionals for increased skill and knowledge in dealing with conflict. To complete the program, participants attend 210 hours of core and elective courses and demonstrate competency in both mediation and negotiation skills. Participants can register in individual courses without enroling in the overall certificate program, noting prerequisites.

### **Core Courses**

#### DEALING WITH INTERPERSONAL CONFLICT (CR100)

This course explores the sources and implications of interpersonal conflict within various contexts. Participants will have an opportunity to assess their current approaches to resolving conflicts and to broaden their range of options. An examination of power, expectations, anger, and problem-solving will include specific concepts, skills, and techniques useful in the resolution of interpersonal conflicts. Emphasis will be on skill development through structured practice and roleplay simulations. This course is a prerequisite for all other core courses.

Length: 3 days (21 hours)

#### RESOLVING CONFLICT IN THE WORKPLACE (CR763)

This course is equivalent to Dealing with Interpersonal Conflict, but has additional information and focus on organizational issues. It may be taken in place of CR100. The course will explore the dynamics of conflict both generally and within the work environment. Emphasis will be on participants' own conflict styles at work, effective confrontation, and collaborative problem-solving. This course will be of particular value to managers and supervisors who wish to expand their leadership skills.

Length: 3 days (21 hours)

#### **DEALING WITH ANGER (CR200)**

Angry, hostile, or resistant feelings and behaviours are commonly generated in conflict situations. Efforts to resolve the conflict may be ineffective if these feelings are ignored or denied. This course presents theory, techniques, and approaches for effectively managing angry feelings and behaviour, including confronting, defusing, and disengaging in angry conflict situations, and moving through anger to constructive problem-solving. Emphasis will be on skill development through small group and individual exercises. Prerequisite(s): Dealing with Interpersonal Conflict (CR100).

Length: 3 days (21 hours)

#### **MEDIATION SKILLS, LEVEL I (CR300)**

Mediation is a practical method for helping other people resolve their conflicts and attain mutually satisfying outcomes. The process is useful in a wide variety of settings, including organizations, neighbourhoods, committees, schools, and families. This course introduces the concepts, skills, and techniques needed to mediate disputes encountered on a day-to-day basis. Emphasis will be on skill development through simulated mediation. Prerequisite(s): Dealing with Interpersonal Conflict (CR100).

Length: 3 days (21 hours)

#### **MEDIATION SKILLS, LEVEL II (CR400)**

This course prepares the mediator to deal with complex and emotionally charged conflicts. Skills, techniques, and theory include power-balancing, dealing with resistance and dysfunctional behaviour, mediator interventions and styles, and legal and ethical issues. Skill practice sessions are facilitated by trained coaches. Prerequisite(s): at least four other courses in the Certificate Program, including Mediation Skills, Level I (CR300).

Length: 5 days (35 hours)

#### **NEGOTIATION SKILLS, LEVEL I (CR500)**

Negotiation skills are essential in daily interactions with others to help individuals get what they need and want. Principled negotiation results in an agreement that responds to the interests of both parties. This course introduces the skills, theory, and techniques for applying interest-based negotiation in a variety of work and day-to-day situations. Participants will learn to build a collaborative climate and use the skills and concepts of principled negotiation. Recommended reading: Getting to Yes by Roger Fisher and William Ury, Penguin Books, 2nd ed., 1992. Prerequisite(s): Dealing with Interpersonal Conflict (CR100).

Length: 3 days (21 hours)

#### **NEGOTIATION SKILLS, LEVEL II (CR600)**

This course applies the negotiation process and techniques from the Level I course to more complex situations. Content includes negotiator assertiveness and style, factors that escalate or de-escalate competitiveness, resolving impasses, and overcoming resistance. Emphasis is on skill development through simulated negotiations facilitated by trained coaches. Recommended reading: Getting to Yes by Roger Fisher and William Ury, Penguin Books, 2nd ed., 1992. Prerequisite(s): at least four other courses in the Certificate Program, including Negotiation Skills, Level I (CR500).

Length: 5 days (35 hours)

#### CONFLICT RESOLUTION SKILLS ASSESSMENTS

Open only to students enroled in the certificate program. Candidates are required to demonstrate a satisfactory level of proficiency in the areas of mediation and negotiation before being granted the program certificate.

### **Electives**

#### **ASSERTING YOURSELF UNDER PRESSURE (CR702)**

This course is for people who are usually assertive but who either over-react or sell themselves out in difficult conflict encounters, such as when dealing with powerful, aggressive individuals, or in high-risk, high-stake situations. The result is often a diminished relationship or unmet goals. Assertively expressing your needs, thoughts, feelings, and beliefs is essential to improving self-esteem and enhancing relationships. It is also a key element in ensuring mutual understanding and respect, even though strong feelings are involved.

Length: 2 days (14 hours)

#### **CAUCUSING IN MEDIATION (CR764)**

Caucusing can be one of the most effective interventions a mediator can use in moving parties toward agreement. If not properly implemented, however, caucusing can prove hazardous. Knowing when, why, and how to use this tool is crucial to dealing effectively with some of the most difficult and perplexing situations in mediations. A structured caucusing process will be presented which is applicable in a variety of dispute contexts, including family and commercial. This process will help mediators to maximize the value of meeting separately with the parties while minimizing the potential for negative outcomes. Prerequisite(s): Mediation Skills, Level I (CR300).

Length: 1 day (7 hours)

# CONFLICT IN ORGANIZATIONS: SYMPTOMS, ORIGINS, AND STRATEGIES (CR704)

Conflict in organizations takes many forms. This course focuses on the difficulties that arise because of differences between the needs of the individual and those of the organization. What prevents an organization from working well for its people? What are the impacts of management style and organizational culture? What are our deep-rooted assumptions about the nature of our organizations and our work? From

these questions, the focus will shift to a review of some alternative forms of organizations and strategies for their development. The objectives of this course are to increase the understanding of organizational conflict and to provide options that participants may then apply in their own situations.

Length: 2 days (14 hours)

### CRITICAL SKILLS FOR COMMUNICATING IN CONFLICT (CR735)

This course is intended for those who have had little or no previous training in conflict resolution. It focuses intensively on the micro-skills essential to effective mediating, negotiating, or resolving interpersonal conflict. It is recommended for anyone entering the certificate program and would be helpful as an isolated learning experience. Each skill will be demonstrated and then practiced in the context of a conflict situation. Specific skills will include: non-judgmental listening; probing; clarifying; refocusing; and assertive, non-defensive communication.

Length: 2 days (14 hours)

#### CRITICISM: HOW TO GIVE AND RECEIVE IT (CR706)

Critiquing the work or behaviour of others can be one of the most difficult tasks that we perform. As individuals, colleagues, supervisors, and managers, we are often called upon to give criticism. If done well, it can be an opportunity for growth and increased understanding. If done poorly, it can damage relationships, limit opportunities, and increase stress. In this course, participants will explore and practice the essential elements of giving and receiving constructive criticism. Prerequisite(s): Dealing with Interpersonal Conflict (CR100).

Length: 2 days (14 hours)

#### **POSITIVE POWER IN MEDIATION (CR731)**

The concept of power in mediation inevitably evokes connotations of power struggles and power imbalances. People in conflict often use their personal power and influence to minimize their losses or to prevent others from gaining what they want. Mediators are faced with the challenge of helping the parties identify positive uses of power, diversify their styles in dealing with power issues, and understand the implications of their spheres of influence. This course also examines ways in which the mediator's own power and influence affect the process.

Length: 2 days (14 hours)

#### **RESOLVING INNER CONFLICT (CR744)**

Many people feel stuck when faced with a major decision, and others repeatedly make decisions which do not seem to work out well for them. They may be confused by the message they are receiving from the head versus the heart, or may feel overwhelmed by the multitude and complexity of the influencing factors. As a result, they postpone decision-making beyond the optimal time, or plunge ahead and risk making a poor decision. This course will present a set of skills and processes to facilitate personal decisionmaking when values or needs are in conflict. Participants will assess their own styles of decision-making and will focus on one of their own inner conflicts in order to learn an innovative and systematic approach to personal decision-making. Participants should come prepared to apply this method to a significant decision they are facing.

Length: 2 days (14 hours)

#### SHIFTING FROM POSITIONS TO INTERESTS (CR748)

Whether in the context of negotiation, mediation, or interpersonal conflict, people adopt positions and offer solutions to meet their underlying interests. Working toward interest-based resolutions requires skill in clarifying and understanding the wants, needs, concerns, and fears which support the opposing positions. This skill-building course is designed to help participants reach positive outcomes through a deeper exploration of positions, interests, and intentions. Participants will enhance skills aimed at eliciting underlying interests, illuminating blocks, facilitating processes, establishing positive outcomes, and generating a wider range of choices. Prerequisite(s): two core courses. Recommended: Critical Skills for Communicating in Conflict (CR735).

Length: 2 days (14 hours)

# Working with Troubled Adolescents Certificate Program

The certificate program is currently being revised to more closely reflect the issues faced by child and youth care practitioners in both residential and community settings. The goal of the program is to improve participants' theoretical understanding and practical application of assessment and intervention skills. The program will consist of seven core modules constituting 18 days of training, and one two-day specialized elective.

The assessment/intervention framework presented in the program draws on three theoretical approaches: normative development; a stress-coping model for understanding developmental outcomes; and a psycho-educational approach for presenting appropriate and effective coping strategies. Individual sessions will examine specific stressors faced by adolescents, including sexual abuse, family separation, learning disabilities, peer youth violence, depression and suicide, and substance abuse. Participants will have an opportunity to observe and apply specific practice interventions during the training. To receive a certificate of achievement, participants will be required to participate in a group presentation and complete a written assignment.

Length: 20 days

### Child Sexual Abuse Intervention Certificate Programs

These certificate programs are directed toward practitioners currently providing treatment for sexually abused children, youth, and adult survivors. The training will provide a theoretical overview of the nature, dynamics, and impact of sexual abuse on the individual and family; present a framework for assessment; model specific therapeutic approaches and techniques proven effective with this population; and develop interdisciplinary networking. The training currently consists of three separate certificate programs: Children and Youth, Adult Survivors, and an Advanced Adult Survivor Program, All programs include an exploration of appropriate boundaries for sexual abuse counselling and the development of practitioner self-understanding and self-care. An Advanced Children and Youth Option is currently being developed and will be piloted in Winter 1995.

The Children and Youth Option focuses on assessment and treatment issues for practitioners working with sexually abused children, adolescents, and their families. Content includes individual and group work, art and play therapy, working with non-offending family members, dealing with sexual reactivity, and relevant legal issues. Organizational systems that practitioners are likely to encounter in their work with children and adolescents will be discussed, and models for case management and community co-ordination will be presented.

Length: 14 days

The Adult Survivor Option focuses on issues facing female and male survivors of child sexual abuse. Content includes assessment and treatment planning, individual and group work, working with dissociation and memory recovery, addressing intimacy and sexuality concerns of survivors, and family dynamics. Opportunities to explore challenging and emerging practice issues will be provided.

Length: 12 days

The Advanced Training - Adult Survivor Option is directed toward experienced clinicians working in the field of child sexual abuse. The purpose of the training is to enhance and solidify participants' skills and to provide opportunities for clinicians to share and be challenged by each other's work in a supportive environment. The theoretical foundation of the training combines several approaches to the treatment of child sexual abuse. Instructors highlight the differences and similarities among approaches and demonstrate the value of linking aspects of various models in their work to adult survivors. Specific attention is paid to sociocultural, gender, and intergenerational issues and their relevance in the treatment of survivors of child sexual abuse. Content includes: ethics of the therapeutic counselling relationship, treatment planning, integration of family systems and feminist therapy, the therapy relationship, transference and countertransference, challenging issues in treatment, male victimization, multiplexity, case presentations, and spirituality as a healing tool.

Length: 11 days

## Child Sexual Abuse Support Worker Training

This training has been designed for front-line staff and others who work in a support capacity with sexually abused children, their family members, and adults who were sexually abused in childhood. The training offers two options: Supporting Child and Youth Survivors and Supporting Adult Survivors. Each option will provide participants with an understanding of the role and function of support, and will demonstrate specific skills for working with clients from the time of disclosure to the completion of treatment. A central focus of the training will be the ethical issues related to providing support, methods to engage and support the sexually abused child or adult survivor, and effective ways to work in cooperation with therapists and other professionals involved with the client. Participants will be encouraged to examine their values and experiences, and explore how these impact upon the support process.

Supporting Child and Youth Survivors focuses on the needs of sexually abused children and non-offending family members. Participants will create a framework for understanding sexual abuse within a societal, historical, and familial context; examine the impact of sexual abuse on the individual through the life cycle; and explore the legal and community service systems' responses to children and youth who have been abused. Content includes the stages that sexually abused children and their families go through after disclosure, the support needs at each stage, and opportunities to develop and practice skills in supportive interventions and effective advocacy on behalf of sexually abused children or youth and non-offending family members.

Length: 6 days

Supporting Adult Survivors focuses on the needs of adult survivors of childhood sexual abuse. Participants will create a framework for understanding sexual abuse in a societal, historical, and familial context; examine the impact of sexual abuse on the individual through the life cycle; and explore the legal and community service systems' responses to adults who have been abused in childhood. Content includes a review of the coping mechanisms of survivors, common crises that may prompt them to seek

help, and appropriate support roles for working with survivors within the context of the larger treatment system. This course will provide opportunities to develop and practice supportive interventions and skills in effective advocacy within an empowerment framework.

Length: 6 days

# Management Development for Residential Settings Certificate Program

This certificate program was specifically designed to meet the needs of front line supervisors and managers who work in a variety of residential settings. It provides skills specific to their workplace and opportunities to network with other professionals in their field. The program was created in consultation with executive directors and front line managers from the residential field.

The purpose of the training is:

- to provide a theoretical overview of supervisory and management practices;
- to model specific management approaches and techniques; and
- to present a framework for assessment and development of specific management skills required to successfully manage a residential facility.

The program consists of 20 days of training: eight two-day core courses; and four classroom days of electives (usually two courses).

#### **Core Courses**

#### LEVEL 1 - BASIC SUPERVISORY SKILLS (MGMT214)

In this course, participants examine and apply basic supervisory skills. The course covers the role and responsibilities of the supervisor, ways to assess the supervisor's personal communication style and strengthen communication with staff, methods for assessing employees' levels of motivation and ability, and how to communicate with and delegate to staff who work shifts or on call.

Length: 2 days

### LEVEL 2 - PERFORMANCE PLANS/LEADERSHIP (MGMT218)

In this course, participants focus on performance planning and review and leadership styles. Participants learn to develop performance goals with their staff, practice writing performance standards, examine methods for conducting effective performance reviews, develop action plans for staff development, practice managing performance problems, assess personal leadership styles, diagnose the level of staff development in relation to tasks, and contract with staff for specific leadership styles to best suit their needs.

Length: 2 days

## LEVEL 3 - PROFESSIONAL AND ETHICAL STANDARDS/TIME AND STRESS MANAGEMENT (MGMT230)

In this course, supervisors and managers focus on the development of ethics, values, and professional standards and practices required to work in residential settings; the skills required for planning and managing time effectively; methods to assess employees' level of stress on the job; and strategies for preventing stress both personally and within the organization.

Length: 2 days

#### LEVEL 4 - LABOUR RELATIONS (MGMT240)

In this course, supervisors develop a methodology for effective labour/management relations specific to residential settings. Participants have the opportunity to: clarify existing policies and legal obligations such as collective agreements and employment standards which govern labour/management relations; identify discrepancies between policies (contracts) and practice; practice the skills required for effective disciplinary action; explore the principles of clarity, consistency, and fairness which constitute due process; and examine the legal and ethical responsibilities of the employer/manager regarding labour relations.

Length: 2 days

#### LEVEL 5 - PROBLEM-SOLVING AND DECISION-MAKING/MEETINGS (MGMT250)

In this course, participants identify and practice specific management problem-solving and decision-making techniques and their effectiveness; define existing management structures and roles; practice setting agendas and using basic facilitation skills for effective team meetings; and examine potential meeting challenges such as conflict, hidden agendas, content over process, and process over content.

Length: 2 days

### LEVEL 6 - JOB DESCRIPTIONS/RECRUITMENT AND SELECTION INTERVIEWS (MGMT260)

This course focuses on writing job descriptions, interviewing and selecting staff, and orientation and onthe-job training within the context of residential facilities. Participants gain an understanding of the functions and elements of a job description; practice writing job descriptions; learn effective recruitment procedures for full-time and relief staff, including how to write an ad, how to short-list effectively, and how to conduct an effective job interview that also complies with ethical standards; identify the elements of a successful orientation; and conduct an assessment of training needs for new staff.

Length: 2 days

### LEVEL 7 - BUDGET/FINANCIAL MANAGEMENT (MGMT270)

In this course, supervisors strengthen their financial management, budget projection, and record-keeping skills, and practice techniques for writing effective reports and proposals. Participants examine the tendering process for contracted house maintenance, methods for locating contractor resources, methods for managing petty cash, different contractual arrangements with funding bodies, and techniques for writing successful proposals and reports.

Length: 2 days

### LEVEL 8 - MANAGING RESIDENTIAL PROGRAM EMERGENCIES/LEGAL ASPECTS (MGMT280)

In this course, supervisors gain information and techniques needed to manage emergencies and understand the legal obligations of managing a residential facility. They identify preventive techniques for fire safety and disaster planning, become familiar with Workers' Compensation Board regulations and residential security, and examine critical incident protocols.

Length: 2 days

### **Electives**

Electives are selected from courses listed in the Conflict Resolution, Management, and Training for Trainers categories.

### **Non-Certificate Courses**

In addition to the certificate programs described in the preceding pages, Interdisciplinary Studies offers a variety of courses in a range of topics.

The categories listed below contain only a partial listing of the courses offered in each area. The course offerings vary from time to time. For a complete list of current course offerings, contact Interdisciplinary Studies for the most recent calendar.

### Administrative/Support Staff

### SURVIVAL SKILLS FOR SUPPORT STAFF: REDUCING WORKPLACE CLASHES (SUP115)

To survive the stress and tension that can lead to inevitable day-to-day disagreements, misunderstandings, and differences, administrative support staff need to learn specific skills and strategies that will enable them to communicate more openly and honestly. This course targets key trouble spots that create stress, tension, and conflicts in the workplace, and provides participants with practical, effective strategies and critical communication skills that will enable them to navigate their way through these problem situations. The emphasis is on practical application and skill development. Demonstrations illustrate common conflict situations and participants have opportunities to deal with problems typical of their workplace setting.

Length: 2 days

#### MAKING ORDER OUT OF CHAOS: PLANNING SKILLS FOR ADMINISTRATIVE AND CLERICAL STAFF (SUP110)

This planning course is directed toward administrative support staff who have too much to do and too little time. Participants learn how to identify and eliminate time wasters, manage their work better, and increase their productivity.

Length: 1 day

### FRONT LINE/FIRING LINE: HANDLING THE ANGRY CLIENT (SUP109)

No matter where they work—a government, private, or voluntary sector agency, or in the justice system—front office staff and line workers sometimes find themselves having to handle distraught or angry

clients. Through small group discussions and roleplays, participants learn practical techniques to help them cool down these difficult encounters. Topics include resolving conflict, managing anger, and the concept of perceived power versus real power.

Length: 2 days

#### **Child Sexual Abuse**

## COURT-PROOFING FOR PRACTITIONERS WORKING WITH CHILDREN OR ADULTS WHO HAVE BEEN SEXUALLY ABUSED (CSA112)

This course is directed toward counsellors and therapists working with child, adolescent, or adult survivors of child sexual abuse who may find themselves involved in the justice system. Course content includes opportunities to examine the practices and procedures involved in civil, family, and criminal court proceedings; review relevant statutes and rules of evidence; explore critical issues surrounding the provision of support or therapeutic intervention with clients within the context of legal proceedings; and discuss the limits or constraints on confidentiality and the client/practitioner relationship. Issues related to record-keeping and documentation will be included. On the third day participants will increase their familiarity and comfort with court procedures by observing or participating in a mock trial.

Length: 2 days (3rd day optional)

### APPROACHES TO GROUP WORK WITH ADULT SURVIVORS OF SEXUAL ABUSE (CSA107)

This course is directed toward therapists, counsellors, and other mental health practitioners who work in a therapeutic context with survivors of sexual abuse and who want to further develop their skills in group facilitation. The course will explore a process for planning and implementing a therapeutic group for survivors, examine strategies to integrate an emotional component into the group work setting, and identify common dynamics that emerge in group delivery. Opportunities will be provided to develop creative and expressive exercises to be incorporated into the group to address the specific clinical issues and themes for survivors.

Length: 3 days

### CHILD SEXUAL ABUSE INTERVENTION: TRAINING PROGRAMS FOR PRACTITIONERS (CSA105)

These programs are designed for practitioners currently working with child or adult survivors of sexual abuse. Program content examines theoretical issues, demonstrates intervention skills, presents treatment approaches, and develops interdisciplinary networking. A certificate of achievement is available upon completion of the program. See certificate program listing.

### CHILD SEXUAL ABUSE SUPPORT WORKER TRAINING (CSA134)

This training is designed for front-line staff and others who work in a support capacity with sexually abused children, their family members, and adults who were sexually abused in childhood. Content examines the role and function of support, and demonstrates specific skills for working with clients from the time of disclosure to the completion of treatment. A certificate of achievement is available upon completion of the program. See the certificate program listing.

## PARENTING ISSUES FOR ADULT SURVIVORS OF SEXUAL ABUSE: IMPLICATIONS FOR PRACTICE (CSA138)

This course is directed toward family support workers and other front-line staff, and will explore the worker's relationship with parents whose early experiences of childhood sexual abuse may impact on their present day parenting. Course content examines the multi-generational cycle of child sexual abuse, with specific emphasis on the conflict between a child's developmental needs and the survivor/parent's unmet dependency needs. Through small group work and structured exercises, participants will discuss and practice various approaches for working with survivors who may or may not be aware of the possible link between their experience of abuse and their current parental functioning.

Length: 2 days

#### Children and Youth

### WORKING WITH DEPRESSED AND SUICIDAL ADOLESCENTS (CY162)

This course is designed for child and youth care workers, school counsellors, mental health workers,

residential care workers, and others working in a supportive relationship with adolescents. It will provide participants with the opportunity to develop a framework for understanding adolescent concerns and coping strategies in a developmental context; review the relationship between negative life experiences, depression, and suicide in the lives of adolescents; examine a suicide continuum and high-risk profiles; discuss the needs of the "at risk" adolescent, the adolescent who has attempted, and the adolescent affected by the suicide of another; and practice supportive counselling skills with this population.

Length: 2 days

### FACILITATING GROUPS FOR SUBSTANCE MISUSING ADOLESCENTS (CY163)

This course is for group facilitators working with adolescents who misuse alcohol and/or other drugs. Participants will examine adolescent group goals and norms, explore the balance between process and content, and analyze the stages of group development. A wide range of experiential exercises will enable participants to increase their skills in anticipating and managing the many challenging issues that arise in adolescent groups. This course is not recommended for people who are not comfortable participating in experiential exercises.

Length: 2 days

### YOUTH AND CONFLICT: SKILLS DEVELOPMENT PROGRAM

The courses in this series are for counsellors, social workers, child and youth care workers, and other practitioners working with youth in conflict. The training progresses from the management of anger in children and youth, to the resolution of conflict, to teaching children and youth the necessary skills to resolve problems in a non-conflictual manner. After completing the skills development series, students will receive a letter acknowledging their participation. The courses in this series can be taken individually—subject only to any prerequisites noted in the individual course descriptions—and need not be completed in any one calendar term. Most titles are electives in the Conflict Resolution Certificate Program.

The program currently offers the following titles:

- Working with Anger and Aggression in Youth (CR720). 2 days.
- Engaging Withdrawn and Resistant Youth (CR720A). 2 days.

- Mediating with Youth in Conflict (CY122). 3 days.
- Mediating Parent-Teen Conflict: Creating Agreements for Change (CY148). 3 days.
- Problem Solving with Youth (CY139). 2 days.
- Responding to Put-Downs and Bullying Behaviour: Assertion Skills for Youth (CY150). 3 days.

Please call 604/222-7271 for further information regarding this program.

### WORKING WITH ANGER AND AGGRESSION IN YOUTH (CR720)

Working with angry, upset, and verbally abusive youth can be stressful and frustrating, and may lead to burn-out. When responding to these young people, practitioners can find themselves caught in a power struggle, and unintentionally escalate the young person's anger. This course will provide participants with practical skills and strategies to move them out of power struggles so that they can become more effective in understanding, defusing, and confronting children and adolescents who are angry. Specific attention will be directed toward the dynamics of conflict and anger arousal within the context of adolescent development. Skills to manage feelings of anger and defensiveness within conflict situations will be addressed. Participants will have extensive opportunities to observe, apply, and practice specific anger management and problem-solving skills. (An elective in the Conflict Resolution Certificate Program) Length: 2 days

### MEDIATING PARENT-TEEN CONFLICT: CREATING AGREEMENTS FOR CHANGE (CY148)

Youth and child care workers, residential care staff, school counsellors, social workers, and probation officers are all in a unique and powerful position to facilitate change in communication patterns and help resolve conflict between parents and teens. In this course, participants will learn how to act as intermediaries and guide conflicted families through a collaborative problem-solving process. The practical, goal-oriented nature of this intervention is designed to encourage young people to participate in family and individual sessions with a skilled intermediary, and to facilitate the establishment of agreements on such issues as curfews, chores, truancy, and substance abuse. Small group work will be facilitated by skills coaches. Priority registration will be given to participants who have completed the Working with Anger and Aggression in Youth course. (An elective in the

Conflict Resolution Certificate Program and the Youth and Conflict: Skills Development Program) Length: 3 days

#### PREVENTING PEER YOUTH VIOLENCE (CY159)

The apparent increase in peer youth violence is of concern to communities around B.C. Reported behaviour ranges from bullying and theft of clothes or other personal possessions to random physical assaults and use of weapons. Most incidents occur among young people who are not members of gangs or other organized groups. This behaviour is not restricted to adolescents; there are more reports of elementary school children being involved. This course explores the origins of violence in the home and community, examines some of the key indicators of possible violence among children and youth, and presents specific strategies to intervene in and defuse potentially violent situations. The role of the community and methods to bring community members and young people together to prevent future violence are also addressed. This course will be of particular interest to child and youth workers, parks and recreation staff, police, probation officers, and other youth-serving personnel. Co-sponsored by the Crime Prevention Unit, Ministry of Attorney General.

Length: 3 days

### PREVENTING PEER YOUTH VIOLENCE: TRAINING FOR COMMUNITY FACILITATORS (CY164)

This course is for community developers and youth-serving professionals who want to inform the public about peer youth violence and mobilize their communities to prevent future peer youth violence. Participants will examine the issue from the perspective of parents and members of the public, explore ways by which communities can reduce the incidence of peer youth violence, and practice specific skills to facilitate discussion and action planning around the issue. Approaches for organizing public meetings and community forums will be suggested. All participants in the course will receive a facilitator's handbook developed with assistance from The Vancouver Foundation. Co-sponsored by the Crime Prevention Unit, Ministry of Attorney General.

Length: 2 days

### ANGER MANAGEMENT WITH CHILDREN UNDER TWELVE (CY158)

This course is for child and youth care workers, social workers, and other practitioners who wish to

develop specialized skills and strategies for working with angry children. The focus is on the ways children express their anger in a developmental context, and on the physical, social, and emotional impact of this anger on them and their family members. Specific skills for moving children through anger toward understanding their choices and seeking effective alternatives are presented.

Length: 2 days

#### **ENHANCING SCHOOL SAFETY (CY160)**

Schools in B.C. are generally safe, but at times violence in the community can spill over into the school setting. This course will provide teachers, counsellors, administrators, and school support staff with specific strategies to intervene and prevent further violence. Content will cover: conducting school-based safety audits, crisis management planning and implementation, verbal skills to defuse potentially violent situations, and intervention strategies following a violent event. This course is well suited for "team registrations" made up of teachers, support staff, and administrative personnel.

Length: 2 days

### RESPONDING TO PUT-DOWNS AND BULLYING BEHAVIOUR: ASSERTION SKILLS FOR YOUTH (CY150)

Escalating verbal abuse and physical violence among youth is of increasing concern. Without the skills to respond to conflict or confrontation constructively, young people often see submission or aggression as their only alternatives. This course demonstrates how assertion skills can empower youth to stand up to peer intimidation, put-downs, and bullying behaviour in non-violent ways. When young people learn to speak up and set limits, they experience increased self-esteem and create a climate for more respectful communication and constructive problem-solving. Participants will observe and practice ways to teach young people assertion skills. (An elective in the Conflict Resolution Certificate Program and the Youth in Conflict Skills Development Series)

Length: 3 days

### INTERVENING WITH ASSAULTIVE, INTOXICATED, OR SUBSTANCE ABUSING ADOLESCENTS (CY142)

This course is for front-line workers in a variety of settings who have to manage verbally or physically aggressive adolescents who may also be misusing alcohol and/or other drugs. Day 1 identifies potentially violent or out-of-control behaviour, and demon-

strates verbal and non-verbal techniques to defuse or alleviate assaultive or threatening behaviour. Day 2 focuses on safe, non-violent physical intervention, including the use of restraints, that may be used with aggressive or acting-out youth. Please wear comfortable clothing on the second day.

Length: 2 days

#### **BREAKING UP FIGHTS (CY161)**

This course is designed for child and youth care workers, educators, and other practitioners who work with young people in community or residential-based settings and are required to intervene when a fight has occurred or is occurring. Content covers how to safely address the two young people, intervention and postvention strategies to reduce the possibility of the fight happening again, and methods to introduce the young people to alternative methods to resolve conflicts. Participants will also have an opportunity to explore their organizational policies and procedures regarding staff intervention—particularly the use of restraint techniques—and to observe and practice specific staff debriefing techniques.

Length: 2 days

### Counselling

#### ART AND PLAY THERAPY

### ART AND PLAY THERAPY: TREATMENT APPROACHES FOR WORKING WITH CHILDREN (CY104)

This introductory course is directed toward therapists, social workers, and mental health professionals currently working with children 3 to 12 years old. It covers the function of art and play through the developmental stages, explores various approaches to play therapy, and examines practical concerns related to the use of art and play therapy. Participants will have opportunities to become familiar with the toys and various art therapy exercises used in working with children in this age group.

Length: 2 days

#### CHILD CENTRED PLAY THERAPY (CY104A)

This course is directed toward practitioners who use play and various expressive therapies in their work with children. Course content includes principles of non-directive play therapy, the symbolic language of play as it develops throughout the therapy, kinds of play, and how play changes through the treatment process.

Length: 2 days

### ART AND PLAY THERAPY WITH NEGLECTED AND ABUSED CHILDREN (CY104)

This course is directed toward practitioners who use art and play therapy in their work with children who have experienced and disclosed neglect and abuse. Course content reviews the theoretical principles underlying the use of art and play therapy with traumatized children, illustrates ways of addressing the main clinical issues of neglected and abused children, and examines the recurring images that emerge in children's play and art.

Length: 2 days

### SANDPLAY: A HEALING JOURNEY FOR ALL AGES (CY154)

This course is directed toward therapists, counsellors, and other mental health practitioners who are experienced in art and play therapy and are familiar with the use of symbolic language in their work with clients. Course content will explore the theoretical principles underlying the use of sandplay, review a list of materials to create a sandtray, and explore ways of using sandplay and waterplay in non-directive and structured interventions.

Length: 2 days

#### FAMILY ISSUES

### SUPPORTING WOMEN IN DIFFICULT RELATIONSHIPS (EP175)

This introductory course is directed toward front-line workers and counsellors who work with women involved in difficult or abusive relationships. Course content develops a framework for understanding a women's involvement in difficult relationships; explores issues related to womens' socialization, self-esteem, and victimization; and examines the stages of "recovery." Factors that impede a worker's ability to intervene effectively with this client population, and key factors in establishing emotionally safe and supportive helping relationships, will be highlighted.

Length: 2 days

### UNDERSTANDING AND RESPONDING TO THE DEFENSIVE THEMES OF ASSAULTIVE MEN (EP140)

This course is directed toward counsellors, family therapists, and other practitioners working with men who abuse their partners, and toward front-line workers (such as police, probation officers, transition house workers, etc.) who have contact with assaulted women. Course content explores the "defensive themes" that men who assault their partners use to defend against awareness of their violence and responsibility for their use of power and control. It models interventions to address these defences as they emerge. An overview of the components of effective treatment for assaultive men and an exploration of what women should know about men's treatment are highlighted.

Length: 2 days

#### TRAUMA AND POST TRAUMATIC STRESS

### TRAUMA AND POST TRAUMATIC STRESS REACTIONS (EP178)

This introductory course is designed for front-line workers, support workers, and other service providers working with trauma survivors in an individual, group, or community context. It will provide an introduction to key concepts in the field of trauma and traumatic stress. Course content will review reactions to trauma, including responses at the moment of victimization, short- and long-term consequences of traumatization, and post traumatic stress disorder. Options for treatment and recovery will be addressed, and participants will be able to adapt recovery models to their own work situations.

Length: 2 days

### TRAUMA AND POST TRAUMATIC STRESS REACTIONS, LEVEL II (EP178A)

This course is directed toward front-line workers and other service providers working with trauma survivors and will define effective support strategies. Course content will explore a framework for assessing the effects of trauma on the individual client and identifying the stage of recovery the client is in; examine practical supportive interventions that correspond to early and mid-stage recovery, and discuss the importance of mobilizing appropriate community resources. A model of self-care for the support worker will be addressed.

Length: 2 days

### CRITICAL INCIDENT STRESS: RESPONDING TO TRAUMA IN THE WORKPLACE, LEVEL I (EP117)

Major disasters and daily emergencies expose emergency health, human services, and other high-risk and public safety workers to significant stress. Workers' responses to these "critical incidents" can range from confusion to extreme pain, anger, emotional problems, and physical illness. The Critical Incident Stress Debriefing (CISD) process was developed as an effective tool to manage this work-related trauma and to help staff cope with what they have seen or experienced. The purpose of this introductory course is to train mental health professionals and personnel from emergency health, human services, victim services, and other high-risk and public safety occupations in the effective management of critical incident stress (CIS). On Day 1 participants review the nature of stress, cumulative stress, and critical incident stress and their impact on human functioning; specific causes of CIS; factors that affect one's vulnerability to CIS; and defusing techniques. On Day 2 the formal debriefing process is outlined and demonstrated through roleplay. Specific attention is directed toward various types of work-related critical incidents, problems associated with debriefings, and the issues involved in program development. This two-day course serves as a basic entry requirement for individuals interested in participating in a critical incident stress debriefing team in their workplace.

Length: 2 days

### CRITICAL INCIDENT STRESS: RESPONDING TO TRAUMA IN THE WORKPLACE, LEVEL II (EP117A)

This advanced course is directed toward experienced mental health professionals and peer personnel from emergency health, human services, victim services, and other high-risk public safety occupations. It builds on the content presented in Level I. Through the use of roleplays and debriefing simulations, participants have the opportunity to practice specific aspects of CIS debriefing, problem-solve around specific issues that arise in a debriefing process, and explore ways to generalize the CIS debriefing process and skills to other settings and situations. Prerequisite(s): Responding to Critical Incident Stress: Trauma in the Workplace, Level I (EP117), or equivalent.

Length: 2 days

### **Enforcement and Investigation**

#### **DEVELOPING INVESTIGATIVE SKILLS (EP152)**

This introductory course is designed to assist bylaw enforcement officers, motor vehicle inspectors, insurance inspectors, and others who must conduct investigations that may result in alleged violators being brought before the courts. The course focus is on interviews and statements, note taking and file maintenance, and evidence—including what constitutes evidence, different types of evidence, and how evidence should be collected, stored, and documented so that it will be admissible in court. Participants have an opportunity to practice methods for gathering statements, keeping notes, and conducting interviews. Length: 2 days

#### **ENFORCEMENT AND INVESTIGATIVE SKILLS**

In spite of efforts to ensure voluntary compliance, officials at various levels of government frequently find that laws they are charged with upholding must be enforced through the courts. Interdisciplinary Studies offers a contract course designed to prepare individuals responsible for the administration and enforcement of provincial and municipal laws to successfully investigate, prepare, and prosecute their cases. The five-day course includes a discussion of relevant legislation and takes participants through the steps involved in prosecuting a case, from gathering and preserving evidence to presenting the evidence in court. The course concludes with a court visit and a mock trial in which participants have an opportunity to present evidence based on real or composite cases typical of those they enforce.

Courses are conducted by lawyers with experience in prosecuting and defending cases in the British Columbia court system. They are assisted by other instructors with expertise in specific fields related to the topics presented.

Length: 5 days

### Fire Safety - Distance Education

The following courses are co-sponsored by Interdisciplinary Studies and the Fire Academy.

#### **FIRE SAFETY AT WORK (DE102)**

Designed in the distance education format and developed in co-operation with the Open College compo-

nent of the Open Learning Agency, this course is intended for employees and supervisors with job responsibilities in fire safety, and others with an interest in fire prevention and response. Course materials explore the nature of fire, common fuels and ignition sources, hazards for each building type, fire prevention, fire drills, and using portable extinguishers and a fire safety plan. After completing the course, students will be able to conduct basic fire prevention inspections, educate other employees on safe ways to respond to fire, lead fire drills, and prepare a full fire safety plan for any organization. Students are required to submit four written projects and pass a multiple choice exam to complete the course. Successful candidates will receive a certificate. (This course is not designed for professional or volunteer fire service personnel.)

Length: 120 self-study hours

#### **DANGEROUS GOODS (DE101)**

This course is designed for fire service personnel, but is also relevant to non-fire service personnel whose responsibilities include dangerous goods. A series of five self-study booklets present the basic principles of controlling dangerous goods incidents. The course covers legal jurisdiction and highlights legislation that affects safety in the storage and transport of dangerous goods. It also offers information on identification of dangerous goods in emergencies and on national, provincial, and local information sources. The course discusses the inherent hazards of dangerous goods, with specific attention to assessing a situation, determining the resources required, and taking appropriate initial action.

Length: 60 self-study hours

#### **BASIC FIRE SCIENCE (DE100)**

This course is designed for fire service personnel, but is also applicable to non-fire service personnel who need a fundamental understanding of fire and flammable materials, and to members of the general public with an interest in this safety area. The course provides an introductory study of basic chemical and physical principles underlying fire and dangerous goods behaviour in emergencies. Topics include vapour pressure and combustion, elements of fire suppression, and general methods of fire control.

Length: 40 self-study hours

#### **TECHNICAL MATH (DE105)**

This course presents the basic math skills needed for fire flow calculations such as volume and surface area, and provides frequent opportunities to apply the information to practical situations. Units covered include whole numbers, fractions and decimals, percentages, averages, algebraic equations, powers and square roots, ratios and proportions, and measurements of length, area, and volume. It is assumed that the student has basic skills in addition, subtraction, multiplication, and division.

Length: 40 self-study hours

## Justice and Public Safety Worker Training

The courses in this series are recommended as a prerequisite for persons wishing to apply for admission to the Corrections Academy's Employment Readiness Program. The courses have been specifically designed for applicants to this program; however, they may also be of interest to individuals interested in other justice and public safety-related fields.

### INTRODUCTION TO GOVERNMENT PROCESS AND THE CRIMINAL JUSTICE SYSTEM (MGMT309)

This course introduces participants to the justice system in Canada and British Columbia and provides an overview of how government works. In the government process segment of the course, participants identify the levels and functions of government: discuss the significance of Canada's Constitution and the relationship of the Charter of Rights and Freedoms to the Constitution; and learn the steps in passing a bill. The criminal justice system segment of the course focuses on the justice system (the distinction between criminal and civil law, differences between summary and indictable offences, the elements of a crime, the components of the justice system); the adult court system (levels of court in B.C., routes of appeal); sentencing (principles of sentencing, sentencing options); youth court (principles of the Young Offenders Act, differences between the components of the youth and adult justice systems); and family law (jurisdiction of the courts, legal process available upon marital breakdown).

Length: 3 days

#### INTERVIEWING SKILLS (MGMT310)

This course introduces participants to the basic skills of interviewing clients who have come in contact with the criminal justice system and the civil court process. It focuses on effective communication skills and gives participants opportunities to practice the skills in a supportive environment. During the two days of the course, participants increase their awareness of prejudices, perceptions, and assumptions in their communication with other people; identify their communication style and ways they can modify their style; identify communication barriers and mistakes during an interview; identify their personal values and how they may influence communication; and identify and practice the eight steps of an effective interview.

Length: 2 days

#### WRITING INVESTIGATIVE REPORTS (MGMT311)

This course introduces participants to techniques for gathering, organizing, and analyzing information, and provides practical ways to make reports effective and readable. Participants identify and practice methods for asking questions that will yield useful information during the investigation process, recording and revising running notes, overcoming writer's block, keeping the report on track, and separating direct observations from judgment statements.

Length: 2 days

### Management

#### BASIC SUPERVISORY PROGRAM, WEEK 1 (MGMT213)

Week 1 of the Basic Supervisory Program is intended for first-level supervisors, or those who aspire to be supervisors, in both government and private agencies. The course covers such topics as the role of the supervisor, situational leadership and teamwork, staff development, delegation of work, communication and interpersonal effectiveness, problem-solving and decision-making, and conflict resolution. B.C. Corrections Branch employees who successfully complete the course will be granted certification for the Basic Supervisor Competency Course, Week 1. Co-sponsored by the Corrections Academy.

Length: 5 days

### BASIC SUPERVISORY PROGRAM, WEEK 2 (MGMT213A)

This second-level course uses short lectures, discussion groups, case studies, and practice sessions to build on the skills gained in the Basic Supervisory Program, Week 1. The course addresses three key challenges of supervisors: completing performance appraisals, dealing with problem employees, and building an effective team. It includes practical exercises to improve the team's co-operation and commitment, and the supervisor's own time management and meeting skills. Participants are encouraged to share ideas and concerns encountered in their role as supervisor. Prerequisite(s): Basic Supervisory Program, Week 1.

Length: 5 days

#### THE HIRING PROCESS (MGMT301)

This course guides participants through a sequence of steps in the recruitment and selection of staff: understanding the duties of the job to be filled, writing an advertisement to attract the right applicants, short-listing, incorporating a variety of assessment methods, developing interview questions, structuring the evaluation of candidates, and interviewing references. In groups, participants apply each step to a "generic" position and practice the required skills involved in each step. Human rights issues and employment equity considerations are discussed.

Length: 2 days

### PROGRAM EVALUATION/PROJECT EVALUATION (MGMT304)

This course is designed to give managers, supervisors, and individuals involved in program or project evaluation an understanding of what program evaluation is, how it can be used in an organization, and the knowledge and skills required to carry out successful program evaluations. Case studies, practical exercises, and real-life examples are used throughout the two days. Each participant leaves the course with a guide for carrying out an evaluation.

Length: 2 days

### FACILITATING FOR RESULTS: HELPING GROUPS TO SUCCEED (MGMT306)

In this course, participants identify and practice key skills that will help them become more skilful facilitators in a variety of settings—ranging from work and quality teams to community groups and others trying to get things done through collaborative processes. Participants learn methods for dealing with difficult individuals and practice techniques to ensure that a desired outcome or result is achieved within a realistic time frame. Through group work, presentations, class discussions, and feedback from others, participants develop a personal, flexible process for facilitating in a variety of situations.

Length: 2 days

### INFLUENCING DECISION MAKING AND CHANGE (MGMT210)

This course is designed for managers in organizations where change is an ongoing process and an integral part of the workplace environment, and for managers responsible for the implementation of structural change that periodically occurs in any organization. To create or influence change, individuals must be able to communicate the merit of their ideas persuasively; they must create both the opportunity for and interest in the presentation of their ideas. The skills and strategies presented and practiced in this two-day course are designed to increase participants' understanding of their personal styles of influencing and why their current influencing strategies and skills work in some circumstances and may not work in others. Participants have an opportunity to practice methods to build on what works and transform what does not.

Length: 2 days

### TOGETHER WE STAND: EFFECTIVE TEAM BUILDING (MGMT120)

This course explores the concept of team: what differentiates a group from a team, what a team really is, why teams exist in the first place, and how teams are developed; and looks at ways to measure and improve team effectiveness. The role of the leader in work teams is also explored. Participants have an opportunity to practice strategies for building and enhancing teams while developing an understanding of how teams function.

Length: 2 days

#### **BUILDING STRATEGIES FOR CHANGE (MGMT229)**

This course uses case studies, small group work, and videos to demonstrate principles participants can apply to implement planned change in their workplace. Topics include the stages of change, the ways in which people are affected by change, and what their responsibilities are as managers in guiding change. They have an opportunity to identify their

own personality style and how this affects their reaction to change, examine methods of developing a climate for change, and understand the reasons for resistance and how to deal with it. Techniques for persuading others to give up the old ways and methods for generating excitement about change are presented.

Length: 2 days

### **Training for Trainers**

### TRAINING FOR TRAINERS: TIPS, TECHNIQUES, AND TACTICS (MGMT223)

This practical course is directed toward people who deliver training programs as part of their overall job and want to learn new skills or enhance existing ones. Content includes: characteristics of adult learners, positive learning environments, instructional styles and techniques, motivational strategies, and instructional challenges. The number of registrants is limited to 12 to allow opportunities for each participant to practice group and one-to-one training in a supportive setting.

Length: 2 days

### TRAINING FOR TRAINERS: FUNDAMENTALS OF INSTRUCTIONAL PLANNING (MGMT223A)

This course is directed toward trainers who are responsible for planning instruction for adult learners. During this interactive, two-day course, participants have an opportunity to increase their understanding of the instructional planning process and apply the knowledge and skills to their own planning situation. Participants should have a project in mind to work on over the course of the two days.

Length: 2 days

### ADVANCED TRAINING FOR TRAINERS: WORKING WITH GROUPS (MGMT223B)

This practical, highly interactive advanced course is directed toward trainers who instruct in a group setting. Participants have an opportunity to increase their understanding of group dynamics and learn specific facilitation strategies that encourage adult learning. This highly interactive course focuses on climate-setting, stages of group development, roles assumed by group members, common group issues and effective responses, and observation guidelines for analyzing group behaviour. Prerequisite(s): Training

for Trainers: Tips, Techniques, and Tactics (MGMT223), or permission of the Co-ordinator. Length: 2 days

### TRAINING FOR TRAINERS: IDEAS FOR ACTIVE LEARNING (MGMT223D)

This course provides a repertoire of ideas for introductions, warm-ups, goal-setting, energizers, retention, transfer of learning, and closure. The course is directed toward trainers who want to explore ways to increase interaction and add variety to the courses they instruct. It highlights the importance of using interactive strategies and the instructor qualities and skills that complement the use of such strategies. Prerequisite(s): Training for Trainers: Tips, Techniques, and Tactics (MGMT223), or permission of the Co-ordinator.

Length: 2 days

### **Services**

### **Conference Planning**

Interdisciplinary Studies has extensive experience in the design and delivery of major international and provincial conferences for professionals in the fields of social services, health care, victim assistance, and criminal justice. In collaboration with a range of cosponsors representing government ministries, non-profit organizations, and community-based agencies, Interdisciplinary Studies staff will prepare a comprehensive budget, develop a detailed program plan, link planning committee members with high-profile resource people, present a communication plan, and manage all pre-conference and on-site logistics. Some of the major conferences initiated, developed, and managed by Interdisciplinary Studies are:

Children in the Justice System: A National Conference on the Use of Videotaped Evidence in
 Child Sexual Abuse Cases (June 1988). Sponsored in collaboration with the Criminal Justice Branch,
 Ministry of Attorney General, and the federal
 Departments of Justice, Solicitor General, and
 Health and Welfare.

- Opening and Integrating: The HIV-AIDS
   Counselling Project (September 1990). Sponsored in collaboration with the Federal Centre for AIDS, the Province of British Columbia, and the World Health Organization Global Program on AIDS.
- Adolescent Sex Offenders: Assessment, Intervention and Treatment (November 1990). Offered in co-sponsorship with Pacific Northwest Juvenile Sex Offense Intervention Network; Washington State Division of Juvenile Rehabilitation; Corrections Branch, Ministry of Solicitor General; Ministry of Social Services and Housing; Health and Welfare Canada; Canadian Child Welfare Association; Washington State Division of Children and Family Services; and Nisha Children's Society.
- Abuse of the Elderly: A Shared Problem (June 1991). Offered in co-sponsorship with Crime Prevention Programs, Police Services Branch, Ministry of Solicitor General; and Health and Welfare Canada.
- Connections and Commitment: Supporting Friends and Neighbours (October 1991). Cosponsored with Planned Lifetime Advocacy Network (P.L.A.N.), Law Foundation of B.C., and Health and Welfare Canada.
- Justice: Extending the Vision. A national conference on victimization and recovery (March 1992).
   Offered in co-sponsorship with the British Columbia Victim Assistance Program, Ministries of Attorney General and Solicitor General, and Ministry of Women's Programs and Government Services.

#### **Contract Services**

Interdisciplinary Studies responds to requests for specially designed staff training ranging from short-term courses to fully co-ordinated conferences.

#### SPECIALIZED TRAINING

Interdisciplinary Studies staff works with individual agencies or organizations to adapt an existing program or design a special skill development course to fit specific needs. Services include needs assessment, curriculum design, program development, instruction, and course co-ordination.

# Paramedic Academy

The Paramedic Academy offers training to 3000 emergency medical assistants and paramedics employed by the B.C. Ambulance Service. It provides recruit training in classrooms, hospital emergency wards, and ambulances, as well as relicensing and continuing education programs for experienced personnel. The Academy also offers courses for supervisors and managers in the B.C. Ambulance Service.

### **Paramedic Training**

## Emergency Medical Assistant 1 (EMA 1)

This training is designed for part-time employees of the B.C. Ambulance Service. Students learn general ambulance skills and basic nursing skills as well as methods for treating life-threatening emergencies. Students work to strict protocol and make only limited decisions about patient management. Under ideal conditions, the EMA 1 would work under the direction of an EMA 2, especially in emergencies.

Content includes: patient assessment; control of airway, breathing, and circulation; spinal immobilization, lifts, and carries; ambulance equipment, techniques, and supplies; and emergency radio procedures. Skills taught include: airway insertion, oxygen administration, stiff neck collar application, traction splinting, cardiopulmonary resuscitation (CPR), automatic external defibrillation (AED), and Level 1 driving.

Students are supported in their studies by a district training officer and a seconded instructor.

Length: 60 hours of classroom training and approximately 82 hours of study outside the classroom

## Emergency Medical Assistant 2 (EMA 2)

This program is designed for full-time and part-time employees of the B.C. Ambulance Service who have successfully completed EMA 1 training. EMA 2 train-

ing focuses on the development of clinical judgment by the application of specialized knowledge and skills learned throughout the program. Students study anatomy and physiology as well as the pathophysiology of diseases encountered in the pre-hospital care setting. The program is heavily practice-based, and students must master skills such as patient assessment, intravenous therapy, and spinal management, along with driving and auto extrication.

The current curriculum is learner-centred and is developed according to patient management outcomes. Program objectives are accomplished through independent study and classroom instruction as well as in-hospital and ambulance-based training. Learning methods include hands-on skills training, simulations with actors, video feedback of performance, and a preceptorship conducted by paramedics in the field.

Student performance is measured through mid-term and final written exams as well as practical scenarios. To successfully complete the EMA 2 program, students must show proficiency in four areas:

- generic psychomotor skills, knowledge, and attitudes of an EMA 2
- EMA 2 protocols specific to the British Columbia Ambulance Service
- management of uncomplicated medical and trauma calls
- management of complex EMA 2 ambulance calls The study guide is structured around Nancy Caroline's Emergency Care in the Streets and Thibodeau's The Human Body in Health and Disease. Instructors are current EMAs, doctors, and nurses.

Students spend a total of six weeks in class, on car, and in the hospital during the program, combined with numerous hours completing the home study portion of the program.

### ANATOMY, PHYSIOLOGY AND PATIENT ASSESSMENT

This section reviews medical terminology, anatomy, and physiology, including the structure and function of body systems. The pathophysiology of diseases is also covered through the use of case studies and examples. Students are taught a model of patient assessment which is a uniform approach to evaluating patients with a goal of discovering all hidden injuries and other potentially life-threatening conditions. Students learn how to apply the model to do a rescue scene evaluation and primary survey. Upon successful completion of the course, the learner will be able to manage the following types of calls according to EMA 2 standards: cardiac, respiratory, neurological, abdominal pain, diabetic, overdose/poisoning, cardiac arrest, not-yet-diagnosed collapse, environmental, psychiatric, obstetric, paediatric, motor vehicle accident, child struck, fall, shooting, stabbing, burn, and recreational injury.

#### **EMERGENCY DRIVING**

Emergency Driving covers all aspects of driving, including defensive driving and advanced driving skills. During this session, students are trained, in ambulances, to drive in emergencies with and without a patient on board. The emphasis is on smoothness and finesse. Environmental factors such as weather, road surface, and visibility, and legal aspects of operating an emergency vehicle are also covered.

#### HOSPITAL-BASED TRAINING

Besides structured course time, EMA 2 students spend a minimum of four days in a local hospital observing treatment. Candidates practice history-taking, patient assessment, and intravenous skills in a controlled emergency room setting under the supervision of a doctor and/or nurse. Candidates also visit postanesthetic recovery.

Length: 6 weeks

### **Advanced Life Support (Paramedic)**

Candidates for this training must be B.C. Ambulance Service employees with current EMA 2 licences and three years of full-time ambulance work experience. Candidates compete for selection through a rigorous assessment process. The ALS paramedic program teaches the recruit to manage cardiac arrest, chest pain, cardiac dysrhythmias, acute respiratory distress, multiple trauma, paediatric emergencies, anaphylaxis, altered levels of consciousness, and seizures.

The program relies heavily on clinical and laboratory practice and takes approximately 56 weeks to complete. The program is divided into three blocks, each consisting of:

 assigned home studies, in which students independently work through topics outlined in a course guide;

 classroom sessions, in which students apply the knowledge gained from assigned home studies and practice the skills they need;

 clinical session, in which students further develop their skills in a hospital setting; and

 on-car preceptorships, in which students learn how to function as an advanced life support attendant on actual ambulance calls.

Examinations of theory and skill follow each block. Final examinations include oral, written, and practical demonstrations of skill.

Instructors include a variety of specialists in prehospital care, emergency medicine, anaesthesia, cardiology and respirology, critical care nursing, and psychology.

Length: Approximately 56 weeks

#### **BLOCK 1**

This block covers anatomy and physiology, electrocardiogram interpretation, physical interpretation, physical assessment, airway management, pharmacology, cardiac arrest management, equipment orientation, and communication. The on-car portion partners one graduate with one student.

Length: 24 weeks, including 14 weeks of home study, 2 weeks in classroom, 2 weeks clinical, 6 blocks on-car (a block on-car consists of 2 day shifts and 2 night shifts)

#### **BLOCK 2**

Content covered in Block 2 includes: diagnosis of chest pain, shortness of breath, and collapse; patient assessment; respiratory anatomy, physiology, and pathophysiology; cardiovascular anatomy, physiology, and pathophysiology; dysrhythmias; and management of these problems. The on-car portion partners two graduates with one student.

Length: 10 weeks, including 6 weeks of home study, 1 week in classroom, 3 weeks clinical, 6 blocks on-car

#### **BLOCK 3**

Block 3 includes topics on differential diagnosis of respiratory and cardiovascular problems, central nervous system emergencies, overdose/poisoning, and trauma; paediatric assessment and intubation; disaster management; and chest decompression. The on-car portion partners one graduate with two students.

Length: 9 weeks, including 6 weeks of home study, 1 week in classroom, 2 weeks clinical, 6 blocks on-car

#### INTERNSHIP

The internship portion of the training partners one graduate with one student. Students are signed off by two different preceptors within the internship period. Length: maximum 9 blocks

## Infant Transport Team Training Program

Infant Transport Team (ITT) paramedics specialize in the acute transport of neonatal, paediatric, and maternal patients.

ITT training occurs only in response to B.C. Ambulance Service staffing requirements. Candidates are B.C. Ambulance Service employees with current EMA 2 licences and three years of full-time ambulance work experience. Candidates must compete for selection through a rigorous assessment process.

The program is approximately 18 months long, and consists of seven learning blocks, two practicums, and an internship. Clinical integration of knowledge and skills is achieved through experience in specialized departments at Children's Hospital and Grace Hospital.

Length: approximately 18 months

#### **BLOCK 1**

Block 1 training covers functions and responsibilities of the Infant Transport Team; perinatal care; normal pregnancy and delivery; care of normal, full-term infants; neonatal resuscitation; communication theory; problem-solving; and stress management.

#### **BLOCK 2**

Topics covered in this block include the safe transport of high-risk patients, maternal transport program, high-risk obstetrics, identification of high-risk newborns, and neonatal resuscitation.

#### **BLOCK 3**

Block 3 training includes pre-term delivery, care of the pre-term infant, paediatric physical assessment, flight physiology, and in-flight medical care. Skills include paediatric vital signs and physical assessment as well as tube insertion and maintenance of intravenous infusion.

#### **BLOCK 4**

During Block 4, emphasis is placed on emergency childbirth, neonatal respiratory problems, paediatric problems and heart disease, drug administration, and hypo/hyperglycaemia. Skills include the setting up of intravenous systems, oxygen by mask, drug dosages, and oral medications.

#### **BLOCK 5**

Topics include neonatal and paediatric respiratory problems, shock, haemorrhage, mechanical ventilation, and paediatric resuscitation. Students learn to assist with intubations of neonatal and paediatric patients. Other skills include suctioning, catheter care, Glasgow coma scale, and special dressings.

#### **BLOCK 6**

Block 6 content includes disorders of the central nervous system, trauma in children, perinatal infection, paediatric infection, hypertension in pregnancy, and stress management.

#### **BLOCK 7**

This learning block consists of a package of paediatric advanced life support protocols for pre-hospital use.

#### **PRACTICUMS**

The program includes two practicums of three months each, during which students are assessed oncar by a senior Infant Transport Team member and have the opportunity to master the skills acquired during their learning blocks. Students must exhibit acceptable performance of a priority 3 transport as evaluated by their assessor and nurse instructor.

#### **INTERNSHIPS**

Students complete a six-month internship as part of the program. During the internship, students work on-car with their assessor and function at a highly independent level. They are expected to attend at calls, and must have three acceptable priority 1 transport calls written up by their assessor and one evaluated by the nurse instructor.

### **Specialized Courses**

### EMERGENCY MEDICAL ASSISTANT 2 INTRAVENOUS COURSE

This course is designed for EMA 2s holding current licences in the B.C. Ambulance Service. Students learn how to treat diabetic and trauma victims using intravenous fluid therapy. They are also required to achieve 25 supervised intravenous starts in a hospital with a registered nurse or intravenous therapist.

Length: 14 hours classroom instruction plus home study of the manual (currently included in the EMA 2 program)

#### **AUTOMATIC EXTERNAL DEFIBRILLATION**

This course is available to EMA 2s and EMA 1s holding current licences in the B.C. Ambulance Service, and will soon be available to first responder personnel. It enables the student to apply automatic defibrillation to a person suspected of being in cardiac arrest.

Length: 4–7 hours (depending on class size), plus prereading of an operator's manual and the Academy's Automatic External Defibrillation Module

#### ADVANCED LIFE SUPPORT AIR EVACUATION COURSE

This course covers aeromedical physiology, critical care, transport of patients, spinal management, maternity transports, receiving the intensive care unit patient, and flight safety. The course includes classroom, ward, and intensive care experiences. Criteria for selection are based on regional needs. The course covers orientation to pulse oximetry, PEEP, pharmacological agents, and arterial line care. Preceptorship is by endorsed members of the airevac team.

Length: 5 or 10 days based on prior experience and completion of a pre-entry exam

#### **Recertification Courses**

### EMERGENCY MEDICAL ASSISTANT 2 RECERTIFICATION

This course is designed for EMA 2s, all of whom must return to the Academy for recertification at five-year intervals of service. Students may also be EMA 2s returning to the B.C. Ambulance Service after extended periods off.

The course consists of 28 hours of lecture, 21 hours of simulated ambulance calls, 7 hours of driver

training, and 14 hours of examinations. Topics covered include military anti-shock trousers, documentation, cardiopulmonary resuscitation, EMA 2 protocols, intravenous therapy, obstetrics, and stress management. Six months before the course, students also complete selected continuing education modules and the EMA 2 resource manual and workbook.

Length: 10 days

#### ADVANCED LIFE SUPPORT RECERTIFICATION

All EMA 3s (paramedics) must requalify for their licences every five years. This recertification course is required for maintaining a paramedic licence in B.C. Besides reviewing basic competencies, this course covers updates on equipment, protocols, and theories. It reviews and provides competency assessments in patient assessment, airway management, pharmacology, advanced driving skills, obstetrics and paediatrics, respiratory and cardiac pathophysiology, and trauma. Throughout the course, time is devoted to practice scenarios of common advanced life support cases.

Length: 6 months of self-directed study plus 8 days of classroom instruction

### **Continuing Education**

Continuing education topics are designed for selfdirected distance learning and are available to all emergency medical assistants in B.C. Topics are selected by B.C. Ambulance Service managers and crew members.

The courses consist of a printed package containing subject material, workbook exercises, and an assignment which is to be completed and returned to the Paramedic Academy for marking. They also include a video aired on the Knowledge Network and circulated to each ambulance station in the province.

Recent topics include the following.

#### DOCUMENTATION OF AN AMBULANCE CALL

An ambulance call requires more than just treatment and transportation. An emergency medical assistant must also collect, record, and report all evidence so that the emergency room staff can accurately assess and care for the patient. This course package consists of a manual and video which present a detailed look at the documentation process and techniques for

documenting an ambulance call thoroughly, accurately, and efficiently.

#### **ANATOMY OF AN AIR EVACUATION**

This course is relevant to all levels of ambulance personnel. Content includes preparation and in-flight care procedures for traumatic injuries, and commonly encountered medical conditions. Checklists are included for loading equipment, pre-flight readiness, and in-flight care procedures for a number of patient diagnoses. Assignments test comprehension at each level.

#### **MANAGING CRITICAL INCIDENT STRESS**

Emergency response personnel can be exposed to traumatic events, sometimes causing them to react emotionally and impairing how they function. This is referred to a critical incident stress. This course package deals with stress in general and critical incident stress in particular. It covers evaluating stress levels, increasing awareness of personal styles and communications, family stress-coping styles, and strategies for reducing stress at work and at home.

## Professional Health Programs

Professional Health Programs at the Justice Institute offers courses for physicians, nurses, and pre-hospital care workers. The following courses are held at the Justice Institute or can be offered in other communities on request. For more information, contact Professional Health Programs at 222-3693.

### ADVANCED CARDIAC LIFE SUPPORT (ACLS) PROVIDERS COURSE (PHP100)

This two-day course is intended for physicians, nurses, and pre-hospital care workers who are involved in the management of cardiac arrest victims. The two days are divided into lecture and practice components. The lectures highlight important information in pharmacology, dysrhythmia interpretation, sudden cardiac death, and post-resuscitation care as related to cardiac arrest management. Practice time enables participants to manage a cardiac arrest simulation and review cardiac dysrhythmias. Pre-reading from the ACLS manual is required. Participants

should allow at least eight hours to prepare adequately for this course. Successful completion is based on:

- demonstrating leadership during a cardiac arrest scenario
- obtaining 80% correct on the written exam
- · demonstrating airway management techniques
- providing evidence of current BCLS, level C, status

Length: 2 days

### ADVANCED CARDIAC LIFE SUPPORT UPDATE (PHP110)

This one-day course provides an opportunity for persons who have successfully completed ACLS to update to current ACLS standards. Pre-reading is required to supplement the theory lectures and practice sessions. Successful completion is based on:

- demonstrating leadership during a cardiac arrest scenario
- obtaining 80% correct on each exam, theory, and dysrhythmia interpretation
- · demonstrating airway management techniques
- providing evidence of current BCLS, level C, status

Length: 1 day

#### PAEDIATRIC ADVANCED LIFE SUPPORT (PHP204)

This is an advanced life support course developed by the American Heart Association and endorsed by the Heart and Stroke Foundation of Canada and B.C./Yukon. The course is for physicians, nurses, paramedics, and respiratory therapists who care for critically ill paediatric patients. Course content covers management of the acute paediatric patient with difficulties related to cardiopulmonary arrest, respiratory failure, and shock. Content is presented through a series of lectures and small group practice stations. Successful completion is based on:

- obtaining 84% correct on the written exam
- demonstrating acceptable performance during simulated scenario stations for newborn resuscitation, cardiopulmonary arrest; and respiratory failure and shock
- attending all sessions

Length: 2 days

#### CARDIAC ARREST MANAGEMENT

A one-day course to develop confidence in cardiac arrest situations. The course is a combination of lectures and small group practice sessions. It covers the pharmacology of cardiac arrest drugs, lethal dysrhythmia interpretation, compromised airway management, and cardiac arrest practice scenarios.

Length: 1 day

#### FIRST LINE TRAUMA MANAGEMENT FOR NURSES

Course content is related to the "must-dos" of multitrauma assessment, treatment, and stabilization, and can be presented in a one- or two-day format. Course presentation is a combination of lecture and group practice sessions.

Length: 1 or 2 days

### FIRST LINE TRAUMA MANAGEMENT FOR PHYSICIANS

This one-day course is designed for physicians responsible for managing the trauma victim in a non-tertiary facility. Course content is provided by two emergency physicians and covers appropriate management of the ABCs and the assessment, treatment, and management of the multi-trauma victim.

Length: 1 day

#### **BASIC TRAUMA LIFE SUPPORT (PHP202)**

A two-day course that covers essential early trauma management. Designed for nurses, physicians, and pre-hospital care providers, a series of lectures and practice sessions reinforce the key concepts.

Length: 2 days

### DYSRHYTHMIA INTERPRETATION: INTRODUCTORY/ACLS PREP

An introductory course for health professionals who are not routinely responsible for interpreting cardiac rhythms. A one-day course that develops participants' confidence in interpreting cardiac dysrhythmias and prepares them for lethal dysrhythmia interpretation in an ACLS course. The day is a combination of lectures and small group work.

Length: 1 day

## Supervisory/Management Training

#### **UNIT CHIEF COURSE**

This course is open to practicing or aspiring unit chiefs employed full-time or part-time by the B.C. Ambulance Service. All three EMA levels are eligible to apply upon the recommendation of the regional chief superintendent of the BCAS.

The Unit Chief Course prepares EMAs to manage an ambulance station, and emphasizes particular skills in finance and administration, labour relations, staff scheduling, personnel management, and generic supervisory techniques. Topics specific to managing ambulance stations include unit chief responsibilities, investigative techniques, and disaster planning. The course is designed for self-directed distance learning over a seven-month period. Three regional meetings and teleconferences complement the self-directed modules. Assignments are completed and returned to the Paramedic Academy for marking. Tutor support is available via teleconferencing.

Length: 7 months, self-study

#### **CONFLICT MANAGEMENT**

This course is available to all B.C. Ambulance Service employees. Course content includes dynamics of anger and angry behaviour, skills in managing anger, styles used to cope with conflict, and techniques to resolve conflict.

Length: 2 days

#### FRONTLINE LEADERSHIP

This course addresses the specific needs of B.C. Ambulance Service management personnel. Content includes the manager's role, giving constructive feedback, recognizing positive results, building constructive relationships, and confronting issues.

Length: 3 days

## Certificate in Emergency Medical Services Management

This course is open to supervisors, superintendents, and directors in the emergency health service. Future course offerings will be open to unit chiefs and crew members. Certification in Emergency Medical Services Management builds on principles established in the Unit Chief Course. The course includes core knowledge in ambulance skills, station administration, and generic supervisory management. The student completes 40 credits, 31 of which are earned through core subjects listed on the following page. The remaining 9-credit requirement is fulfilled

through elective subjects acquired through B.C.'s colleges and institutes.

#### **Core Subjects**

- EMA 2
- · Unit Chief
- Toward Excellence
- Frontline Leadership
- Financial Management
- Personnel Selection
- Management Principles/Practices
- Written Communications

#### **Elective Subjects**

- Media Communications
- Conflict/Anger Resolution
- Stress Counselling
- Organizational Behaviour
- Introduction to Lotus
- Introduction to Computers
- Introduction to Data Base
- Instructional Techniques
- Contract Management
- Effective Supervision
- Business Communication
- Managing Information Systems

Length: 40 credits

## Diploma in Emergency Medical Services Management

The diploma in EMS Management, currently under development, is designed for supervisors, superintendents, and directors in the emergency health service and is available to graduates of the certificate program in Emergency Medical Services Management. This program focuses on further developing both technical and managerial skills, particularly in the areas of human relations, operations, and finance. Students must complete 20 credits, several of which are transferable to other colleges and institutes. Subjects are covered primarily through the open learning format. Length: 20 credits

## Other Programs and Services

#### FIRST RESPONDER PROGRAM (PROVIDER)

The First Responder Program is a multi-service course offered primarily to fire and police personnel. Students must have a valid cardiopulmonary resuscitation ticket prior to enroling.

Students learn skills which enable them to give prehospital care at the scene of an accident prior to the arrival of ambulance personnel. Students may be trained to three distinct skill levels, each starting with a basic patient assessment model similar to the one used by emergency medical assistants. Topics covered include scene assessment, managing delicate spine injuries, airway management, rapid body survey, and reporting data to the next level of care.

Length: Level 1, 8 hours; Level 2, 16 hours; Level 3, 36 hours

#### FIRST RESPONDER PROGRAM (INSTRUCTOR)

Candidates for the instructor's program come from a variety of services and must be certified at Level 3 first responder prior to enroling.

Instructor candidates are trained in instructional techniques, which cover such topics as working with the adult learner, motivation, instructional media, and evaluations. Students make one 30-minute and two 15-minute presentations.

Length: 30 hours, including lesson preparation and class time

#### RESEARCH IN PRE-HOSPITAL MEDICINE

The Paramedic Academy conducts research supported by grants from the private and public sectors. The research focuses on clinical research in pre-hospital emergency medicine; research in pre-hospital delivery systems; and research in learning, teaching, and delivery methods in pre-hospital care.

# Police Academy

The Police Academy trains over 2000 police officers from B.C.'s 12 municipal police forces, and a growing number of civilian support staff. Police training continues throughout the career of a police officer. Courses are restricted to municipal police officers currently in service and to RCMP, railway police, Ports Canada Police, military police, and peace officers in functions ancillary to policing. Civilian personnel employed by police departments are eligible for courses designed for non-sworn personnel.

### **Recruit Program**

#### Block 1

#### **LEGAL STUDIES 100**

This course introduces students to the laws they are sworn to uphold and the law that grants them specific powers. It lays a foundation for understanding the basic principles, doctrines, and procedures of the law. The course is designed to enable students to recognize a statutory offence, to know the wrong it is intended to eliminate, and to develop the judgment needed for a balance between authority and discretion.

The course provides an introduction to the criminal law (statutes, common law, and case law) of Canada and British Columbia as it pertains to law enforcement. It also examines the nature and extent of the authority granted to peace officers, and includes sections on securing of evidence, attendance of witnesses and alleged offenders in court, the criminal process, common law and statutory defences, structures and jurisdictions of the courts, and the ministerial and investigative role of the coroner.

Length: 70 hours

#### **INVESTIGATION AND PATROL 100**

This course is designed to give police recruits the knowledge required to perform the investigative and patrol duties of a municipal police officer in the patrol division. Students are guided through the procedures that must be followed in investigations, with emphasis on criminal matters, and are taught what evidence is, how to preserve it, and how to present it properly in court. Topics include note taking, general

patrol, interviewing witnesses, officer safety, written case preparation, investigations dealing with narcotics, sexual assault, and sudden death.

Length: 60 hours

#### **HUMAN RELATIONS 100**

This course complements the technical knowledge received in other Block 1 training areas. Approximately 70 to 85% of the officer's time is spent on non-criminal matters such as family disputes, lost children, and assistance calls. This course helps the recruit assess the total situation, taking into account criminal, social, and behavioural considerations. It focuses on topics which increase the recruit's awareness of his or her effect on public behaviour and how to interact with people to provide impartial and effective policing. Using principles of psychology, sociology, criminology, and other disciplines, topics include the police officer's interaction with citizens, victims, suspects, peers, and family; the use and abuse of authority and discretion; prejudice, discrimination, and stereotyping; victim crisis intervention, with a focus on sexual assault trauma; defusing hostile individuals; spousal assault policy; critical incidents and effective coping; and non-verbal communications.

Length: 44 hours

#### **TRAFFIC STUDIES 100**

This course provides an introduction to federal and provincial traffic laws and the enforcement of these laws. The course covers the Motor Vehicle Act and regulations, an introduction to accident investigation and reporting, and the Criminal Code of Canada sections relating to the use of a motor vehicle.

Length: 50 hours

#### **DRIVER TRAINING 100**

Police officers must be able to manoeuvre a motor vehicle effectively and professionally during normal patrol duties and in emergencies. They must be familiar with the rules and regulations and be aware of their own limitations and capabilities and the limitations and capabilities of their vehicle. Driver Training 100 consists of three levels of the advanced driver training courses developed by the Pacific Traffic Education Centre. Level I provides hands-on driving in everyday traffic. This training emphasizes space, time, and visibility in all traffic conditions; proper steering, braking, and parking; and manoeuvrability and police turn exercises. Level II consists of handson driving at an off-road facility. Drivers learn to be aware of their limitations and capabilities and those of the vehicles they operate under both normal and extreme conditions. Emphasis is on acceleration, braking, cornering, and manoeuvrability. Level III emphasizes Level II driving techniques while operating under emergency conditions.

Length: 36 hours

#### **FIREARMS 100**

This course provides the police recruit with competence in the safe handling and firing of a police revolver and police shotgun. Students also become familiar with the parts and power of a typical rifle.

Length: 36 hours

### CARDIOPULMONARY RESUSCITATION 100 (HEARTSAVER)

Police officers may find themselves in emergency situations where a victim is suffering from heart problems or injuries. This course teaches the techniques of cardiopulmonary resuscitation, including practical demonstrations and testing, with an emphasis on one-person CPR.

Length: 3 hours

#### **SELF-DEFENCE 100**

This course introduces the recruit to basic self-defence skills taught within the confines of force options theory. Arrest and control tactics specific to police duties are also covered.

Length: 30 hours

#### **PHYSICAL TRAINING 100**

The purpose of this course is to provide recruits with a high level of physical fitness and an interest in their physical well-being and the maintenance of their professional image. Students increase their levels in aerobic fitness, muscular endurance, strength, flexibility, and motor ability fitness through a planned series of physical training exercises using gym, track, and field facilities. Prerequisite(s): successful completion of the Peace Officers Physical Abilities Test.

Length: 30 hours

#### **FIRST AID 100**

This course brings the recruit to the standards required to pass the St. John Ambulance standard first aid examination. Content includes: CPR certification, vital signs, conscious and unconscious patients, hemorrhage control, shock, fractures, poisons, overdoses, and emergency childbirth. Note: First Aid – CPR is a prerequisite for hiring.

Length: 18 hours

#### Block 2

Block 2 consists of nine weeks of field training or practicum in the police officer's home department. The recruit is teamed with a field trainer who has been selected and trained to teach and assess practical, street-level patrol functions. Field trainers must complete a detailed, written assessment of their recruit constable and submit the assessment to their department training officer and the Police Academy. When they return to the Academy for Block 3, recruits are debriefed on their field training. They also complete a one-week directed work assignment with a social service or community agency and are required to present an oral and written report in Block 3.

Length: 9 weeks

#### Block 3

Once police recruits have completed basic (Block 1) training and have worked on-the-job for eight weeks (Block 2), they return to the Justice Institute for additional training. Block 3 training emphasizes requalifications, case studies, investigative techniques, and human relations. Simulations involving professional actors are used extensively.

#### **LEGAL STUDIES 300**

The format of this course is similar to that of Legal Studies 100, but it differs in both instructor and content expectation. The course provides the student with knowledge in the areas of homicide and related offences; prohibited and restricted weapons identification and administration; the Narcotic Control Act, Food and Drug Act, and Immigration Act. It also covers the functions of Crown counsel and the justice of the peace, and includes an introduction to the rules of evidence and civil liability. The course concludes with four days of practical simulations.

Length: 46 hours

#### **INVESTIGATION AND PATROL 300**

This course provides a continuation of Investigation and Patrol 100, with an emphasis on practical application. Recruits are coached to improve their skills and techniques while performing a variety of simulation exercises. The course covers obtaining and preserving evidence; interviewing and interrogation techniques; and crowd behaviour and control. Students act as an investigator in at least 40% of the simulation time, and are assessed on the manner in which the investigation is conducted and the acceptability of the subsequent written report.

Length: 35 hours

#### **HUMAN RELATIONS 300**

This course focuses on family crisis intervention, stress awareness, and minority policing, and includes sections on suicide intervention and sudden death notifications. Family crisis intervention deals with models for intervention, legal issues, wife and child abuse, and resources available to support victims of abuse. Simulations provide opportunities for practical application. Minority policing content explores stereotyping, perception, and policing problems in regard to ethnic and sexual minorities.

Length: 58 hours

#### **TRAFFIC STUDIES 300**

The police officer must gather accurate and detailed information at traffic incidents and relay the information effectively when presenting evidence in court. This course is designed to develop the student's skills in conducting thorough traffic incident investigations and presenting evidence in traffic court.

Length: 22 hours

#### **DRIVER TRAINING 300**

This course is a continuation of Driver Training 100. It reinforces techniques that will facilitate a professional driving attitude and skills that ensure safe,

controlled operation of a motor vehicle. Police precision techniques are emphasized. Students are recertified in Level 3 emergency vehicle tactical driving.

Length: 6 hours

#### FIREARMS 300

This course provides students with knowledge and skills which will enable them to increase accuracy with police firearms (revolver and shotgun) and understand the principles of proper use of chemical agents, the related potential problems, and first aid requirements. Content includes: kneeling, standing, and barricade shooting; instinctive shooting; authority and justification for use of firearms; night shooting; and gas munition. Students are required to qualify on the revolver, shotgun, and "walk and shoot" shotgun course.

Length: 18 hours

#### **SELF-DEFENCE 300**

This course enhances the skills and techniques taught in Self-Defence 100. Students practice and enhance their self-defence, arrest, and control tactics. Content includes handcuff and search, arm levers, pressure points, ground fighting, throws, baton training, edged weapons, and handgun retention.

Length: 20 hours

#### **PHYSICAL TRAINING 300**

This course is a continuation of Physical Training 100. In this course, students increase their levels in aerobic fitness, muscular endurance, strength, flexibility, and motor ability fitness using gym, track, and field activities. To successfully complete the course, students must complete the Peace Officer Physical Abilities Test in 4 minutes and 15 seconds or less.

Length: 20 hours

#### Block 4

The purpose of Block 4 is to update the officer's theoretical and practical knowledge, to expand the officer's understanding of the policing function, and to provide students with the investigative skills necessary for their work.

#### **LEGAL STUDIES 400**

The effective police officer must remain current on legislative changes which influence his or her work.

This course reviews major amendments to statutes since the student's previous training and expands the student's knowledge of law from Legal Studies 300.

Length: 10 hours

#### **INVESTIGATION AND PATROL 400**

As police officers progress through recruit training, their theoretical knowledge of investigation and patrol techniques must reflect the increasing complexity of their practical work. This course focuses on: the liaison and collaborative strategies between police and other agencies; the sociology of, and particular problems involved in, the policing of special groups such as motorcycle gangs; investigation and evidence procurement in specialized major crimes such as arson; the content and enforcement of specialized legislation such as the Immigration Act; sexual assault investigations, with emphasis on psychological effects on the victim that may result from a sexual attack; and preparation of police officers to conduct their investigation in a humanitarian and professional manner. Statements, admissions, and confessions are covered, including procedures regarding children. The course also includes a sections on forensic pathology and crime scene investigation, interviewing and interrogation techniques, crime scene investigation, crime prevention, conspiracy, officer survival, and current drug trends.

Length: 44 hours

#### FIRST RESPONDER AND CPR 400

This course is designed to enable peace officers to respond to all medical emergencies and to complement the services provided by the B.C. Ambulance Service. The CPR portion of the course revalidates the student's knowledge of CPR techniques.

Length: 9 hours

#### **PHYSICAL TRAINING 400**

This course is a continuation of Physical Training 300. Students must maintain a minimum level of aerobic fitness, muscular endurance, strength, flexibility, and motor ability using gym, track, and field activities. To successfully complete the course, students must complete the Peace Officer Physical Abilities Test in 4 minutes and 15 seconds or less.

Length: 2 hours

#### **SELF-DEFENCE 400**

This course is a continuation of Self-Defence 300. Students must maintain their self-defence, arrest, and

control tactics. Content includes recertification in handcuff and search, arm levers, pressure points, baton, edged weapons, and handgun retention.

Length: 10 hours

#### **DRIVER TRAINING 400**

This course recertifies students in Level 3 Emergency Vehicle Tactical Driving.

Length: 6 hours

#### **FIREARMS 400**

This course reinforces earlier levels of training in firearms, corrects any deficiencies, and encourages a program of use and practice which promotes proficiency. To successfully complete the course, requalification is required using pistol and shotgun.

Length: 6 hours

#### Block 5

Block 5 is designed as a final re-certification in driving, shooting, and physical skills. Students who successfully complete this block become certified municipal constables with the province of B.C.

#### **LEGAL STUDIES 500**

This course is a self-paced study program which students complete between Blocks 4 and 5. It covers current legal trends, pertinent Charter material, and legal updates pertaining to the Criminal Code and federal and provincial statutes. Students are examined on the study material and must attain a minimum score of 60% to complete the program.

Length: 2 hours (examination only)

#### **DRIVER TRAINING 500**

Students are recertified in Level 3 Emergency Vehicle Tactical Driving.

Length: 6 hours

#### FIREARMS 500

This course reinforces earlier levels of training in firearms, corrects any deficiencies, and encourages a program of use and practice which promotes proficiency. Requalification is required using pistol and shotgun to successfully complete the course.

Length: 6 hours

#### **SELF-DEFENCE 500**

This course reinforces the self-defence, arrest, and control tactics covered in earlier courses. Content includes recertification in handcuff and search, arm levers, pressure points, baton, edged weapons, and handgun retention.

Length: 10 hours

#### **PHYSICAL TRAINING 500**

This course reinforces the content covered in Physical Training 400 and returns students to a minimum level in aerobic fitness, muscular endurance, strength, flexibility, and motor ability fitness. To successfully complete the course, students must complete the Peace Officer Physical Abilities Test in 4 minutes and 15 seconds or less.

Length: 2 hours

### **Advanced Programs**

The changing role of the police and the growing emphasis on specialization give rise each year to a need for advanced police training. Courses are offered based on needs identified by training officers from the police departments served by the Academy.

#### POLICE (NON-SWORN) PERSONNEL COURSE

This course provides non-sworn personnel with an understanding of the police function and an opportunity to learn and practice the skills needed to interact effectively and efficiently with the public and within the police system. Content includes communication, motivation, stress management, police organization, and managing hostility.

Length: 3 days

#### POLICE (NON-SWORN) SUPERVISORS COURSE

This course provides non-sworn police employee supervisors with knowledge and understanding of the role of the first-level supervisor. Students begin to develop the skills necessary for effective supervision. Content includes counselling and interviewing, situational leadership, performance appraisal, and motivation.

Length: 4 days

#### TELECOMMUNICATION OPERATORS COURSE

This course is designed to provide the student with the skills, knowledge, and procedures needed to be an effective complaint taker and radio dispatcher. Content includes policies and procedures, law, traffic, communication, managing hostility, and stress management. Simulations are a key part of the course.

Length: 5 days

### TELECOMMUNICATION OPERATORS REFRESHER COURSE

This refresher course reinforces the skills and knowledge taught on the Telecommunication Operators Course. It is designed for operators who completed the training course two or more years previously.

Length: 3 days

#### PROBLEM-ORIENTED POLICING COURSE

This course provides police with a basic framework of problem-solving within the community. Problem-solving is one of the key strategies in community policing. The course is designed for constables with a service range greater than three years. Content includes current policing methods, philosophy of community policing, Crime Prevention Through Environmental Design (CPTED), Scan Analyse Respond Assess (SARA) model of problem-solving, and operational constraints of problem-oriented policing. Length: 5 days

#### SENIOR CONSTABLES COURSE

The purpose of this course is to enhance candidates' policing and self-development skills and stimulate their ideas and concepts of the police role. Candidates should have attained the rank of First Class Constable and have a minimum of ten years of service. Content may include sessions such as legal and traffic update, communication, interrogation, officer survival, and stress management.

Length: 5 days

#### FIELD COMMANDERS COURSE

This course provides police commanders with the knowledge, skills, and procedures to plan and direct operations in hostage-taking or barricaded persons situations. Content includes: psychotic behaviour, criminal situations, terrorist groups, survival identification, negotiators, specialized personnel and equipment, tactical problems, and the media. Candidates are senior police supervisors who are, or may be,

required to command police operations in hostagetaking or barricaded persons situations.

Length: 5 days

#### FIELD COMMANDERS REFRESHER COURSE

This course upgrades trained commanders in the theory and skills of directing hostage-taking or barricaded persons situations. It focuses on criminal and psychotic behaviour and development of alternative plans. Simulations are used extensively.

Length: 2 days

#### HOSTAGE NEGOTIATORS COURSE

This course provides the student with skills and techniques useful in negotiating the release of hostages and the surrender of hostage-takers or barricaded persons. It is designed for mature, experienced operational police members who are able to withstand prolonged stress and who possess good interviewing techniques and skills. Content covers criminal and psychotic behaviour, terrorist groups, negotiating techniques, survival identification, and psychological profiling.

Length: 5 days

#### HOSTAGE NEGOTIATORS ADVANCED COURSE

Designed for candidates who completed the hostage negotiators course at least two years previously. The purpose of this course is to upgrade trained negotiators in the theory and skills of negotiation.

Length: 4 days

#### CHILD ABUSE INVESTIGATORS COURSE

This course is designed to assist investigators in the areas of both sexual and physical child abuse, and to provide an understanding of the Attorney General's policy on such abuse. Content includes interviewing children, victim support services, interagency responsibilities, forensic/medical evidence, child exploitation, and the use of investigative tools.

Length: 8 days

#### DRUG INVESTIGATORS COURSE

This course is designed for drug squad members at the senior constable level or higher. Content includes: legal requirements and identification of drug offences, surveillance, identification of drugs, search and seizure, statements and confessions, informant control, and undercover operations.

Length: 10 days

#### FRAUD INVESTIGATORS COURSE

This course is designed to provide fraud investigators with the information, skills, and techniques necessary for operational requirements. Content includes: the law and fraud and false pretences, cheques, credit cards, welfare fraud, forgery, and obtaining and preserving evidence.

Length: 5 days

#### **GAMING INVESTIGATION COURSE**

This course provides investigators with the knowledge and skills required to enforce legislation related to legal and illegal gaming activity. Content covers legal studies, bookmaking, lotteries and bingo games, carnival games, casino games, casino management, common gaming houses, and scientific evidence.

Length: 8 days

#### **MAJOR CRIME INVESTIGATION COURSE**

This course is designed for experienced police officers who have been involved in criminal investigation on a full-time basis for at least three years. Students either are or will be involved in the investigation of major crimes such as homicide, sexual assault, or other serious crimes against persons. Course content includes: statements, admissions, and confessions; sudden death; medicolegal autopsy; forensic pathology; the crime scene; crime detection laboratory; interrogation; sexual assaults; forensic psychiatry; and crimes against persons.

Length: 10 days

#### **POLICE INVESTIGATORS COURSE**

This course has been designed for members who are or will be assigned as full- or part-time investigators within the investigative or patrol divisions. The content meets the needs of a general investigator and includes legal studies, case management, interrogation and interviewing, informant development and control, search warrants, sexual assault investigation, and forensic evidence.

Length: 5 days

#### BASIC MICROCOMPUTER TECHNOLOGY

This course introduces police management to the functions and applications of microcomputer technology. It covers an introduction to microcomputers; computer fundamentals; uses of DOS, WordPerfect, and Lotus 1-2-3; and police management applications of microcomputers.

Length: 5 days

#### **BREATHALYZER TECHNICIANS COURSE**

This course provides police personnel with the skills, knowledge, and techniques needed to operate a Borkenstein Breathalyzer and receive the designation of a qualified technician under the Criminal Code of Canada. Content includes: principles of breath tests for alcohol; appropriate aspects of physiology, pharmacology, chemistry, and physics; testing standard alcohol solutions and other volatile substances; basic instrument maintenance; evidence presentation; and practical use of the Borkenstein Breathalyzer.

Length: 9 days

#### BREATHALYZER TECHNICIANS REFRESHER/ RECERTIFICATION

This course is designed to upgrade the certified breathalyzer technician in the theory, procedure, and operating skills of the Borkenstein Breathalyzer. It is designed for qualified breathalyzer technicians who have not been actively engaged in testing for more than 12 months, and for out-of-province qualified breathalyzer technicians who wish to obtain status in British Columbia.

Length: 1 day

#### CRIME PREVENTION PRACTITIONERS COURSE

Designed for students who are actively involved in full- or part-time crime prevention duties, this course covers program planning, development, and management; crime analysis; basic alarm systems; locking devices; security surveys; environmental design; and funding crime prevention programs.

Length: 5 days

#### **EFFECTIVE WRITING FOR SUPERVISORS**

This course develops candidates' skills in writing for results, increasing clarity, and decreasing wordiness. Designed for corporals, sergeants, and staff sergeants, the course covers effective writing skills, punctuation, proposals, reports, and writing exercises.

Length: 1 day

#### **ACCIDENT INVESTIGATION COURSE**

This course provides the student with advanced skills and recommended techniques for conducting a thorough traffic accident investigation. Course content includes effective procedures and techniques in accident investigations, speed estimation from tire marks, headlight examination, and scale diagrams.

Length: 5 days

#### SCHOOL LIAISON OFFICERS COURSE

This course provides school liaison officers with additional training in counselling and teaching skills to ensure a high standard of professionalism and effectiveness in dealing with the school community. The course covers child development, instructional skills, communication and problem-solving, child abuse, working relations with school personnel, and the Young Offenders Act.

Length: 5 days

#### SURVEILLANCE COURSE

This course provides plainclothes investigators with basic knowledge and skills to conduct occasional surveillance operations. Topics covered include techniques of foot surveillance and vehicle surveillance, planning a surveillance operation, and use of operational equipment and personnel.

Length: 5 days

#### **POLICE - LABOUR RELATIONS**

The purpose of this course is to provide an overview of the history and status of organized labour and the policing of labour disputes. Topics include police/labour communications, labour history, provincial statutes and their impact on labour disputes, the Industrial Relations Act, and dealing with demonstrations and occupations.

Length: 2 days

#### **POLICE MANAGERS COURSE**

This course is designed for junior officers and senior non-commissioned officers with managerial or supervisory responsibilities. Content covers a wide range of management topics including interpersonal skills, functions of management, situational leadership, decision-making, managing the marginal performer, time management, performance evaluation, managing change, the changing role of police, and problemsolving meetings.

Length: 15 days

#### POLICE ACTING SUPERVISORS COURSE

This course provides candidates with a basic knowledge and understanding of the role of the first-level supervisor and begins developing the skills necessary for effective police supervision. Content includes: communication, counselling and interviewing, situational leadership, motivation, performance appraisal, and officer survival. The course is designed

for constables who regularly perform acting supervisory duties.

Length: 5 days

#### POLICE MOUNTAIN BIKE PROGRAM

This course is designed to provide officers with the basic skills and techniques required for duty on police bike patrol. Content includes bicycle patrol road safety, riding skills, street tactical skills, and sports medicine/nutrition.

Length: 5 days

#### **POLICE SUPERVISORS COURSE**

This course covers the principles, practices, procedures, and techniques of effective supervision and how to apply these techniques in the workplace. The course is designed for personnel who have not received supervisory training, including newly promoted first-level supervisors or supervisors recently transferred from a detective or investigator function to patrol operations. Content covers: counselling and interviewing, leadership and motivation, problemsolving and decision-making, performance appraisal, stress management, officer survival, labour/management disputes, media relations, field assignments, and roll call training.

Length: 9 days

#### POLICE SUPERVISORS REFRESHER COURSE

Designed to upgrade supervisory skills and reinforce principles, practices, procedures, and techniques of effective supervision, this course is relevant for firstlevel supervisors who completed the Police Supervisors Course at least three years previously.

Length: 4 days

#### **EFFECTIVE PRESENTATIONS COURSE**

This course teaches students the theory and techniques of planning and delivering effective presentations to schools or adult groups, at departmental meetings, or for any formal audience. Content covers techniques and delivery, presentation methodology, projection training, planning and delivery of presentations, and development of confidence and speaking skills.

Length: 5 days

#### **INSTRUCTORS' CLINIC**

This course prepares students to lecture or instruct on a specialized subject. It has been designed for personnel who frequently make presentations on their subject of expertise but who do not require the effective presentation course. Content includes learning theory, presentation skills, lesson planning, training aids, and presentations.

Length: 2 days

#### FIELD TRAINERS COURSE

This course prepares senior constables for their role as trainers in the recruit field trainer program. Course content includes leadership skills, interviewing, counselling, performance evaluation, and communication skills.

Length: 3 days

#### FIELD TRAINERS REFRESHER

The purpose of this course is to reinforce skills taught during the Field Trainers Course. It has been designed for constables who completed the Field Trainers Course one or more years previously and who will soon begin field training.

Length: 1 day

#### FIREARMS INSTRUCTOR TRAINING COURSE

This course prepares candidates for the role of firearms instructor, but does not include content covered in the Effective Presentation Course or Instructors' Clinic. Content covers techniques in firing handguns, shotguns, and rifles; range safety and safe handling of weapons; firearms teaching techniques; and care and handling of weapons.

Length: 5 days

#### RADAR INSTRUCTORS COURSE

This course is designed to provide police personnel with the skills, knowledge, and techniques needed to instruct in the operation of traffic radar units. Candidates should be police members who have completed the effective presentation and instructional techniques courses and have a minimum of two years of experience working with radar equipment. Content covers the operation and theory relating to stationary, moving, and tracking mode radar, and a review of instructional techniques.

Length: 3 days

#### **SELECTION AND INTERVIEWING**

This course assists police personnel who are involved in hiring or selecting people for promotion. It covers selection criteria, selection and interviewing questioning guides, and formats for the selection interview.

Length: 2 days

#### **BASIC MEDIA RELATIONS COURSE**

This course focuses on dealing effectively with the media. It is designed for police personnel who frequently deal with the media, with first consideration given to supervisory ranks. Topics include panel discussions, simulations of media encounters, planning interviews, and improving police/media relations.

Length: 3 days

#### PRE-RETIREMENT (JUNIOR) SEMINAR

This seminar acquaints police officers and their spouses with strategies to help them prepare for retirement. It includes financial planning, wills and estates, pension income, taxation, and annuities. The course is designed for police personnel and their spouses planning to retire in the next 10 to 15 years.

#### PRE-RETIREMENT (SENIOR) SEMINAR

This course is designed for police personnel and their spouses planning to retire in the next five years. It provides information, skills, and techniques to help them adjust to retirement. Content includes: physiological and psychological preparation for retirement, pension income, insurance benefits, taxation, legal aspects of retirement, housing in retirement, preparing résumés for part-time work, and financial planning.

Length: 3 days

### **Services**

Besides providing courses for police officers, the Academy also assists police departments by providing training-related services, including assessment centres.

#### **ASSESSMENT CENTRES**

The task of hiring and promoting has become increasingly important to employers. They cannot afford the luxury of making mistakes with employees, either by hiring unqualified or unsuitable individuals or by promoting someone not competent to work with increased job demands. Accordingly, municipal police departments, in conjunction with the Justice Institute, have incorporated the assessment centre method into the hiring and promotional processes.

The assessment centre method identifies an individual's strengths and weaknesses vis-à-vis job behaviour and skills. Participants engage in a variety of jobrelated exercises designed to simulate realistic situations. These exercises are designed to elicit behaviour relevant to the abilities and skills which are critical to job success. Assessors familiar with the target position and trained in the assessment method observe and evaluate a participant's behaviour.

# Provincial Emergency Program Academy

The Provincial Emergency Program Academy of the Justice Institute of British Columbia is funded by the Provincial Emergency Program (PEP) and the Ministry of Social Services (MSS). The Academy provides training for people involved in emergency planning, response, and recovery throughout British Columbia.

### **Search and Rescue**

There are approximately 70 active Search and Rescue (SAR) teams in British Columbia. The PEP Academy provides a variety of training to support these teams. Courses are delivered through distance education, through centralized training at the Justice Institute, and at the local level.

#### BASIC SEARCH AND RESCUE INSTRUCTOR COURSE

This course is offered to PEP-registered Search and Rescue volunteers who have demonstrated a commitment to SAR and who have successfully completed a basic SAR course. The intent of the course is to provide the participants with the skills necessary to successfully teach basic SAR to group members.

Length: 2 days

#### ROPE RESCUE INSTRUCTOR COURSE

This course is offered to PEP-registered search and rescue volunteers who have been previously certified as rope rescue instructors. The intent of the course is to further establish a standardized curriculum and evaluation format for team leader and team member courses, in addition to recognizing acceptable rope rescue techniques and practices. Enrolment is by invitation only.

Length: 2 days

#### SEARCH AND RESCUE MANAGEMENT COURSE

This course is offered to experienced PEP-registered SAR volunteers. It is designed to familiarize partici-

pants with the standard operating procedures for search and rescue management within B.C., and to provide them with the skills necessary to effectively manage SAR operations.

Length: 4 days

### GROUND SEARCH TEAM LEADER INSTRUCTOR COURSE

This course is offered to PEP-registered SAR volunteers who have been either previously certified as Ground Search Team Leader Instructors or nominated as prospective instructors. The course is designed to enhance the participants' techniques of instruction and to further establish a standardized curriculum and evaluation format.

Length: 2 days

The PEP Academy also provides certification for courses in basic SAR, ground search team leader, rope rescue team member, and rope rescue team leader, which are taught locally by certified volunteer SAR instructors.

### **Emergency Social Services**

Throughout the province, communities are preparing to provide emergency social services (ESS) to survivors of emergencies. ESS training is available through the PEP Academy for all ESS workers.

Courses are currently available for emergency social services directors, deputies, and alternates; for Ministry of Social Services staff in financial services; and for volunteers in ESS component services and volunteer management.

### EMERGENCY SOCIAL SERVICES DIRECTORS (ESSD) COURSE

The ESS Directors course is offered as an orientation for new ESSDs, deputies, or alternates. The aim of the course is to give the participants an overview of their roles and responsibilities as ESSDs working as members of a municipal emergency program.

Length: 5 days

#### RECEPTION CENTRE MANAGEMENT

This two-day course is designed for ESSDs, reception centre co-ordinators/managers, volunteer co-ordinators and Ministry of Social Services staff. The course prepares persons tasked with the responsibility of planning and managing a reception centre during a disaster response.

Length: 2 days

### ESS: A STEP-BY-STEP APPROACH - MINISTRY OF SOCIAL SERVICES COURSE

This course has been designed specifically to address the needs of financial services co-ordinators, their alternates, district supervisors, and Ministry of Social Services staff who may be called to assist in the event of an emergency requiring Emergency Social Services. If space allows, local ESS directors may attend. The aim of the course is to provide an overview of emergency social services and clarify the role of ministry staff in planning and implementing a community emergency social services plan.

Length: 1 day

#### **LOCAL DAY-LONG ESS COURSE**

ESS teams throughout B.C. are continuously developing their member's skills and abilities. To meet the challenge of teams progressing at different rates, communities are offered one-day training courses on volunteer management and team building, and emergency food, clothing, and lodging components.

Length: 1 day

#### **VOLUNTEER MANAGEMENT**

Volunteers are essential to effective Emergency Social Services. This course addresses volunteer management strategies from an ESS perspective. It is designed for ESS directors, component co-ordinators, municipal staff, MSS staff, or others working with volunteers.

Length: 1 day

### EMERGENCY FOOD, CLOTHING, AND LODGING SERVICES COURSES

ESS volunteers are cross-trained in this one-day course which outlines the basic principles and guidelines of three ESS services. The roles and responsibilities of these key volunteers during both the planning process and the operational response are covered. This course will benefit emergency food, clothing, and lodging co-ordinators, supervisors, and staff.

Length: 1 day

### **Emergency Management**

Communities throughout the province are increasingly aware of the hazards that exist and the need to prepare for and respond to these threats. Emergency management programs are available through the PEP Academy either through core training supported financially by the Provincial Emergency Program or through specialized programs that require the participant to pay a fee. Programs offered through the Academy are: Orientation for Municipal Emergency Planning Co-ordinators, Emergency Planning and Operations, Emergency Management for Elected Officials, Introduction to the Planning Process, Exercise Process, Managing Emergency Operations, Emergency Site Operations, and Emergency Evacuations. Additional programs are available for communities identifying training specific to their needs.

#### **EMERGENCY OPERATIONS CENTRE COURSE**

This course is offered to emergency planning and response personnel who are responsible for the coordination and operations of an emergency co-ordination centre. Managing an emergency or disaster is not the same as day-to-day management. To gather, collate, and distribute information during an emergency, and to make decisions and direct necessary actions, requires close co-ordination among key officials. This two-day course examines the planning and operations of an Emergency Operations Centre (EOC).

Length: 2 days

#### **EMERGENCY PLANNING AND OPERATIONS (EPO)**

This course is offered to emergency planning coordinators and other personnel responsible for municipal emergency planning and response. It identifies the planning process that a community should undertake in order to develop an emergency program, emergency plans, and operational requirements. The course is equivalent to the Plans and Operations Peace (POP) course offered through the Canadian Emergency Preparedness College (Federal) in Arnprior, Ontario. As such, it can be used as the prerequisite for other federal courses.

Length: 4 days

#### **EMERGENCY MANAGEMENT FOR ELECTED OFFICIALS**

This one-day course is designed specifically to inform elected officials of municipalities' requirements to develop an emergency management program and plan for their community. The Emergency Program Act of 1993 mandates that municipalities address the issue of emergency preparedness. The participants will understand the need for emergency preparedness, response, and recovery planning, and how emergency planning can help make their community a safer place in which to live.

Length: 1 day

#### INTRODUCTION TO THE PLANNING PROCESS

This two-day course is designed to provide participants with an overview of the planning process. It shows how the planning process forms the foundation for emergency management. Understanding the process of emergency planning should enable participants to take a critical look at their ability to assess their emergency management program. The course is classed as Local Emergency Preparedness Training (LEPT), and can be delivered, on location, to any requesting community. Application is made to PEP regional managers.

Length: 2 days

#### **EXERCISE PROCESS COURSE**

This course is for those who must design and run exercises. The participants gain the knowledge and skills which enable them to develop, conduct, and evaluate emergency management exercises for their community or organization. The focus is on developing exercises within an overall and continuing exercise program.

Length: 4 days

#### INTRODUCTION TO THE EXERCISE PROCESS

This course is for those who must develop and run exercises, those who will be exercise players, and those who must evaluate exercises. It provides an overview of the process of developing, conducting, and evaluating exercises, and focuses on tabletop exercises. The course is tailored to the community or region requesting this Local Emergency Preparedness Training. Application is made through PEP regional managers.

Length: 1-2 days

#### MANAGING EMERGENCY OPERATIONS (SPECIALIZED)

Participants in this course will improve their leadership, problem-solving, decision-making, communication, and team building skills for emergency and disaster response, and will be able to apply effective management techniques to emergencies and disasters. All aspects of emergency operations will be examined. Emergency plans are reviewed to determine authority to act, contingencies, hazards and risks, and political roles, and their effectiveness as the foundation of emergency operations. Participants will discuss case studies and interact in emergency exercises.

Length: 5 days

#### **EMERGENCY SITE OPERATIONS (SPECIALIZED)**

These three-day informational sessions focus on the roles and responsibilities of responders to major emergencies, and the various types of emergencies which involve site operations. The seminars examine various types of incidents, such as air and rail incidents, dangerous goods problems, mass casualty incidents, bomb and explosion situations, and urban interface fires. Situations important to the geographic area of the course are highlighted. The Incident Command System is introduced and discussed.

Length: 3 days

#### **EMERGENCY EVACUATIONS (SPECIALIZED)**

This course examines the mechanical and social aspects of evacuations and provides a guide to evacuation planning and operations. It is designed for those who must move large numbers of people from one area to another in a crisis. The course will be of particular interest to police, fire, ambulance, municipal engineers, emergency planners, public information officers, and emergency social services.

Length: 2 days