

JI

JUSTICE
INSTITUTE
OF
BRITISH
COLUMBIA

j o u r n a l

TRAINING FOR SAFER COMMUNITIES

Training for a Career

Correctional officers work in a challenging environment. There are approximately 3,000 adult offenders in 19 provincial facilities.

Welcome

to the first issue of JI Journal, a newsletter for members of the JI community.

I am always pleased to find that so many of the people I meet in the community are aware of the work of the JI. In most cases, they are familiar with one or two areas of the institute. Few people know the full scope of what we do, and that's understandable given the diversity of our training.

I hope that the JI Journal will be a window to the many areas of the JI. As you read through the articles you will discover more and more about the parts of the JI you're not familiar with. You'll see how the training we provide helps to make our communities safer places to live.

I welcome your comments on how we can improve on future issues of JI Journal.

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President



Larry Goble
President

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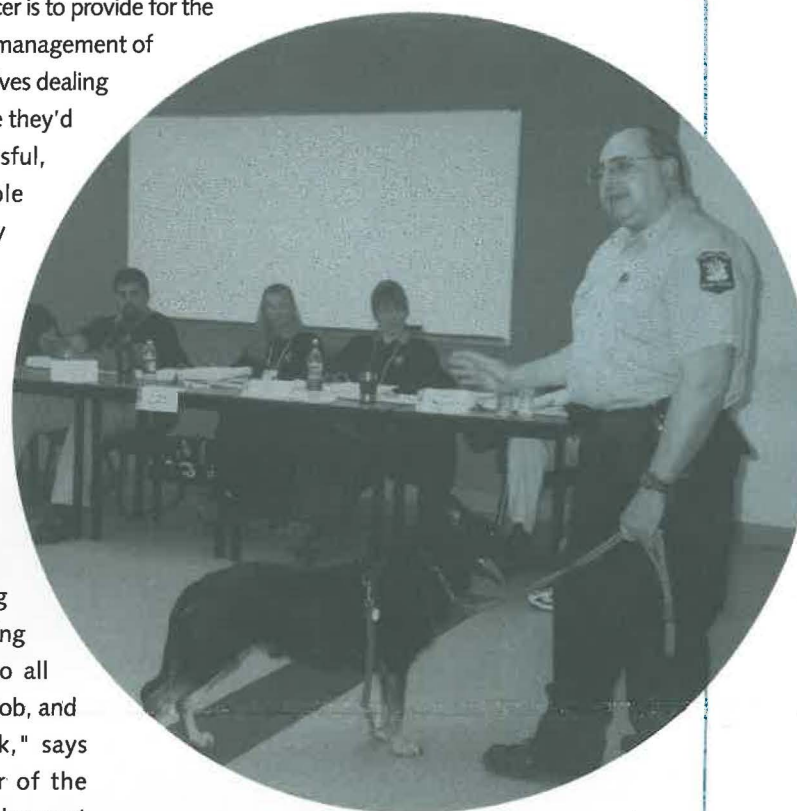
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The role of the correctional officer is to provide for the safe custody, supervision and management of offenders. The profession involves dealing with people who are in a place they'd rather not be. To be successful, the officers have to be able to relate to people in many different situations.

The JI's Corrections and Community Justice Division is the training agency for the provincial corrections system. It's their job to prepare and train potential correctional officers.

"When we're interviewing potential students we're looking for those who can relate to all kinds of people. It's a people job, and you have to be able to talk," says Peter Stevens, coordinator of the JI's Correctional Officer Employment Readiness programs.

The Employment Readiness program was developed in 1991, prior to that all training was post employment. "We were the first province in Canada to move to a pre-employment training model," says Stevens. Ontario followed soon after, using the JI's program as their model.



Guest lecturer Correctional Officer Todd Bowden, is one of four drug dog officers in the Corrections Branch. Bowden demonstrates the skills of his partner Jazz to the class.

The program is offered 12 – 15 times a year in several locations across the province. "We look at the hiring projections of the Branch and determine the number of courses we'll need to run each year to provide them with a suitable number of candidates to select from," adds Stevens.

The work on each course actually begins about three months before the first day of class. Once they've met the basic qualifications, all prospective students are put through a screening process. The process includes tests on observation and judgement skills, a physical abilities test, record and reference checks, and an interview.

"We screen out close to 80% of the applicants through the process," says Stevens. The 20% who make it through, are eager and ready to embark on a new career.

"One of the goals of the program is to give the students a solid understanding of the profession they're entering," Stevens says. Instructors are the key. The program instructors are all experienced correctional officers who have taken a leave of absence in order to teach at the JI. The instructors will work at the JI for anywhere from one to four years before returning to their profession.

The division has seven instructors for the correctional officer program. In each

Physical training involves learning the skills they'll need to ensure their safety and the safety of those they work with.



Team meetings are a regular occurrence in the division.

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In the Classroom

This issue:
Colleen Vaughan,
recipient of the 1999
Instructor of the Year Award

Colleen Vaughan's natural ability to find ways to inspire and motivate students, and her endless amount of energy and creativity are some of the reasons she received the JI's 1999 Instructor of the Year Award.

During her secondment in Corrections, she redesigned and instructed several modules in the Employment Readiness Correctional Worker Program, and coordinated advanced courses for Correctional Officers.

Colleen soon discovered her passion for instructing and when an opportunity to become a full time permanent instructor came along, she seized it. In 1994 she joined the Emergency Management Division, where she works today.

Her current position as an Instructor/Coordinator involves training volunteers,

Another reason why she's among the best of instructors is that she never stops learning. She completed a Diploma in Criminology, a Bachelor in Business Administration & Commerce, and a Masters in Adult Education, all while working full time.

On June 24, 1999 Colleen received the Justice Institute's Instructor of the Year Award. This award recognizes instructors who exhibit above average qualities in areas reflected in the JI Values. The award criteria accurately describes Colleen – superior instructional abilities, exceptional interpersonal skills, and an ability to motivate students. Colleen's professionalism exemplifies her dedication to the JI.

Teaching in an adult environment can be challenging, Colleen constantly researches new ways to make her course material interesting, understandable and interactive. Her biggest thrill is when she facilitates a discussion that generates and motivates the students to a point where the discussion continues after the session.

Staying current is another challenge, and for Colleen that means talking to colleagues, reading, taking courses, and most of all the hands on experience she receives by helping during actual disaster responses like the Salmon Arm Fires and the Manitoba Red River Flood.

Outside of work, Colleen spends considerable time volunteering, with the Emergency Social Services Association and with the West End Community Centre. She also spent a year volunteering as an "apprentice" clown at the Vancouver Children's Hospital, putting smiles on the faces of sick children.

As an instructor in the classroom, or as a volunteer in the community, Colleen exemplifies the JI spirit, and is an inspiration to those who work with her.

By Tracie Mydonick

Training for a Career

Continued from page one

course one instructor is designated the course coordinator. The coordinator is the main contact for students, is the lead instructor, and organizes the instruction schedule, bringing in other instructors and guest lecturers as required.

Each course is six weeks, and involves a combination of classroom instruction, physical training, evaluations and exams. Whenever possible, one week of the class is held at a nearby institution to give the students an opportunity to experience the working environment.

In December, 26 students graduated in Prince George and 25 of them were offered jobs immediately,

The course content includes subject areas such as communication and conflict resolution skills, female offenders, professional conduct and ethics, cultural awareness, the criminal justice system, use of force, case management and many others.

"It's an intensive six weeks, and it has to be to prepare them for the job ahead," says Stevens "there are lots of expectations the students have to meet."

Part of Peter's role is making sure the program reflects the requirements of the job, and he does that in a variety of ways.

"We have regular, ongoing dialogue with the directors of staff admin and with the on site facility trainers," he says.

They also undertake regular competency reviews to ensure the learning outcomes are still relevant. Through involvement with national committees and organizations they stay on top of current and emerging issues.

The success of the graduates is reflective of the quality of the program – over 95% of graduates are hired by the Corrections Branch within the first year.

"In December, 26 students graduated in Prince George and 25 of them were offered jobs immediately," comments Stevens.

Now that's success.



Colleen Vaughan, instructor in the Emergency Management Division received the JI's 1999 Instructor of the Year Award.

Colleen started at the Justice Institute in January 1991 as a seconded instructor in the Corrections and Community Justice Division. She was seconded for a three to four year term from the Burnaby Youth Secure Custody Centre where she had worked for eight years as a Youth Correctional Officer.

agencies, and staff throughout BC, in Emergency Social Services. The training includes planning for disaster responses, such as setting up emergency reception centres and shelters for evacuees. Colleen also teaches instructional techniques through the JI's Social Services and Community Safety Division. Her role as an instructor takes her to communities throughout the province.

Foundation Notes

The JI Foundation was started in 1994 to raise funds – through individual and corporate donations, special events and planned giving programs – for student scholarships, new program development and purchase of new training equipment, as well as general support of the Justice Institute.

It is a registered charitable, non-profit society.

The Foundation is governed by a Board of Directors who are nominated to the Board and fulfill their commitment on a voluntary basis. The 13 Board members come from a diversity of backgrounds including finance, government, law and the local business community.

The members of the Board of Directors are:

Robert Stewart, Chair
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Jill Kavanagh, Secretary
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The Foundation, on an annual basis, presents scholarships and bursaries to deserving students. Memorial or living memorial scholarships, for specific program areas, can be established in the name of individual donors. For information on the Foundation call (604) 528-5582.

Centre for Conflict Resolution

By Marg Huber

— International Work

"It's important to use this strength as a Canadian force for peace on a global level."

The Centre for Conflict Resolution has enjoyed an excellent reputation for high quality training in dispute resolution over the past 13 years of its existence. We are the largest training centre in this field in Canada, and often considered one of the top three training centres in North America. I have felt for some time that it was important to our ongoing development and learning to use this strength as a Canadian force for peace on a global level whenever we were invited to do so, and to actively explore such opportunities. This involves offering our services to assist countries who are experiencing high levels of conflict to develop skills that can be widely distributed within their communities.

While it is important that we use our resources wisely so as not to weaken the work we do at home, the experience we gain from focusing our energy on this kind of goal can be of enormous benefit to us. We are gaining the experience that is essential to enable us to compete for international contract work. But we stand to gain much more.

On a deeper level we come to better understand the cultural dimensions of conflict, and this knowledge benefits us as we work in a multicultural environment here in the Lower Mainland of BC. Inevitably in international work there is much learning, which improves the quality of all of our work. By providing a service (while not compromising our essential resources) we enhance the reputation of the program as one of integrity and caring. Our clients at home appreciate this focus and value more highly the services they receive.



Our work in South Africa last fall is one example. A graduate of our program, (Mr. George Lai-Thom) now living in South Africa, heads up one of the country's four remaining community justice centres. Last year while he was visiting in Vancouver, he returned to the JI. He briefed me on the situation they were experiencing – an incredible demand for their services, and a desperate funding shortage. He indicated that in order to be self sufficient, (given the nature of their client base which is primarily black people from the townships), their organization needed to increase their profile. In addition, their mediators, and mediators practicing at a number of other organizations, needed to

increase their skills. (Most had only received about three days in total of training as good training opportunities were scarce.)

The outcomes of this conversation were several. We were able to provide George with mentoring for his own role as a trainer and several months after he had returned to South Africa, we were able to send over 700 out-dated (recent previous edition) JI manuals to support the training work that was happening through the centres.

Five months later, I went to South Africa to deliver training in mediation, negotiation and facilitation skills, to a large number of mediators over a three week period. The training was culturally adapted to their context.

Also during this period, I made presentations to a community embarking on an extensive conflict resolution training project to address the violence that had developed in their high school and in the community as a result of the high school's de-segregation following the end of apartheid. (Situations like this are happening in many communities throughout South Africa).



After successfully completing the training, each mediator received a JI certificate.

In the townships of South Africa, the sad result of a failed family mediation (where the house is the only asset) often means one spouse burns the home rather than let the other have it.

I was also able to set up the potential for funding in several ways, and share an

extensive network of international colleagues to support their work.

The training was delivered in English, the second language for all of the participants; however that did not diminish their enthusiasm and willingness to engage fully. It is hard work, requiring sustained effort, because the change agenda is huge. But so is their dedication to a vision of an integrated society where everyone feels valued and experiences a sense of personal dignity.

The cost of the travel was covered by the BC International Centre for Education. In exchange, I prepared a research paper on training and education opportunities in

South Africa for BC institutions and colleges. In doing this research through personal interviews, I was able to more fully understand the opportunities that exist for us to work in that area should we so choose.

While the political climate in South Africa at the present time is stable and the new policy frameworks are in place, the development of the country is slow, given the huge disparities that continue to exist between blacks and whites. High levels of violence and crime persist (and in particular in the Johannesburg area where I was working). Because of safety issues, we will have to very carefully consider whether to send other trainers or coaches to support their work at this time. However, many have indicated an interest in doing this kind of work, and there is an eagerness on the part of the community to have the JI come back. The South African initiative provokes a great deal of interest and discussion among our faculty and students, so we will see how the picture unfolds.

Earlier in the year I made a trip to Israel, at the invitation of the primary training organization the Israeli Centre for Negotiation, and the Ministry of Justice, to assist them as they rapidly develop their dispute resolution services in all sectors of society. I provided consultation, and training for trainers and also worked with individuals dealing with a range of social conflicts with groups, to assist them to develop appropriate

models for process. This work put the name and reputation of the JI on the map in Israel, and will open the door to future collaborations. Also, last month one of our senior trainers, Michael Fogel, made a trip to Israel to provide a number of training sessions in advanced mediation, and further enhanced the reputation of the JI in the process.

Those who work on our program believe that work of this nature is in the long term interests of the Centre for Conflict Resolution as we truly become a world class centre for training. It is my belief that this work will make it easier for us to take the next step. It also opens the door for partnerships with other educational institutions, who also place a value on international work.

We feel we have embarked on an exciting extension of our present work. This path is one that will not only enrich us, but one



The mediators – a group dedicated to transforming their country into a place where everyone feels valued. JI grad George Lai-Thom is second from right, in the front row.

that is seen locally, nationally and internationally as enhancing Canada's reputation as a country known for its peace initiatives and its willingness to provide a valuable service to the global community.

Marg Huber is Director of the JI's Centre for Conflict Resolution. You can contact Marg at (604) 528-5613 or mhuber@jibc.bc.ca

BUY A BOOK!



Knowledge Leads to Safer Communities

Support the JI Library's Buy a Book Campaign on Now!

Donations are tax deductible and will be matched by the JI Foundation.

Send your cheque (payable to the JIBC Foundation) by March 31st, to JIBC Foundation, 715 McBride Blvd., New Westminster, BC V3L 5T4

To donate using VISA, call (604) 528-5599.

Thanks for your support!

The JI's (Learning Information Technologies) LIT department provides support to online learning by providing a range of services, from initial planning and development, to design, research and testing.

Here's a snapshot of a recent project:

THE CLIENT: Court Services Branch, Ministry of Attorney General

The problem:

Court staff such as registry clerks, court clerks, sheriffs and managers are required to use a large number of procedural manuals in their work. With a workforce distributed around the province, training on existing, new and updated manuals is difficult and costly.

The team:

Representatives from Court Services Branch, the Courts Academy and the Learning and Information Technologies department of the JI.

The mission:

Design a practical and affordable solution that could be tested in courts around the province.

The idea:

Create a web-based version of a court manual – Exhibit Control – and build a self-study course around it. Anyone in court services, anywhere in the province (or in the world!) with a networked computer can access the site using a password. Travel is eliminated and the same information is available to everyone at the same time.

The product:

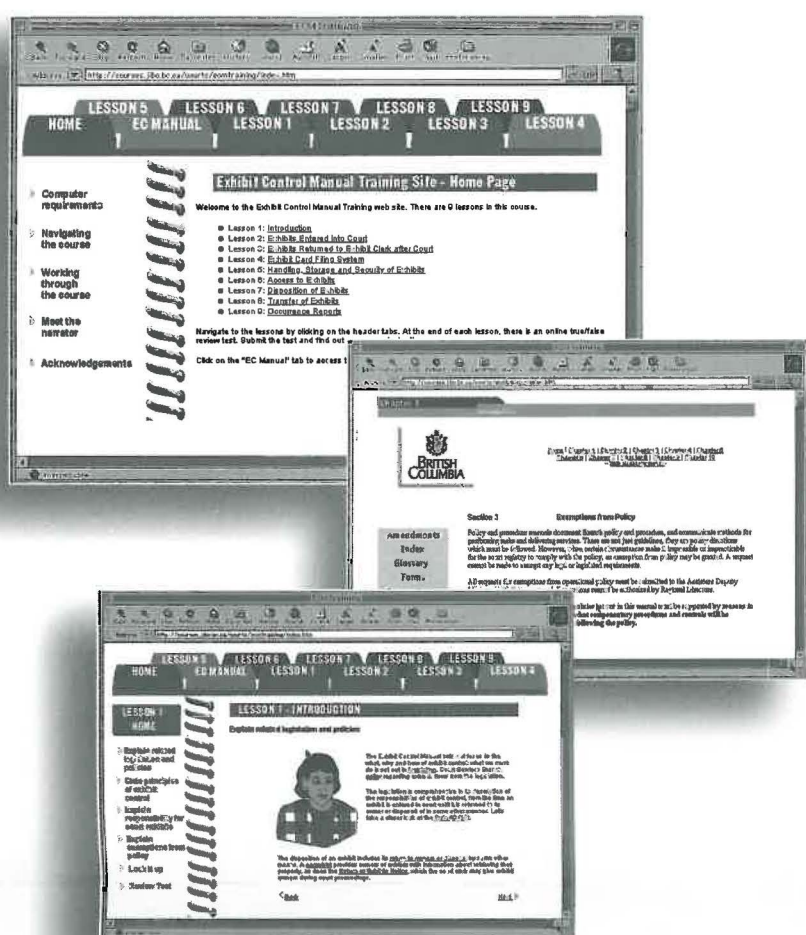
A website with a course and manual, including mini-lessons based on typical situations faced in the courts. Links to the manual are placed in strategic locations in the course.

Guided by a fictitious narrator, the learner works through the mini-lessons and looks up information in the manual with one click of the mouse. The learner responds to questions, checks answers, and writes a self-marking quiz at the end of each section. The manual includes an index and glossary. All manual forms have pop-up explanatory windows when the cursor passes over each field in the form.

The results:

The project was tested throughout its development and while the rollout has just begun, initial feedback is extremely positive.

Contact Irwin DeVries at (604) 528-5570 (email idevries@jibc.bc.ca) and find out how educational technologies can help make your training more effective.



Reclaiming Wellness in Aboriginal Communities

In 1997, over 300 people gathered in Vancouver for a unique and powerful conference on healing the effects of generational trauma in Aboriginal communities. The conference was called Voices from Each Generation.

After decades of dealing with issues such as substance abuse and child sexual abuse individually, those working in the Aboriginal community realized that all roads led back to the trauma of colonization, and that the healing needed to start there. The conference presented a forum to focus on healing, and to look at what needed to be done to deal with the trauma of the past.

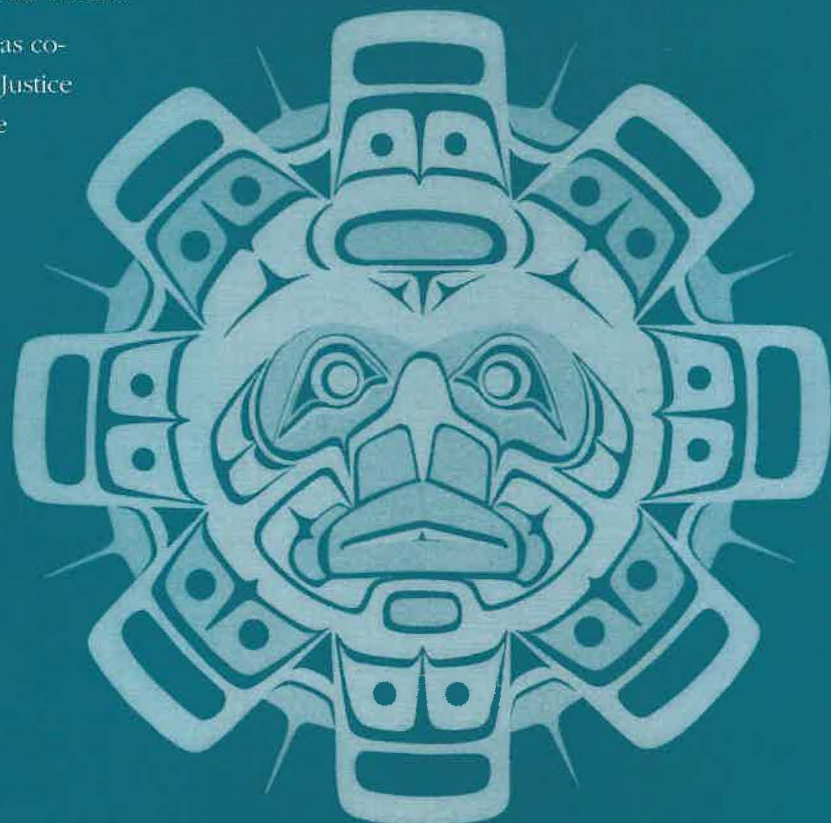
Needless to say, the event was an overwhelming success, and participants continued to ask for more.

On February 17th of this year, (just as this issue of the JI Journal was coming off the printing press) the second Voices conference opened. This year's theme is Reclaiming Wellness in Aboriginal Communities, honoring the resilience of Aboriginal people to continue their path to health. Once again, the event provided a forum to explore culturally relevant approaches to healing, and to build bridges between Aboriginal and non-Aboriginal service providers, agencies and communities.

An inter-generational panel involving a youth, an adult and an elder, opened the conference, looking at each generation's approach to healing. The three-day event brought together a powerful group of Aboriginal presenters – trainers, counselors, therapists and others

working in social programs. All of whom are on the leading edge, dedicated to healing the effects of generational trauma.

The conference was co-sponsored by the Justice Institute of BC, the Native Education Centre, and the Nicola Valley Institute of Technology.



Leadership Degree Program

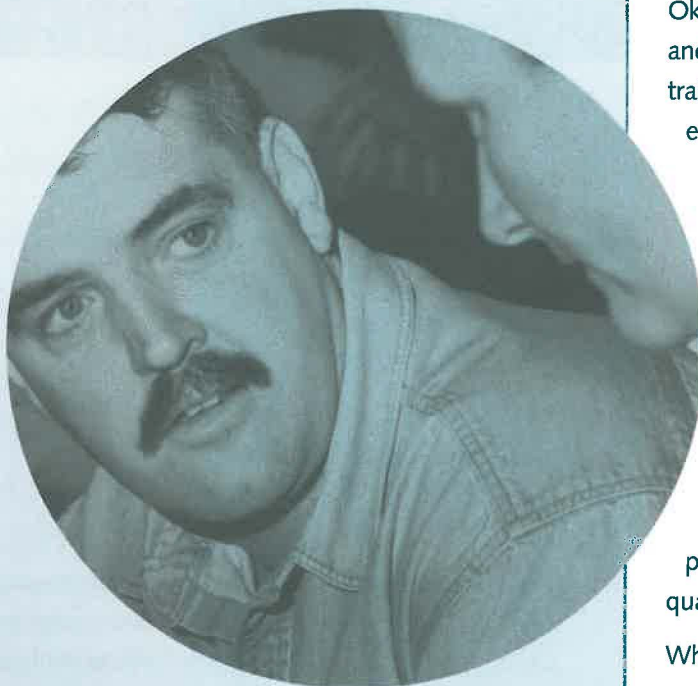
By Catherine Dawson

Many practitioners in the field of justice and public safety have "come up through the ranks"—learning their skills through professional development training, union activities, or most importantly, through informal day to day experience. However, no matter how skillful or experienced, many of these supervisors and managers face serious barriers to promotion and more senior opportunities due to a lack of a "formal" education. Confronted with a demand to "return to school" in order to succeed further in their career, many may view the task as daunting, or even impossible. The Justice and Public Safety Leadership degree program at the Justice Institute of British Columbia now offers career professionals a unique opportunity to develop contemporary, relevant leadership skills and to gain an important, recognized degree.

While no one can deny that studying part time at the university level (while working full time) is a challenge, the Justice and Public Safety Leadership degree program is specifically designed to make the process as professional, efficient, and painless as possible!

First and foremost, the program assesses the participant's previous learning wherever they learned it—post secondary education, professional development, "in house" training, or "on the job". The program then recognizes the learning by facilitating direct access into relevant third year university courses. Upon successful completion, graduates are granted a universally recognized Bachelor of General Studies degree from Simon Fraser University after completing 60 credit hours of study. But, the advantages of this program don't stop here.

The program is characterized by small classes comprised of working adults from the field of justice and public safety within



In the cohort model the team of learners support and assist one another.

a cohort—a well chosen group of individuals who come together to learn experientially over a three year, intense period. The cohort model is known to be particularly successful with mature

learners who are familiar with working in teams and with people from similar professions. In the cohort model the team of learners support and assist each other, often working together in team-based, relevant learning projects.

Part time in both nature and design, participants attend "school" four times during each university semester, on Thursdays, Fridays and Saturdays. All of these program features add up to a professional, student-focused program, presented in the student-friendly environment of the Justice Institute of British Columbia.

The Leadership degree program, offered in partnership with Simon Fraser University,

includes a core of business and liberal arts courses, as well as a series of electives, providing graduates with a strong and varied academic foundation. Participants often draw their case work from real challenges in their work place.

The Justice and Public Safety Leadership degree program is now accepting applications for the January 2001 intake.

The deadline date for applications is August 31, 2000. For more information call Catherine Dawson at (604) 528-5569, email cdawson@jibc.bc.ca or visit our website at www.jibc.bc.ca.



"This has been an incredibly positive experience. The program combines academic work and real life situations." Karen White, Richmond Fire Department

The first cohort of graduates of the Justice and Public Safety Leadership Program will convocate in June of 2001.

Police Training

Okay, so your major client is an organization that approves and pays for the training you deliver each year – but the training itself is delivered to people who work for an entirely different organization. Strange as that may sound, that's how it works with police training.

The Police Services Division of the Ministry of Attorney General provides the budget for training BC's municipal police officers. The Police Services Division is the main client of the JI's Police Academy.

The Attorney General is responsible for the Police Act and the provincial laws, which govern policing. By funding training, they ensure that all municipal police officers in the province receive consistent, high quality, standardized training.

While the Police Services Division is the client, it is BC's 12 municipal police departments that receive the service. Recruit training is the main component of the contract, that also includes training for in-service police officers, and the Assessment Centre Services. The Police Academy delivers the following services through its core contract with Police Services:

- *Recruit training – At present this consumes the largest portion of the training budget (63% in 1999/2000). This year the academy will put approximately 150 recruits through training.*
- *Advanced training – A range of operational, developmental and management courses for in-service officers. The Academy offers between 25 and 30 courses each year.*
- *Assessment Centres – Assists police agencies in determining an individual's suitability for hiring or promotion. This service is provided only on request.*
- *Library services – Police personnel throughout the province have access to the resources of the Justice Institute library which specializes in materials of interest to the police community.*
- *Research and development – Provided on request. A recent example is a report on the issue on whether SkyTrain security officers should be appointed and trained as municipal police officers.*
- *The municipal police registry – A list of all current serving municipal police officers.*

Continued on page seven



Recruit training has increased 40% in the last two years.

One of a Kind in Canada

It's a site like no other in Canada. With an unbelievable array of training props, it's like an amusement park for training. It's the JI's Fire and Safety Training Centre in Maple Ridge, and it's the best fire training ground in Canada.

Serving clients from industry, the fire service, and marine, they train over 6,000 students each year. The props include an actual train derailment, a four story burn building, and a tower crane, to name just a few. Courses range from basic extinguisher training, to confined space rescue, hazardous materials training and everything in between. All programs delivered by the centre meet industry standards, whether they be NFPA, WCB, or Transport Canada regulations or standards.

Customizing existing programs is a huge part of what they deliver. A client sends their staff to take a program such as the Rail Tank Car Specialist, and needs to ensure they get enough exposure on chlorine cars. The course is delivered, with a focus on the specific hazards as requested.

Sometimes meeting customer needs means delivering a course off-site, at the client's workplace. Many of the courses are transportable, and delivering the course at a client's work site often allows the instructor to customize the training even more.

Small class sizes are essential to achieve the learning outcomes. The training is intensive with lots of hands-on experience and team interaction. Class sizes range from 12 to 16 students, ensuring the instructors have ample time to spend with each student.

Experienced instructors are the key to the success of the whole operation. The centre has a core group of full time, highly skilled experts. In addition, they rely on a team of industry people who bring current field expertise to the classroom when required.

So if you're looking for the best fire safety training in Canada, come to the JI's Fire & Safety Training Centre.

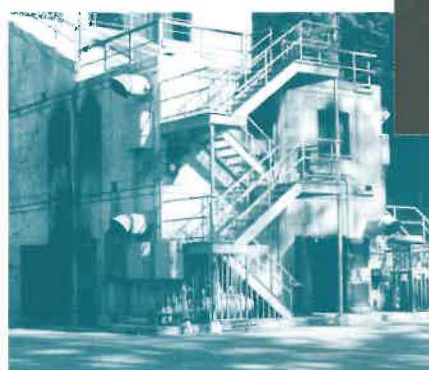


The 11 car train derailment was created with support from industry.



Industrial Fire Fighting is one of the many programs offered to clients from industry and the fire service.

The training is intensive, with lots of hands-on experience and team interaction.



The 4-story burn building



One of the newest additions to the training site, a tower crane, used for tower crane rescue training.

THE 15 ACRE TRAINING SITE HAS AN AMAZING ARRAY OF PROPS:

- Three hazmat training pads
- An 11 car train derailment
- 4 story "live burn" building
- Ship mock up (marine emergency duties training)
- Smoke house
- Auto extrication site
- Industrial training pads
- Extinguisher training pad
- Propane emergency pad
- Tower crane

THE PROGRAMS:

- Atmospheric Monitoring – Levels I and II
- Auto Extrication – Levels I and II
- Career Fire Fighter Pre-employment Training
- Confined Space Rescue Awareness
- Confined Space Entry and Rescue
- Confined Space Rescue
- Emergency Vehicle Driver Training
- Emergency Vehicle Operation
- Fall Protection
- Fire and Structural Integrity
- Fire Department Incident Safety Officer
- Fire Safety and Extinguisher Training
- Hazardous Materials Emergency Response
 - Awareness Level
 - Operations Level
 - Technician Level
 - Spill Control
- Heavy Tactical Team Rescue – Awareness and Operations Level
- Industrial Fire Fighting – Awareness, and Levels I and II
- Introduction to the Fire Service – Part II and Part III
- Live Fire Levels I, II, III and IV
- Live Fire Special
- Pumps and Pumping
- Rail Tank Car Specialist
- Refinery Fire Fighting Levels I and II
- Shipboard Fire Fighting for the Land Based Fire Fighter
- Strategies and Tactics
- Technical Rope Rescue
 - Awareness Level
 - Operations Level
 - Technician Level
 - Tower Crane Rescue

For information on training and the training site, contact: Dan Murphy, Manager, Fire and Safety Training Centre (604) 462-1000 or dmurphy@jibc.bc.ca

Joining Forces with Canada's Military

When the Canadian Forces Medical Services School (CFMSS) went shopping for a training partner, the key word was "partner".

"We were looking for an organization that was interested from an ethical and philosophical point of view in the sharing of learning opportunities for the mutual benefit of both organizations," says Major Leslie Newell, Chief Instructor of the Canadian Forces Medical Services School. Newell is responsible for the design, development and delivery of all training at the school. The CFMSS provides medical training for personnel working in every branch of the Canadian Military. The closure of military hospitals, following a 1991 report by the Auditor General, took away the school's opportunity to provide clinical training to students. This, coupled with an increased demand for trained medics and an ongoing drive to be more effective, led the CFMSS to look outside the military for training expertise in pre-hospital care. This was a huge change for the military school, which had never before looked outside for training expertise.



The train the trainer model enables the military to assume more of the training delivery.

The search began in August of 1998. The CFMSS looked across the country at all of the colleges and institutes delivering pre-hospital care training. In looking for

a partner, they wanted an organization that would help them design and deliver training, and at the same time, work with their staff to enhance their expertise as trainers so they could assume more and more of the training delivery. They also wanted an organization that was willing to be mobile, to take their expertise and deliver it at the Camp Borden military school in Ontario.

The JI was one of the organizations being considered. The institute's Paramedic Academy was known nationally and internationally for its training expertise.

"Our relationship with the BC Ambulance Service was seen as very positive," says Penny Clarke Richardson, Director of Program Delivery for the Academy. "We work very closely with BCAS, ensuring that the people we train have the skills to do the job. The military also looked at the work we've been doing with the Hong Kong Fire Services Ambulance Command and the Singapore School of Military Medicine. We've worked with them to develop training programs and to train their trainers - this was the type of collaborative relationship the Canadian military was interested in."

After eight months of research and discussions, the CFMSS had narrowed their search to the JI.

"The JI's work ethic, and philosophical approach to emergent care was something we hadn't found anywhere else," says Newell "as an organization they are interested in learning outcomes."

In May of 1999 a contract was signed, and the JI began working with the CFMSS on the pre-hospital care com-



Working in partnership to deliver the pre-hospital care component of the military medic program.

ponent of their military medic training program.

The JI is currently delivering the CMA I/EMA I program. The training includes computer-based independent study on the Web by the students, followed by hands-on workshops and practicums both on-ambulance and in-hospital.

"In the first course, the entire faculty was ours," says Clarke Richardson, "each time we deliver the program more CFMSS staff take over instruction."

Almost one year into the contract and both parties are pleased with the relationship.

"This is a significant contract for us because of the strength of the part-

nership," says Clarke Richardson "the exchange of best practices and the learning we've gained by seeing other perspectives will only strengthen the work we do with the BC Ambulance Service."

"I had a really strong belief that this organization was the right fit," says Newell, "the more I learn about the organization and the more staff I meet reinforce that. No relationship where you're breaking new ground is painless, but we're both here for the outcome, so we work through the difficulties of the process. The real and long term benefit is the spirit of the partnership that has developed, and what it brings to both organizations."

Police Academy *Continued from page five*

- Development and distribution of online training bulletins and legal studies resources.
- Production of training videos when required.

Each year, the Police Academy develops a training plan and presents it to the Police Services Division for review and approval.

The training plan is developed in consultation with the training officers advisory committee, made up of the training officers of the municipal departments. The committee meets four times a year to discuss training issues. Another group that influences the training plan is the Municipal Association of Chiefs of Police. This group meets monthly and

is attended by Steve Watt, Director of the Police Academy. The issues discussed by the chiefs often result in training initiatives.

Through involvement with the training officers committee and the Chiefs of Police, the Academy ensures that the service it is providing is what is needed by the police forces.

The training plan involves balancing and weighing priorities. Right now there is a tremendous demand for training for new police recruits, as many senior officers reach retirement age. Recruit training now consumes more than 60 percent of the yearly training budget. At the same time, the departure of the senior officers increases the

demand for advanced programs in management and leadership to enable current officers to fill the positions of those who retire. The training plan aims to meet the needs of the police community within the budgetary framework provided by the Ministry. It's a challenge, and it works.

Who's Who at the JI

The Management Committee:



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What's New



ABORIGINAL TRAUMATIC STRESS CERTIFICATE PROGRAM

Comprehensive training in trauma assessment and intervention for professionals working within First Nations communities or with First Nations clients. Available on contract for Aboriginal communities and agencies.

Contact: Renée Nyberg-Smith (604) 528-5621

ADVENTURE-BASED LEARNING WITH YOUTH

The Social Services and Community Safety Division is offering a pilot series of courses in Adventure-Based Learning for professionals who work with youth. The series is based on the principles of programs such as Outward Bound, and enables professionals to enrich their programs by using proven techniques of experiential learning. These courses will be offered as part of a certificate program in the fall of 2000.

Contact: Sandra Rice (604) 528-5633

NEW ONLINE COURSES

The Corrections and Community Justice Division now offers the following courses online at www.jibc.bc.ca

- Overview of the Youth Justice System and the Role of the Youth Probation Officer
- Overview of the Criminal Justice System and the Role of the Adult Probation Officer
- Preparing for the Panel Interview (Probation Officer Courses)
- Introduction to Family Justice Services in BC (Correspondence)
- Denial and Distortions 100 (Sex Offender Awareness Program)

In July the division will run its first distance training version of the Adult Probation Officer Employment Readiness Programs.

IN THE WORKS

The Emergency Management Division will soon be offering an Applied Emergency Management Diploma program. Watch for more details in the next issue of JI Journal.

POLICE LEADERSHIP CONFERENCE APRIL 12-14

The Police Academy, together with the BC Police Chiefs (including the RCMP), the Ministry of Attorney General (Police Services Division), and the Police Leadership Forum through the Canadian Police College, are hosting the annual police leadership conference at the Pan Pacific Hotel, April 12-14. The conference is attended by police personnel from across Canada and the Western United States.

Reserve Training Begins at the JI

In January, the Police Academy began delivering the first course of the new Provincial Auxiliary/Reserve Constable training program to a group of 30 aspiring Vancouver Police Reserve Constables. This 12-week program is the new Provincial program for these valuable community policing volunteers.

LIBRARY CATALOGUE ON THE WEB

Later this month the JI Library catalogue will be on the web site, enabling you to do an on-line search of the library's resources, and more. Check it out at www.jibc.bc.ca.



FIRE PROGRAMS IFSAC ACCREDITED

Last fall the International Fire Service Accreditation Congress (IFSAC) visited the Fire and Safety Division to review a number of programs. On September 30th the IFSAC Board granted accreditation to the following programs:

Fire Fighter Levels I and II

Driver/Operator – Pumper

Fire Officer Levels I, II, III and IV

Fire Inspector I

Fire Service Instructor Levels I and II

Hazardous Materials – Awareness and Operations Levels

THE NETWORK: INTERACTION FOR CONFLICT RESOLUTION CONFERENCE IN JUNE

Marg Huber, Director of the JI's Centre for Conflict Resolution, is chairing a major national conference on conflict resolution, scheduled for June 10-13 at UBC.

Contact: Marg Huber (604) 528-5613

NEW CERTIFICATE PROGRAM

A new certificate in Internet Investigation and Security will be offered in April by the Canadian Centre for Information Technology Security (CCITS). CCITS is a joint initiative of the Justice Institute of BC and UBC.

Contact: Laura Stoner (604) 528-5604.