

**JJ  
JUSTICE  
INSTITUTE  
OF B.C.**

# **SOCIAL SERVICES & COMMUNITY SAFETY DIVISION**

*Training for Safer Communities*

## **Calendar**

**SEPTEMBER TO DECEMBER  
1999**



# Welcome!

## Social Services & Community Safety

Welcome to the Fall 1999 Social Services & Community Safety Division calendar. This new and improved calendar format is one result of a number of exciting changes that have occurred this past year in the division. Our program staff are committed to offering certificate programs, courses, workshops, and special events that reflect current trends in the human services field. We want to ensure that the programs we offer continue to be innovative, learner-centred, and sensitive to the needs of individual participants. As you read through the calendar, you will note a number of new courses and workshop topics that we hope you will find suited to your training and professional development needs. Some of the courses that we are excited about include: *Safe Teen, Powerful Alternatives: Skills to Stand Strong with Violence*; *EMDR and Sexual Abuse: A Workshop for Clinicians*; *Adventure-Based Learning with Youth*; *Values-Based Strategic Planning: The Foundation of Organizational Effectiveness*; and *Helping Organizations Heal: Critical Incidents in the Workplace*.

I would also like to draw your attention to the revised section on **Child, Youth, and Family**, beginning on page 7. You will note that some of the course offerings in our certificate programs can now be taken individually. In the near future, you will be able to select courses from one or more of the certificate programs described in this section to create your own certificate program.

We are also developing two new programs that will be of special interest in Aboriginal communities. The **Traumatic Stress Certificate Program for Aboriginal Practitioners** was piloted this past spring with the Round Lake Treatment Centre. Based on the positive feedback we received, this program will be available to other communities around the province beginning in January 2000. Another initiative currently being developed is a joint diploma with the B.C. Institute of Technology (BCIT) in **Social Development and Leadership Skills** for Aboriginal executive directors and managers. Watch for more details on both these programs in the coming months.

Next spring, as part of our overall commitment to increase access to our programs and acknowledge the skills and knowledge that participants have acquired, we will be introducing a prior learning assessment and recognition (PLAR) process in some of our program areas. Further details on PLAR and the eligible courses will be found in our Winter/Spring 2000 calendar.

As always, your feedback is important to us. Let us know what you think of our new courses. Tell us what you would like to see offered in the next calendar. I can be reached by phone at (604)528-5628 or by e-mail: [srivkin@jibc.bc.ca](mailto:srivkin@jibc.bc.ca).

Shelley Rivkin  
Director

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## JI Telephone Numbers

Registration Office.....	(604)528-5590
General Inquiries, Receptionist.....	(604)525-5422
First Nations Advisor .....	(604)528-5621

Library.....	(604)528-5599
Instructional Media Development Centre .....	(604)528-5600
Student Services Advisor .....	(604)528-5663

## General Information

### COURSE TIMES

Unless otherwise noted, SSCSD courses will be held at the Justice Institute and will be in session from 9:00 am to 4:30 pm.

### PARKING

Parking at the JI campus is free of charge.

### PAY PHONES

Pay phones are located on the ground floor of the building.

### FOOD ON CAMPUS

Cafeteria hours of operation are from 6:30 am to 4:00 pm Monday through Friday. Vending machines are located in the atrium. Food is not permitted in the classrooms.

## Social Services & Community Safety Division Graduation May 4, 2000

Graduation ceremonies for SSCSD certificate programs candidates will take place on May 4, 2000, from 6:00 to 9:00 pm. Candidates who have successfully completed the requirements for certificates in the following programs will be invited to participate:

- Basic Supervisory Certificate
- Child Abuse and Neglect Support Worker
- Child Sexual Abuse Intervention (all options)
- Couple and Family Therapy
- Couple and Family Support Worker
- Critical Incident Stress (both options)
- Management Development for Residential Settings
- Substance Use/Misuse
- Trainer Development
- Trauma Counselling and Clinical Intervention
- Working with Youth in Community Settings
- Traumatic Stress Certificate Program for Aboriginal Practitioners





## JUSTICE INSTITUTE OF B.C. OUR VALUES

### Student-Centred

*Our programs, courses and services focus on providing practical job-oriented skills to meet the learning and developmental needs of our students.*

### Accessible

*We believe learning and employment opportunities should be equitable and available to all.*

### Innovative

*We believe new ideas and new ways of providing learning build on our successes, and ensure flexibility and creativity.*

### Positive and Supportive

*We strive to maintain a positive, supportive and safe learning and working environment.*

### Quality-Driven

*We are committed to excellence and continuous improvement, reflecting the highest standards in justice and public safety.*

### Relevant

*Our programs, courses and services enhance justice and public safety and are relevant to the needs and interests of the people we serve.*

### Responsive

*We respond quickly and appropriately to the changing learning needs of the people we serve.*

### Teamwork

*We produce our best work by communicating, planning and working together in an atmosphere of mutual respect and trust.*

### Partnerships

*We believe in developing partnerships that provide leadership and innovation in justice and public safety education and training.*

## Who to Contact

If you require specific information on a course offered in this calendar or want more information on the Social Services & Community Safety Division, please contact one of our staff at the appropriate number listed below. If you have an idea for a new course or want to discuss some program ideas that could be offered in the future, please call the Director, Shelley Rivkin.

Shelley Rivkin, Director .....srivkin@jibc.bc.ca ..... 528-5628  
Dennette Retel, Administrative Assistant.....dretel@jibc.bc.ca ..... 528-5632

### Child Abuse and Trauma, Counselling, Women's Issues, Substance Abuse

Natalie Clark, Program Coordinator .....nclark@jibc.bc.ca ..... 528-5627  
Cheryl Bell-Gadsby, Program Coordinator.....cgadsby@jibc.bc.ca ..... 528-5626  
Amber Hall, Program Assistant.....ahall@jibc.bc.ca ..... 528-5620  
Heather Olson, Program Assistant .....holson@jibc.bc.ca ..... 528-5573

### Community Safety, Crime Prevention, Bylaw Enforcement, Critical Incident Stress

Carol McClenahan, Program Coordinator.....cmcclenahan@jibc.bc.ca ..... 528-5685  
Meenpal Basi, Program Assistant.....mbasi@jibc.bc.ca ..... 528-5630

### Management Development for Residential Settings, Working with Youth

Sandra Rice, Program Coordinator.....srice@jibc.bc.ca ..... 528-5633  
Nenita Capili, Program Assistant .....ncapili@jibc.bc.ca ..... 528-5631

### Workplace Skills, Trainer Development

Patricia McNeill, Program Coordinator.....pmcneill@jibc.bc.ca ..... 528-5623  
Nadine Wolitski, Program Assistant.....nwolitski@jibc.bc.ca ..... 528-5619

### Marketing and Special Projects

Tamar Levi-Bandel .....tlevi-bandel@jibc.bc.ca ..... 528-5625

### First Nations Student Advisor

Renée Nyberg-Smith .....rnyberg@jibc.bc.ca ..... 528-5621

### Child Protection Worker Pre-Employment Program, Graduated Licensing Project

Cori Wong-Hemmings .....cwong-hemmings@jibc.bc.ca ..... 528-5583  
Nadine Wolitski, Program Assistant (CPW) .....nwolitski@jibc.bc.ca ..... 528-5619  
Meenpal Basi, Program Assistant (GLP) .....mbasi@jibc.bc.ca ..... 528-5630

## Visit us at [www.jibc.bc.ca](http://www.jibc.bc.ca)

The Social Services & Community Safety Division Web site is one of the best resources available when you are looking for information about our courses and certificate programs.

You can check on course requirements, times, dates, certificate programs, instructors, how to apply for a particular certificate, and so much more.

The latest news is at your fingertips!

Our Web site will be under reconstruction over the next few months. We welcome your comments and ideas as we expand and become more user-friendly.



## Community Partnerships

Community partnerships are our strength. We collaborate with agencies, organizations, other post-secondary institutions, and communities throughout B.C. to develop training, offer courses, and plan high-profile events. We can also custom-design and deliver a broad range of skills-based courses and certificate programs to meet the needs of employees working in government ministries, Crown corporations, municipal offices, non-profit organizations, and private industry.

There are a number of ways we can work together. Individual organizations may select courses offered in our current calendar and arrange for them to be delivered at the work site. A coalition of community organizations may seek our assistance in coordinating a conference or planning a special event, or a regulatory body may request that we work with it to design training for its own staff and others affected by new policy initiatives or legislative changes.

If you are interested in working with us to bring training or professional education to your job site, community, or professional group, please feel free to contact Shelley Rivkin, Director, Social Services & Community Safety Division, at (604)528-5628 or e-mail [srivkin@jibc.bc.ca](mailto:srivkin@jibc.bc.ca).

Visit our Web site at [www.jibc.bc.ca](http://www.jibc.bc.ca) and find out about the projects and initiatives we are involved with.

## First Nations Student Services

Renée Nyberg-Smith, the First Nations Advisor, is available to support Native students attending courses at the JI. This includes academic counselling, emotional support, or just someone to talk to. Renée is available in person, by phone, by fax, or by e-mail. Please feel free to contact her with any questions. Renée can be reached at:

Office: A226  
Phone: (604)528-5621  
Fax: (604)528-5640  
E-mail: [rmyberg@jibc.bc.ca](mailto:rmyberg@jibc.bc.ca)  
Web: <http://www.jibc.bc.ca/ccs/f-ccs.html>

## Students with Disabilities and Special Learning Needs

The Justice Institute has received funding from the Ministry of Advanced Education and Training to provide classroom support to students with disabilities and special learning needs who meet Social Services & Community Safety Division course requirements. For more information on the support services available, please contact the Student Services Advisor at (604)528-5663 or TDD/TTY at (604)528-5655. The New Westminster campus of the Justice Institute is completely accessible. Wherever possible, Social Services & Community Safety Division courses held off-site will be offered at wheelchair-accessible locations.

## Certificate Programs

Did you know that we can develop certificate programs on a contract basis to meet the specific needs of individual communities and organizations?

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## SPECIAL EVENTS

### Spirit of Community Living Day

Saturday, October 2, 1999  
10:00 am - 2:00 pm  
Justice Institute of B.C. Campus  
715 McBride Boulevard, New Westminster, B.C.

You're invited!

October is Community Living month. Please join us as we celebrate the inclusion of people with developmental disabilities in our communities. Community Living Society, Fraserside Community Services Society, the Justice Institute of B.C., and New Westminster Parks and Recreation are partnering to host this celebration. The event includes educational workshops for everyone, demonstrations and displays from the JI and the community, prizes, and entertainment for the whole family. Child minding services will be available.

10:00 - 11:30 Workshops  
11:30 - 2:00 Fire, Police, Emergency Management demonstrations; displays from a variety of community members; balloons, face painting, and arts and crafts table for children; film presentations

The following workshops are open to everyone:

- Once Upon a Conflict: Using Storytelling to Understand and Resolve Conflict
- How You Can Save Someone (from a heart attack or choking)
- Hug a Tree and Survive (survival skills for when you are lost)
- Juggling Family, Work, and Friends (stress management for everyone)
- Personal Preparedness (what to do in an earthquake or disaster)
- Crime Prevention at Home (security techniques to keep your home and family safe)
- Managing Risk at Home (prevent home accidents, prepare safe food, etc.)
- Theatre Terrific Society Performance Development Workshop (a workshop focusing on fostering creative expression in the theatre; no experience necessary)

Fees are \$5. All proceeds will be donated to British Columbia Association for Community Living library fund.

☎ For a more detailed brochure, contact Nenita Capili at (604)528-5631 or e-mail [ncapili@jibc.bc.ca](mailto:ncapili@jibc.bc.ca).

### Voices from Each Generation: Reclaiming Wellness in Aboriginal Communities

February 17-19, 2000  
Executive Inn, Coquitlam, B.C.

Co-sponsors: Justice Institute of B.C., Native Education Centre, and Nicola Valley Institute of Technology

Due to the overwhelming response from the Voices from Each Generation: Healing the Effects of Generational Trauma Conference in 1997, the co-sponsors have decided to host a second conference to look at new issues and breakthroughs. This program is for Aboriginal and non-Aboriginal social service providers, administrators, and policymakers involved in health and wellness in First Nations communities. The conference will provide opportunities to explore culturally relevant approaches to prevention and healing from the effects of generational trauma, and to build bridges between Aboriginal and non-Aboriginal service providers, agencies, and communities.

The focus of the year 2000 conference is a reflection on and an opportunity to affirm First Nations frameworks in the areas of prevention, intervention, and community development. The conference will be divided into three areas:

#### Day 1: Emotional impact of trauma and healing tools

- Understanding the impact and treatment of long-term trauma
- Racism - working together across differences
- Substance misuse and harm reduction/FAS/NAS
- Addressing the cost of secondary trauma to Aboriginal caregivers
- Sexual exploitation of youth

#### Day 2: Transforming trauma via art and culture

- Artistic expression for facilitating reconnection and transformation
- Incorporating spirituality/culture in practice
- Working across generations

#### Day 3: Hope for the future

- Organizational wellness
- Assessment, planning, and intervention in group/community trauma
- Innovative models of service delivery
- Restorative justice

Fees: \$275 before December 1, 1999  
\$325 after December 1, 1999  
(Student and one-day rates are also available)

☎ For more information, contact Renée Nyberg-Smith at (604)528-5621 or e-mail [rnyberg@jibc.bc.ca](mailto:rnyberg@jibc.bc.ca).

## ■ CHILD, YOUTH, AND FAMILY

We are a family of programs within the Social Services & Community Safety Division of the Justice Institute, and within the society of human service work. The Child, Youth, and Family program area consists of the following topic areas:

- Child Abuse and Trauma
- Counselling and Supportive Interventions
- Women's Issues
- Working with Youth

The programs described here will provide beginning practitioners with new knowledge and practical skills; intermediate practitioners with enhanced knowledge and skill development; and experienced practitioners with the opportunity to contribute to the evolution of knowledge and to advance practice in the field.

Many of these courses may be taken in one of three ways:

- As individual courses
- As part of a certificate program
- On a contract basis

The Child, Youth, and Family program area has three Program Coordinators: **Natalie Clark**, M.S.W., R.S.W., and **Cheryl Bell-Gadsby**, M.A., R.C.C., for the Child Abuse, Trauma, and Counselling and Supportive Interventions programs, and **Sandra Rice** for the Working with Youth program. We are all committed to adult education and community and professional development, and bring many years of clinical and teaching experience to these programs. We welcome the opportunity to assist you in planning and meeting your professional development needs.

## SPECIAL EVENTS

### **Creating a Legacy of Hope: International Conference on Children Exposed to Family Violence**

October 27-29, 1999  
Robson Square Conference Centre  
Vancouver, B.C.

This conference will bring together counsellors, transition house staff/shelter staff, social workers, educators, psychologists, and members of the criminal justice system to explore new and emerging practice, research and advocacy issues, and strategies related to children and youth exposed to family violence. Sponsors include the B.C./Yukon Society of Transition Houses, the B.C. Institute Against Family Violence, and the Justice Institute of B.C.

☎ For more information, contact the BC/Yukon Society of Transition Houses at (604)669-6943.

### **Trauma and Recovery: A Special Training Session with Dr. Judith Herman**

November 8-9, 1999  
Executive Inn  
Coquitlam, B.C.

Judith Herman, M.D., is the Director of Training of the Victims of Violence Program at Cambridge Hospital, a founding member of the Women's Health Collective, and the author of *Father-Daughter Incest and Trauma and Recovery*.

Fee: \$195

☎ For more information, contact Natalie Clark at (604)528-5627 or e-mail [nclark@jibc.bc.ca](mailto:nclark@jibc.bc.ca); or Cheryl Bell-Gadsby at (604)528-5626 or e-mail [cgadsby@jibc.bc.ca](mailto:cgadsby@jibc.bc.ca).



### Child Abuse and Neglect Support Worker Certificate Program

#### PURPOSE

The certificate program and courses were developed in response to the evolution of the field of child abuse prevention; the rapid, unprecedented changes in services to children, adolescents, and families occurring in the province of British Columbia; and the need for front-line support workers to respond to child abuse and neglect within an integrated Ministry of Children and Families context. The program will provide participants with a comprehensive theoretical framework of child abuse and will emphasize practical skill development.

#### WHO SHOULD ATTEND?

The certificate program is designed for a variety of front-line professionals and para-professionals who work with children and adolescents who have experienced child abuse and with

their families. To enter the program, applicants must complete an admissions form (please contact Amber Hall at (604)528-5620 to request a form).

#### CERTIFICATE OF ACHIEVEMENT

A certificate of achievement will be given to registrants who attend all four courses (a total of 10 days) in the order listed below and successfully complete the written assignment.

For more detailed information on the certificate program, course content, and admission requirements, please contact Natalie Clark at (604)528-5627 or e-mail [nclark@jibc.bc.ca](mailto:nclark@jibc.bc.ca).

Those interested in participating on a course-by-course basis can register for individual courses in the following sequence.

#### Core Courses

##### 1. Understanding Child Abuse and Neglect (#EP260)

In this first course in the certificate program, participants will analyze the impact of historical systemic oppression on children, develop a comprehensive theoretical framework of child maltreatment, and understand current systemic responses to child maltreatment.

Length: Two days  
Dates(s): October 15-16  
Fee: \$170  
Instructor(s): Fran Grunberg, M.S.W., R.S.W., and Tula Castellanos

##### 2. The Impact of Child Abuse and Neglect: Child Development and Resiliency (#EP261)

This course will build on the foundation created in the first course. It will help participants understand child development, the impact of child abuse and neglect on that development, and key factors in promoting resiliency in children and adolescents.

Length: Three days  
Date(s): November 18-20  
Fee: \$195  
Instructor(s): Ronnie Riehm, M.Ed.

##### 3. Supporting Children Who Have Been Abused and Neglected (#EP262)

This course will define the role of a support worker within an integrated Ministry of Children and Families context. It will increase participants' level of skill in supporting children and adolescents who have experienced child abuse and neglect.  
Prerequisite(s): #EP261.

Length: Three days  
Date(s): December 9-11  
Fee: \$195  
Instructor(s): Faye Luxemburg-Hyam

##### 4. Safety and Risk: Support Worker Self-Care (#EP263)

This final course will enable participants to identify the various risks associated with support work and define strategies to maintain worker safety and health.

Length: Two days  
Date(s): January 21-22, 2000  
Fee: \$170  
Instructor(s): Faye Luxemburg-Hyam

## Child Abuse and Neglect Support Worker Certificate Program in Nanaimo

Co-sponsored with Community Education, Malaspina University College. Courses are as follows:

- Understanding Child Abuse and Neglect (#EP260): **October 22-23**
- The Impact of Child Abuse and Neglect: Child Development and Resiliency (#EP261): **November 4-6**
- Supporting Children Who Have Been Abused and Neglected (#EP262): **November 18-20**
- Safety and Risk: Support Worker Self-Care (#EP263): **December 3-4**

Fee: \$920. Registration deadline: September 17, 1999. Participants cannot register for individual courses but must take the entire program.  
Location: 900 Fifth Street, Nanaimo, B.C.

☎ To register, call (250)755-8755.

## Child Abuse and Neglect Support Worker Certificate Program in Terrace

Co-sponsored with Ksan House Society. The entire certificate program will be offered over 10 weekdays in Terrace in Spring 2000. Courses are as follows:

- Understanding Child Abuse and Neglect (#EP260): **April 10-11**
- The Impact of Child Abuse and Neglect: Child Development and Resiliency (#EP261): **April 12-14**
- Supporting Children Who Have Been Abused and Neglected (#EP262): **May 1-3**
- Safety and Risk: Support Worker Self-Care (#EP263): **May 4-5**

Fee: \$940. Participants cannot register for individual courses but must take the entire program.  
Location: Health Unit Auditorium, 3412 Kalum Street, Terrace, B.C.

☎ To register, call (604)528-5590.

## Family Support Worker Certificate Program

### PURPOSE

This certificate program was developed in response to requests for education and training for family support workers. The program will provide participants with overviews of key concepts and models guiding family work, and will offer opportunities for skill development and skill practice.

### WHO SHOULD ATTEND?

This certificate program is for family support workers, social workers, front-line staff, and others working in support capacities with families, who are interested in developing specialized skills and supportive interventions within a family systems framework. To enter the program, applicants must be currently working with families in a supportive capacity, must have a minimum of one year of experience in this area, and

must complete an admissions form. (Please contact Douglas College at [604]527-5161.)

### HOW IS IT OFFERED?

The program consists of five courses totalling 12 days of skill-based training. The two- and three-day courses must be taken in the sequence in which they are offered.

### CERTIFICATE OF ACHIEVEMENT

To receive a certificate of achievement, candidates must complete each of the five courses outlined below, and successfully complete the evaluation activity for each course.

☎ Registration and fees are handled through Douglas College Continuing Education, (604)527-5472.



## Core Courses

### 1. Introduction to Family Support Work (#G550A-19973)

This course provides the foundation for the certificate program. Participants will explore current demographic trends related to families; examine personal experiences, values, and beliefs about families; and consider the value and limitations of working within a family systems context.

Length: Two days

Date(s): **October 15 & 16**, at Douglas College

### 2. Supporting Families within a Systems Framework (#G551A-19981)

This course will introduce participants to a framework for understanding their work with families based on a systemic approach. Participants will consider three main systems directly involved in their work: the support worker's system, the client's system, and the societal system or context. The significance of the interface and interactions between systems is explored, highlighting the implications for the support worker.

Length: Three days

Date(s): **November 25-27**, at Douglas College

### 3. Developing Intervention Skills in Family Support Work (#G552A-19981)

This course provides participants with the opportunity to develop supportive intervention skills within a systemic

framework. Participants will: define "support" within a multicultural context; develop strategies to build rapport and engage with families; identify a process for setting realistic, manageable goals for their work with families; and examine common pitfalls for support workers. Opportunities for skill practice and development are provided through the use of role-plays and case studies.

Length: Three days

Date(s): **February 10-12, 2000**, at Douglas College

### 4. Ethical Decision-Making in Family Support Work (#G553A-19982)

This course provides the context for participants to consider key issues of ethical practice in family support work. Support workers will have an opportunity to explore ethical and practical dilemmas, and to observe and practise problem-solving strategies.

Length: Two days

Date(s): **March 31 & April 1, 2000**, at Douglas College

### 5. Family Support Work Practice Supervision (#G554A-19982)

This course provides an opportunity for participants to present cases from their practice for peer consultation and feedback, and to develop strategies to ensure that they receive supervision and support for their work with families.

Length: Two days

Date(s): **May 5 & 6, 2000**, at Douglas College

## NEW

## Supporting Child and Adolescent Survivors Certificate Program

### PURPOSE

This program is for front-line staff and others who work in a support capacity with sexually abused children and adolescents. The role and function of support and specific skills for working with child and adolescent survivors will be examined.


### WHO SHOULD ATTEND?

This program is for child and youth care workers, family support workers, transition house workers, public health personnel, crisis workers, and social workers and other front-line staff involved with children, adolescents, and their

families. Applicants must be currently working or volunteering with children and/or adolescents in a supportive capacity and must complete an admissions form (please contact Amber Hall at [604]528-5620 to request a form).

### CERTIFICATE OF ACHIEVEMENT

Participants must attend all six days of the program and successfully complete a written assignment.

 For more detailed information on the certificate program, course content, and admission requirements, please contact Natalie Clark at (604)528-5627 or e-mail [nclark@jibc.bc.ca](mailto:nclark@jibc.bc.ca).

### CONTENT

- Create a framework for understanding child sexual abuse within a societal and historical context
- Examine the impact of childhood sexual abuse on the child, adolescent, and family at different stages of their developmental cycle
- Define the support needs of sexually abused children and adolescents, and how a support worker responds to these needs

- Examine coping mechanisms of children and adolescents who have been sexually abused
- Develop and practise skills in supportive interventions and effective advocacy

Length: Six days

Date(s): **October 14-16 & November 15-17**

Fee: \$395

Instructor(s): Lisa Shatzky and Teresa Harris



## Supporting Adult Survivors Certificate Program

### PURPOSE

The six day program will provide participants with an understanding of the role and function of support, and will demonstrate specific skills for working with survivors from the time of disclosure to the completion of treatment.

### WHO SHOULD ATTEND?

This training program is for front-line staff and others who work in a support capacity with adults who were sexually abused in childhood. To enter the program, applicants must be currently working or volunteering with adults in a supportive

capacity and must complete an admissions form (please contact Amber Hall at [604]528-5620 to request a form).

### CERTIFICATE

This program offers participants a certificate of achievement. To receive a certificate, participants must attend all six days of the program and successfully complete a written assignment.

☎ For more detailed information on the certificate program, course content, and admission requirements, please contact Natalie Clark at (604)528-5627 or e-mail [nclark@jibc.bc.ca](mailto:nclark@jibc.bc.ca).

### CONTENT

- Create a framework for understanding child sexual abuse within a societal and historical context
- Examine the impact of childhood sexual abuse on the individual through the life cycle
- Define the support needs of sexually abused adults, and the corresponding role of a support worker in responding to these needs
- Discuss the coping mechanisms of survivors and the impact of factors such as culture, sexual orientation, and ability on the experience of adults who were sexually abused in childhood
- Define an appropriate support role and strategies for working with the survivor of sexual abuse in the context of a larger treatment system
- Develop and practise skills in supportive interventions and effective advocacy for working with adult survivors within an empowerment framework

Length: Six days  
 Date(s): **October 21-23 & November 4-6**  
 Fee: \$395  
 Instructor(s): Heather Whiteford, M.S.W., and Beth Trotter, M.A., R.C.C.

Supporting Child, Adolescent, and Adult Survivors (#CSA134B) (in Terrace)

Co-sponsored with Ksan House Society. For a detailed course brochure, contact Amber Hall at (604)528-5620.

Length: Nine days  
 Date(s): **September 27 – October 1 & October 18-21**  
 Registration deadline: **September 7**  
 Location: Health Unit Auditorium, 3412 Kalum Street, Terrace, B.C.  
 Fee: \$900

## Child Sexual Abuse Intervention: Certificate Program for Practitioners (#CSA105)

In response to requests from the community, we are in the process of redesigning these certificate programs. Future offerings will include a series of individual courses that will lead to a certificate of achievement in areas of specialization including child, adolescent, and adult survivor counselling. Watch for a program brochure in fall 1999 describing the new and improved format, or see page 13 for a listing of individual courses in this content area.

☎ For more detailed information on the certificate program, course content, and admission requirements, please contact Natalie Clark at (604)528-5627 or e-mail [nclark@jibc.bc.ca](mailto:nclark@jibc.bc.ca).

### Trauma Counselling and Clinical Intervention

#### PURPOSE

The courses focus on key theories of trauma and traumatic stress, central concepts in trauma intervention, and practical skill application.

#### WHO SHOULD ATTEND?

This program is designed for counsellors, therapists, clinical social workers, psychologists, and other mental health practitioners who are working with survivors of trauma.

#### HOW IS IT OFFERED?

The program is currently offered once per calendar year and consists of five courses (18 days of core courses, including the two-day prerequisite course). Participants can complete the program in 10 months and must complete the program in two years.

#### HOW TO APPLY

- **Certificate program registration.** Interested applicants must complete an admissions form (please contact Amber Hall at [604]528-5620 to request a form) that describes their clinical/counselling work experience, academic background, and past courses in the area of traumatic stress.
- **Individual course registration.** To register for individual courses, please submit a one-page letter briefly describing relevant work experience and courses taken in the areas of counselling and traumatic stress to Natalie Clark, Program Coordinator, or fax your letter to (604)528-5640.

☎ *For more detailed information on the certificate program, course content, and admission requirements, please contact Natalie Clark at (604)528-5627 or e-mail [nclark@jibc.bc.ca](mailto:nclark@jibc.bc.ca).*

All certificate program candidates and individual course registrants are required to take the two-day prerequisite course, Trauma and Post-Traumatic Stress Reactions (#EP251), after which they can enrol in one of the courses listed below.

#### Core Courses

The following courses can be taken individually, with the exception of #TS223.

##### 1. Introduction to Trauma and Post-Traumatic Stress Reactions (#EP251)

This course is for front-line workers, support workers, victim service workers, peer personnel from high-risk professions (emergency health and human services, police and corrections, various industries), and other service providers working with trauma survivors in an individual, group, or community context. Participants will acquire a basic understanding of trauma, post-traumatic stress, and critical incident stress, and a working knowledge of the impact of trauma on individuals, the community, and trauma responders, including responses at the moment of traumatization, short-term and long-term consequences of traumatization, and Post-Traumatic Stress Disorder. Participants will examine the spectrum of trauma responders in the community and consider their relationship to one other. *This course is a prerequisite for all the Traumatic Stress Certificate Programs.*

Length: Two days  
Date(s): September 24-25  
January 25-26, 2000  
Fee: \$185  
Instructor(s): Joe Solanto, Ph.D.

##### 2. Trauma Assessment and Treatment Planning (#TS210)

This course will provide an overview of assessment and treatment within a socio-political and cultural context. A multi-dimensional approach to assessment and a variety of assessment interviews and instruments will be reviewed. Participants will explore the significance of risk assessment protocols, diagnose Post-Traumatic Stress Disorder (PTSD) using the DSM-IV criteria, understand psychopharmacology and PTSD treatment, and address the therapeutic challenges related to traumatic memory. Participants will also consider the importance of having a theoretical model to guide their treatment work with survivors of trauma, develop a framework for treatment, and apply this framework to specific trauma populations and client presentations. Participants will also apply various assessment tools and treatment-planning concepts to case situations.

Length: Four days  
Date(s): November 3-6  
Fee: \$295  
Instructor(s): Elizabeth Fortes, M.A.; Joe Solanto, Ph.D.;  
Maggie Ziegler, M.A.



## 3. Trauma and the Therapeutic Relationship (#TS221)

This course will assist participants to identify their role in trauma treatment within a continuum of trauma professionals and to develop a model for ethical trauma counselling. The relational injury inherent in trauma will be explored, the implications of this injury for the therapeutic relationship will be discussed, and practical skills to address these issues and create safety in the client-therapist relationship will be presented. Through structured exercises, participants will consider the impact of their values, beliefs, and assumptions in the therapeutic setting; identify and respond to transference and countertransference in their work with trauma survivors; and differentiate these from the causes and symptoms of vicarious traumatization. **Prerequisite(s):** #EP251.

Length: Three days  
Date(s): **December 16-18**  
Fee: \$225  
Instructor(s): Elizabeth Fortes, M.A., and Maggie Ziegler, M.A.

## 4. Trauma Intervention (#TS222)

Participants will develop and practise intervention skills relating to a diversity of trauma experiences and traumatized populations. Participants will learn and apply clinical skills to a range of in-session dynamics and situations, including: skills to manage the emotional intensity and pacing of sessions; identifying and responding to in-session dissociations and survivors' internal conflicts; and clinically managing the conflicts and ambivalence of the therapist. Demonstrations and opportunities for skill practice will be used to explore symptom management (including reducing physiological overreactivity, thought-stopping techniques, creating internal safety, reducing affective overload around traumatic images, and rehearsing new behaviours). **Prerequisite(s):** #EP251.

Length: Five days  
Date(s): **February 24-26 & March 10-11, 2000**  
Fee: \$325  
Instructor(s): Elizabeth Fortes, M.A.; Joe Solanto, Ph.D.; Maggie Ziegler, M.A.

## 5. Trauma Counselling Consultation Group (#TS223)

This course will provide a forum for participants to evaluate their current clinical work with traumatized clients, consider what has and hasn't worked, and integrate the assessment and intervention concepts/skills presented throughout the program. Participants will present audio and videotaped segments of their work with trauma clients (from their practice) for exploration and feedback in a small-group setting. Participation in this consultation group is required for candidates to receive the certificate of achievement.

Length: Four days  
Date(s): **May 5-6 & 26-27, 2000**  
Fee: \$450  
Instructor(s): Elizabeth Fortes, M.A., and Joe Solanto, Ph.D.

## Individual Courses

**NEW**

### Recognizing and Treating Dissociation in Children, Adolescents, and Adults (#CSA187)

Dissociation is often used by children as a creative coping mechanism in frightening situations or situations involving irreconcilable conflicts. Although the dissociation helps ease the fright and pain at the time of trauma, it can lead to long-term dysfunctional coping. This workshop will look at how dissociation develops, recognition of dissociative functioning in children and adults, and treatment of dissociation. Attention will be given to working with individuals who show limited levels of dissociation as well as those who are experiencing dissociative identity disorder. Treatment interventions discussed will include work with the child or adult's family as well as with the individual. There will be opportunities for participants to discuss cases in order to identify when dissociation is happening and the treatment options available.

Length: Two days  
Date(s): **September 24-25**  
Fee: \$185  
Instructor(s): Sandra Weiland, Ph.D., R.Psych.

**NEW**

### Chronic Trauma and Attachment: Understanding the Impact of Early and Chronic Trauma, Abuse, and/or Sexual Abuse on Child Development (#EP310)

This course will be of interest to therapists, counsellors, social workers, mental health and family support workers, and practitioners who are working with children who have been abused, neglected, and/or traumatized. The dynamics of early attachment and the impact of unavailable, insensitive, or hurtful caretaking upon the long-term psychopathology of both the child and the adult will be explored. Participants will examine assessment techniques to distinguish children who have experienced chronic trauma and attachment breaks from those who have experienced a single traumatic incident. This workshop will also help participants to: identify and practise interventions, such as play therapy related to the child who has experienced chronic trauma and attachment breaks.

Length: Two days  
Date(s): **November 1-2**  
Fee: \$195  
Instructor(s): Barbara C. Mills, Ph.D., R.Psych.



## Child Abuse and Trauma

**NEW**

### **EMDR and Sexual Abuse: A Workshop for Clinicians (#TS529)**

This one-day workshop is for EMDR-trained clinicians who are working with abuse survivors. Participants will have an opportunity to review and discuss protocols and cognitive interweaves, discuss problems and successes in applying EMDR to sexual abuse survivors, and case consultation. Participants who wish to present a case should come with EMDR worksheets and client consents. Although Level 2 EMDR training is preferred, participants who have taken Level 1 more than six months ago and are currently using EMDR with abuse survivors will be accepted. **Note:** Instructor Maggie Ziegler has been using EMDR with trauma survivors since 1995, and is an EMDR Institute-trained facilitator.

Length: One day  
Date(s): November 17  
Fee: \$125  
Instructor(s): Maggie Ziegler, M.A.

### **Trauma and Post-Traumatic Stress Reactions, Level II (#EP251A)**

This course is for front-line workers, support workers, victim service workers, and other service providers working in a support capacity with survivors of trauma in an individual, group, or community context. It will build on the theoretical foundation presented in #EP251. Participants will review individual responses to trauma from a multi-dimensional perspective and examine the implications for effective treatment planning. Emphasis will be placed on linking a client's troublesome thoughts, feelings, and behaviours to his/her traumatic experience. An overview of specific supportive interventions within the context of a larger treatment system will be presented, as well as the ethical issues and other challenges inherent in working with trauma survivors.

Length: Two days  
Date(s): November 26-27  
Fee: \$185  
Instructor(s): Joe Solanto, Ph.D.

### **Art and Play Therapy with Neglected and Abused Children (#CY104B)**

This course is for practitioners who use art and play therapy in their work with children who have experienced and disclosed neglect and abuse. Course content reviews 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 (through the various stages of therapy). It is recommended that participants take #CY104 and #CY104A before registering for this course.

Length: Two days  
Date(s): December 10-11  
Fee: \$195  
Instructor(s): Marie Jose-Dhaese, Ph.D., ATR, CET, RPT-S

### **Children Who Witness Abuse, Level I (#CY111)**

This course will be of interest to social workers, family court counsellors, child and youth workers, legal advocates, and practitioners involved in assessing or working with children, youth, or families where violence has been an issue. This course reflects the most recent information and knowledge in the field based on the 54 Children Who Witness Abuse programs of the B.C./Yukon Society of Transition Houses. This course gives an overview of the behavioural consequences and coping styles of children exposed to violence in their homes as well as the most effective strategies for responding to their needs. It also addresses strategies to empower abused women as mothers and explores current challenges in doing this work.

Length: Two days  
Date(s): October 25 & 26  
Fee: \$185  
Instructor(s): TBA

### **Children Who Witness Abuse, Level II (#CY111A)**

This course takes participants through an in-depth understanding of the needs and rights of child witnesses through the transition times in their lives. Through case studies participants will: learn about appropriate interventions, learn how to handle disclosures of witnessing abuse from preschool and school-age children as well as youth, and learn how to do risk assessments. This workshop will also look at the impact of abuse on parenting and how to support parents to better help their children. It will be of interest to those working or coming into contact with children or youth exposed to family violence and with their parents: social workers, family court counsellors, mediators, teachers, counsellors, and youth workers. **Prerequisite(s):** Children Who Witness Abuse, Level I (#CY111).

Length: Two days  
Date(s): December 9 & 10  
Fee: \$185  
Instructor(s): Melody Augustine

## Substance Use/Misuse Certificate Program

### PURPOSE

The Substance Use/Misuse Certificate Program will provide participants with a theoretical overview of key concepts, intervention models, and principles guiding the prevention, assessment, and treatment of substance use/misuse. This program will emphasize a harm-reduction approach, including: understanding of substance use within a bio-psycho-social-spiritual framework; current research and knowledge about interventions; and exploration of social justice issues such as race, class, gender, power, poverty, and violence. Specific assessment and treatment approaches, including motivational interviewing, will be modelled, and opportunities for skill practice and skill development will be provided. This program will highlight multidisciplinary approaches to substance use/misuse.

### WHO SHOULD ATTEND?


This certificate program will be of interest to persons working in a variety of settings, including social services, youth justice, family support, health, and women's services, where they come into contact with youth, families, or adults who are misusing substances.

### ADMISSION TO THE CERTIFICATE PROGRAM

To enter the program, applicants must submit to the Program Coordinator:

- A completed admissions form (to request a form, please contact Heather Olson at [604]528-5573 or e-mail [holson@jibc.bc.ca](mailto:holson@jibc.bc.ca))
- A recent resume outlining relevant work experience, past training in the field, and academic background and/or volunteer experience
- A personal statement of their interest in the program and expectations
- Letters of reference from appropriate professionals

Besides the eight core courses, four days of Justice Institute elective courses are required to complete the certificate program. These elective courses are marked with an asterisk (\*).

 For more detailed information on the certificate program, course content, and admission requirements, please contact Cheryl Bell-Gadsby at (604)528-5626 or e-mail [cgadsby@jibc.bc.ca](mailto:cgadsby@jibc.bc.ca), and ask for a brochure.

## Core Courses

### 1. Understanding Substance Misuse (#AD110)

This course covers current topics, theories, and models of substance use/misuse, including the bio-psycho-social-spiritual model and the harm-reduction approach; continuum of substance use/misuse; impact on the individual, family, and community; identification of barriers to accessing help; and ethical issues and challenges.

Length: Three days  
Date(s): September 13-15  
Fee: \$225

Instructor(s): Jeanne Harris, M.S.W., R.S.W., and Scott Robertson, M.S.W., ICADC

### 2. Continuum of Risk, Care, and Harm Reduction (#AD111)

This course covers such topics as: introduction to the risk continuum, mapping the continuum of care, scope of practice and related strategies, harm reduction, risk management, matching theory to reality, and relapse prevention.

Length: Two days  
Date(s): September 16 & 17  
Fee: \$185  
Instructor(s): Scott Robertson, M.S.W., ICADC

### 3. Assessment of Addictive Behaviours (#AD112)

This course covers: values clarification, identification of helper characteristics, assessment methods and instruments, Transtheoretical Model of Change, motivational interviewing, and treatment planning.

Length: Two days  
Date(s): October 27 & 28  
Fee: \$185  
Instructor(s): Rob Axsen, B.A.

## Counselling and Supportive Interventions

### 4. Integrated Case Management (#AD113)

This course covers: treatment planning as it relates to integrated case management, a multidisciplinary approach to integrated case management practice that includes a review of the current Ministry for Children and Families integrated case practice model, ethical and confidentiality issues, and current practices in documentation/record keeping.

Length: Two days  
Date(s): **November 23 & 24**  
Fee: \$185  
Instructor(s): Janet Amos, M.S.W.

### 5. Interconnected Risk (#AD114)

This course covers: social determinants of health; interconnected risks such as substance use/misuse and violence, trauma, sexuality, mental health, marginalization, and poverty; building your own model/approach; multi-diagnosis; integrated care planning; and safety strategies and complementary treatment approaches.

Length: Two days  
Date(s): **September 28 & 29**  
Fee: \$185  
Instructor(s): Scott Robertson, M.S.W., ICADC

### 6. A Lifespan Approach to Understanding FAS/NAS (#AD115)

This course covers: the impact of prenatal exposure to substances; definition of Fetal Alcohol Syndrome (FAS), Partial FAS, alcohol-related birth defects (ARBD), and Neonatal Abstinence Syndrome; the lifespan approach; effective practice approaches; models and resources for working with pregnant women who are using substances and their families; ethical issues and dilemmas; and personal, professional, and systemic barriers.

Length: Two days  
Date(s): **September 30 & October 1**  
Fee: \$185  
Instructor(s): Janet Amos, M.S.W., and Nancy Poole, M.A.

### 7. Contemporary Issues (#AD116)

This course covers: current policy and its costs, acupuncture and other alternative treatment methods, rapid detox, ethics and methadone, and other current issues.

Length: One day  
Date(s): **October 2**  
Fee: \$95  
Instructor(s): Scott Robertson, M.S.W., ICADC

### 8. Self-Care (#AD117)

This course covers: assessment of personal needs, development of strategies for personal well-being, vicarious trauma, risks and opportunities in working with substance users, design of a self-care plan, and more.

Length: One day  
Date(s): **October 29**  
Fee: \$95  
Instructor(s): Jeanne Harris, M.S.W., R.S.W.

### Electives

Four days of Justice Institute electives are required in the Substance Use/Misuse Certificate Program. Participants can focus their electives within a specific content area or combine electives from the following three streams: Counsellor Skill Development, First Nations (watch for Winter/Spring 2000), and Youth.

The following courses may be used as electives:

- Introducing Narrative Therapy: Ideas and Practices (#AD205) – page 19
- Becoming a More Effective Counsellor (#EP508) – page 21
- The Therapeutic Relationship: Introduction to Ethics and Professional Boundaries (#EP255) – page 18
- Advanced Motivational Interviewing (#AD204) – page 23
- Making Connections: An Introduction to Effective Conflict Resolution Skills for Working with Youth (#CY185) – page 29
- Developing Effective Interventions: Interventions for Moderate to High At-Risk Youth (#CY189) – page 30
- Effective Support and Intervention with Youth Who Misuse Substances: Understanding Ourselves and Adolescents (#AD202) – page 21
- Supporting Females Through the Crisis of Adolescence (#CY190) – page 22
- Making Connections: Managing Emotional and Aggressive Situations with Youth (#CY186) – page 29
- Making Connections: Third-Party Facilitation When Working with Youth (#CY187) – page 29

☎ For more information, contact Heather Olson at (604)528-5573 or e-mail [holson@jibc.bc.ca](mailto:holson@jibc.bc.ca).



## Couple and Family Therapy Certificate Program

### PURPOSE

In response to requests from family practitioners for education and training in couple and family work, Douglas College Continuing Education and Social Services & Community Safety Division of the Justice Institute of B.C. collaborated to develop this certificate program. The program was created in consultation with family therapists working in agency or private practice settings, representatives of the B.C. Chapter of the Canadian and American Association of Marriage and Family Therapy. The program is designed to meet the basic educational requirements of the AAMFT (American Association of Marriage and Family Therapy).

### WHO SHOULD ATTEND?

This certificate program is for experienced counsellors and other practitioners working in a therapeutic setting with individuals, couples, and/or families, who are interested in specific professional training in couple and family therapy.

### HOW IS IT OFFERED?


The program consists of six courses. The courses may be taken individually by practising family therapists or as a series leading to a certificate of achievement.

### CERTIFICATE PROGRAM REGISTRATION

To enter the program, applicants must be currently working with individuals, couples, and/or families, and have a Master's degree in counselling, social work, or equivalent. Each applicant must submit a completed admissions form and a recent resume outlining relevant work experience.

### CERTIFICATE OF ACHIEVEMENT

To receive a certificate of achievement, candidates must complete each of the six courses outlined, and successfully complete the evaluation activity for each course.

 For more detailed information on the certificate program, course content, and admission requirements, please contact Cheryl Bell-Gadsby at (604)528-5626 or e-mail [cgadsby@jibc.bc.ca](mailto:cgadsby@jibc.bc.ca), and ask for a brochure.

## Core Courses

### 1. Introduction to Theories and Models of Couple and Families (#CFT100)

This course provides an introduction to the theory and practice of family systems therapy. Participants will review the historical development of the field, examine the distinctions between individual and systemic approaches, and explore basic concepts, models, theories, and family life cycle issues. The future directions of theory, practice, and research in the field will also be discussed. Throughout the course, contextual factors such as race, ethnicity, religion, age, gender, class, sexual orientation, and abilities will be explored in relation to how they affect families, therapists, and practice approaches. During the first three days, theoretical frameworks, contextual factors, and developmental issues will be examined. The final three days will address specific theories and models in the field, and provide participants with the opportunity to critique and evaluate these models based on the content presented, their own expectations, and practice experience.

Length: Six days  
Date(s): **October 14-16 & 28-30**  
Fee: \$415  
Instructor(s): Glenn Grigg, M.A., R.C.C.; Jung Hwa Suh, M.A.; Judi Clark, M.Ed., R.C.C.

### 2. Couple and Family Assessment (#CFT120)

This course is designed to give a broad overview of the philosophies, methods, and debates surrounding couple and family assessment. Participants will explore the implications of the social context of the client and the therapist, as well as the theoretical context of the therapist. Emphasis is placed on the development of a multi-dimensional, multi-method approach to couple and family assessment. Specific assessment methods and tools are examined as they apply to assessment of individual, dyad, "nuclear" family, and extended family systems. Participants are encouraged to bring case examples and dilemmas from their practice to synthesize course materials that fit their theoretical model.

Length: Six days  
Date(s): **November 18-20 & December 2-4**  
Fee: \$415  
Instructor(s): Glenn Grigg, M.A., R.C.C.; Ellen Shapiro, M.A.; Judi Clark, M.Ed., R.C.C.

## Counselling and Supportive Interventions

### 3. Ethical, Legal and Professional Issues in the Practice of Couple and Family Therapy (#CFT130)

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This course provides a broad overview of ethical, legal, and professional issues that emerge in couple and family therapy. Participants will examine the social and interpersonal context in which these issues are identified, analyzed, and resolved. The socio-legal context of therapy, the personal/professional ethics of the therapist, and current views regarding professional ethics and professional codes will be explored. Participants will have an opportunity to consider the barriers they face in recognizing and dealing with ethical issues; describe a process of decision making when faced with ethical, legal, or professional issues in practice; examine key issues that can arise in the practice of couple and family therapy; and develop a personal plan for ongoing development in this area.

Length: Six days  
Date(s): February 3-5 & 17-19, 2000  
Fee: \$415  
Instructor(s): Cameron Egyeda, M.A. (Ps), and Marilee Sigal, M.A., R.C.C.

### 4. Treatment Methods of Couple and Family Therapy, Level I (#CFT140)

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This course examines the treatment methods of the major theories and models of couple and family therapy. When discussing the “working” or “facilitating change” stage of therapy, the focus will be on strategies and interventions. Issues related to engaging, assessing, contracting and terminating therapy will be examined briefly. The links among perceptual, conceptual, and therapeutic skills in each model of therapy will also be addressed. Participants will describe and analyze their own treatment methods, consider the connections between their approaches and the methods presented, and examine the consistency between theoretical understandings and treatment methods.

Length: Six days  
Date(s): April 13-15 & 27-29, 2000  
Fee: \$415  
Instructor(s): Cameron Egyeda, M.A. (Ps); Glenn Grigg, M.A., R.C.C.; Jung Hwa Suh, M.A.

### 5. Treatment Methods of Couple and Family Therapy, Level II (#CFT150)

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This course examines treatment methods for specific problems that may arise in couple and family therapy. It builds on Treatment Methods of Couple and Family Therapy, Level I, by examining how the conceptual and therapeutic skills developed in Level I can be used to understand and intervene with specific problems. Issues such as divorce, recoupling, psychiatric or physical disabilities, substance misuse, abuse, or violence, and their implications on the selected treatment

methods, will be examined. Contextual factors that affect families, as well as the experiences and patterns common to families with specific issues or problems, will be addressed. Throughout the course, participants will explore the therapeutic challenge of working with these issues without defining their clients by their problems.

Length: Six days  
Date(s): May 25-27 & June 8-10, 2000  
Fee: \$415  
Instructor(s): Heather Whiteford, M.S.W.; Cameron Egyeda, M.A. (Ps); Robert Finlay, M.A.

### 6. Couple and Family Therapy Practice Supervision (#CFT160)

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This course focuses solely on supervision of participants' practice of couple and family therapy. Supervision occurs in small groups over a 12-week period. Participants will present cases from their practice on audio- or videotape for examination and feedback. Supervision will focus on the analysis of practice along theoretical, ethical, and legal dimensions. Participants will be encouraged to describe the treatment methods utilized and provide a rationale for methods chosen. Presentations will also emphasize personal and contextual factors relevant to practice.

Length: Six full-day sessions  
Date(s): March 2-4 & June 22-24, 2000  
Fee: \$450  
Instructor(s): TBA

## Individual Courses: Non-Certificate

These courses provide front-line support workers and those working in the field of counselling, social work, and mental health services with the opportunity to build on existing knowledge, skills, and theory. **The courses emphasize the development of practical skills and effective interventions.**

**NEW**

### The Therapeutic Relationship: Introduction to Ethics and Professional Boundaries (#EP255)

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Counselling is a challenging profession because of the numerous and complex ethical dilemmas that counsellors face daily. A clearly defined ethical framework that is congruent with a counsellor's values prevents boundary violations and practitioner burnout. This course will provide an introduction to the area of professional boundaries and ethical practice, including the limits of confidentiality, dual relationships, conflict of interest, and legal liability. Participants will explore internal and external factors that affect their ability to enact personal values in their role as counsellors, and consider the role of countertransference in developing an effective



counselling relationship. A variety of professional codes of ethics will be examined critically to identify their strengths and limitations in guiding counsellors to assume personal/professional accountability, establish and maintain therapeutic boundaries, and skillfully use ethical judgement in their work. A model of ethical decision making related to boundary issues in counselling will be presented, and participants will develop skills to respond to and resolve conflicts between their personal values and professional codes of ethics.

Length: Two days  
Date(s): **November 1-2**  
Fee: \$175  
Instructor(s): Monica Franz, B.A., RCAT, BCATR

### NEW

#### **Introducing Narrative Therapy: Ideas and Practices (#AD205)**

This two-day course is an excellent primer on demystifying Narrative theory and language. It is open to therapists, counsellors, and mental health professionals interested in learning about this exciting approach and its relevance in substance misuse counselling. Key concepts and practices will be explained and illustrated, such as the story metaphor, mapping the problem, externalizing conversations, unique experiences, and reflecting teams. Narrative approaches to counselling people experiencing substance misuse problems will be discussed and demonstrated through applications in practice. This course is interactive and includes group exercises and conversations designed to assist participants in learning and putting Narrative practices into immediate use.

Length: Two days  
Date(s): **October 12 & 13**  
Fee: \$185  
Instructor(s): Stephanie Saville, M.A., R.C.C.

#### **Fostering and Encouraging Client Responsibility (#EP524)**

You will learn how to effectively encourage those you help or work with develop more self-reliance and identify more effective ways to think about their problems/solutions, the choices they make or do not make, and consequences of their choice. As workers, we can unintentionally and indirectly collude with individuals to: remain "stuck," become dependent on others to solve their problems, and focus on the evaluation of others, such as teachers, counsellors, peers, and so on. This workshop is practical and skill-based. Participants will learn to ask questions that are most effective in teaching others to self-evaluate, take personal responsibility, and build problem-solving skills from within.

Length: Two days  
Date(s): **September 21-22**  
Fee: \$175  
Instructor(s): Elaine Stoll, B.A., R.C.C.

### NEW

#### **Safe Teen, Powerful Alternatives: Skills to Stand Strong Without Violence (#EP562)**

This two-day introductory workshop will present Safe Teen, a skill-based violence prevention program that has been integrated into the curriculum in many school districts throughout B.C. The Safe Teen program is grounded in theory on socialization and gender, and addresses the dynamics of power and powerlessness as the underlying factors of harassment, bullying, and assault. Participants will be introduced to skills and concepts to use in their work with adolescents, including assertiveness, building and respecting boundaries, embracing differences, handling disclosures, defining sexual harassment and sexual assault, and increasing self-esteem/power. Participants will learn how to pass on violence prevention skills to the adolescents with whom they work. This workshop is for youth workers, support workers, teachers, and counsellors who work with adolescents in a variety of settings. Participants are encouraged to wear comfortable clothing. (Note: This is an introduction and a prerequisite to the Safe Teen certificate program. We will be offering six additional days of training during the Winter/Spring session. Upon completion of the six additional days, interested participants will receive a certificate of achievement from the Justice Institute and the Safe Teen program.)

Length: Two days  
Date(s): **October 15 & 16**  
Fee: \$165  
Instructor(s): Anita Roberts

### NEW

#### **Voice Through Poetry: Come and Write Your Tribal Funk (#EP565)**

This experiential workshop will be of interest to counsellors, youth workers, front-line workers, teachers, social workers, and other mental health professionals, both Aboriginal and non-Aboriginal. This workshop is deeply embedded in the celebration and honouring of the oral tradition of Aboriginal people. Participants will have the opportunity to experience creative tools for healing, such as poetry, orature, prose, non-fiction, chant, song, and drama, and to know that these tools can be powerful, inspiring, uplifting, fun tools to empower, give voice, explore, heal, and share life stories. The workshop is designed so that participants can take back the exercises to share with their classes, youth groups, and clients.

Length: One day  
Date(s): **October 16**  
Fee: \$95  
Instructor(s): Krystal Cook



## Counselling and Supportive Interventions

### Everything You Ever Wanted to Know about the DSM-IV: Level I (#EP204)

This introductory course is for counsellors, support workers, group home staff, social workers, and other mental health professionals interested in expanding their familiarity with and understanding of psychiatric concepts and processes in order to better serve their clients who are receiving medical/clinical services within the mental health care system. Participants will examine the *Diagnostic and Statistical Manual of Mental Disorders* (4th edition), review basic psychiatric diagnostic terminology, and explore the Multi-Axial Evaluation according to DSM-IV criteria. Common diagnostic categories such as mood disorders, anxiety disorders, and personality disorders will be discussed, highlighting the role of non-medical mental health professionals in the diagnostic process.

Length: Two days  
Date(s): **October 13-14**  
Fee: \$185  
Instructor(s): Joe Solanto, Ph.D.

### Connecting with Children Under 12: Resolving Anger Issues (#CY192)

This two-day workshop will provide counsellors, social workers, child and youth care workers, and other mental health practitioners with the opportunity to understand and develop skills and strategies to work with children under 12 and their families where anger is an issue. The intervention strategies will focus on: effective communication of anger within a developmental context, identifying specific triggers and the anger cycle for younger children, exploring the role of the family in communication and anger expression, and specific skill practice sessions involving real on-the-job situations. The intervention strategies presented are designed to be incorporated in group and individual sessions with both children under 12 and their families.

Length: Two days  
Date(s): **October 14 & 15**  
Fee: \$175  
Instructor(s): Mary Dowdall, M.S.W., and Susan Leaf, M.A. (Cand.)

#### Course Times

Unless otherwise noted, SSCSD courses will be held at the Justice Institute and will be in session from 9:00 am to 4:30 pm.

### The Art of Marketing and Networking in Private Practice (#EP522)

Marketing is not merely “a way to get clients” but a reflection of a practitioner’s professional and therapeutic integrity. A clearly articulated and well-managed marketing plan contributes to the long-term viability of a private practice. This course is for practitioners who are beginning a private practice and those who have already established a private practice and are interested in enhancing their marketing skills. The course will address issues related to general concepts of marketing a private practice, and will include ethical considerations of marketing, marketing strategies, and the construction and effective implementation of a marketing plan. The principle of personal contact marketing and the use of networking resources will be highlighted. Participants will receive a manual detailing the format for developing a marketing plan. The manual will also include a resource guide and bibliography.

Length: Two days  
Date(s): **October 26-27**  
Fee: \$185  
Instructor(s): Monica Franz

#### NEW

### Crisis Intervention with Children and Youth: Assessment of Suicidal and Homicidal Risk (#EP306)

This course is for therapists, social workers, mental health staff, child care counsellors, probation and corrections officers, teachers, school counsellors, and other practitioners who work with youth. Participants will develop skills to identify and assess suicide and homicide risk factors. They will also examine and distinguish between a range of high-risk indicators, including self-harming behaviours and suicidal ideation. This course will address assessment of suicide risk with children under 12. Participants will have the opportunity to practise their newly learned assessment skills in case scenarios.

This course will focus on innovative outreach and crisis intervention with youth. A theoretical framework, including a gender and cultural context, will be presented, along with hands-on crisis intervention skills to apply to participants’ work with youth.

Length: Two days  
Date(s): **October 22 & 23**  
Fee: \$185  
Instructor(s): Munir Velji, B.A. Crim., M.S.W.

### NEW

#### **Effective Support and Interventions with Youth Who Misuse Substances: Understanding Ourselves and Adolescents (#AD202)**

This workshop is for youth workers, social workers, counsellors, alcohol and drug counsellors, support practitioners, residential care providers, and other related workers who are interested in working with substance-misusing youth. This workshop emphasizes the value of understanding ourselves and youth in order to build supportive relationships and provide effective services to youth. Participants will gain a deeper understanding of substance-misusing adolescents by exploring adolescent development and adolescent values and beliefs, and by listening to the voices of youth. A panel of youth will teach participants about the effective support and services they experienced during their change process. A youth will also lead participants in a discussion about youth empowerment.

Length: Three days  
Date(s): **November 8-10**  
Fee: \$225  
Instructor(s): Kathy Snowden, B.S.W., M.S.W., and Mary Anne Crabtree, B.A. (Hon.), B.S.W.

### NEW

#### **Mental Health Issues for Children Under 12 (#EP307)**

This two-day course is for counsellors, therapists, social workers, mental health staff, child care counsellors, and any other practitioners who work with children under the age of 12. The workshop will help practitioners understand and develop skills for working with children under 12 who may be experiencing a mental health crisis and/or mental health issue. Childhood development and developmental issues will be presented. Topics will include: AD(H)D, childhood depression, anxiety disorders, school phobia/refusal, behaviour management, and crisis intervention with children. Participants will also learn how to do a mental status examination with children. Case scenarios will be presented and participants will be asked to identify mental health issues and develop a treatment plan. Strategies for connecting with children will also be presented.

Length: Two days  
Date(s): **November 12 & 13**  
Fee: \$185  
Instructor(s): Munir Velji

### NEW

#### **Recognizing and Treating Dissociation in Children, Adolescents, and Adults (#CSA187)**

For a course description, see page 13 in the Child Abuse and Trauma category.

Length: Two days  
Date(s): **September 24-25**  
Fee: \$185  
Instructor(s): Sandra Weiland, Ph.D., R.Psych.

### NEW

#### **Chronic Trauma and Attachment: Understanding the Impact of Early and Chronic Trauma, Abuse, and/or Sexual Abuse on Child Development (#EP310)**

For a course description, see page 13 in the Child Abuse and Trauma category.

Length: Two days  
Date(s): **November 1-2**  
Fee: \$195  
Instructor(s): Barbara C. Mills, Ph.D., R.Psych.

### NEW

#### **EMDR and Sexual Abuse: A Workshop for Clinicians (#TS529)**

For a course description, see page 14 in the Child Abuse and Trauma category.

Length: One day  
Date(s): **November 17**  
Fee: \$125  
Instructor(s): Maggie Ziegler

#### **Becoming a More Effective Counsellor (#EP508)**

The course is for front-line workers who are currently working with clients and are interested in building and refining their counselling skills. Participants will explore verbal and non-verbal counsellor-client communications, review a process for reflecting feelings and thoughts, discuss how to use silence effectively, consider how to minimize boundary violations, and identify specific steps to ensure that clients are learning problem-solving skills. Participants will consider 18 characteristics of effective counsellors; seek to model congruency of thoughts, feelings, and actions; and differentiate between support, counselling, and therapy. Demonstrations, video clips, and discussions will be used to present the material and to create an encouraging environment where participants can practise and expand their skills.

*(continued on next page)*

## Counselling and Supportive Interventions

Length: Two days  
Date(s): **October 22-23**  
Fee: \$175  
Instructor(s): Elaine Stoll, B.A., R.C.C.

### **Building on Client Strengths (#EP196)**

Clients bring their specific problems and, in some cases, destructive behaviours to their relationship with helping professionals. It is often difficult for the client and the worker to consider the strengths underneath these behaviours. This course is for counsellors, victim service workers, social workers, and other front-line staff who provide support to children, youth, and adults and are interested in building on existing client strengths. Participants will review the essential elements of self-control theory; develop skills in enhancing existing strengths in their clients; and explore the psychological need motivating these behaviours and survival strategies. Emphasis will be placed on avoiding common pitfalls for support workers, and on supporting clients to strengthen internal responsibility for their behavioural choices.

Length: Two days  
Date(s): **November 5 & 6**  
Fee: \$175  
Instructor(s): Elaine Stoll, B.A., R.C.C.

### **Supporting Children and Families with Invisible Disabilities (#CY193)**

This two-day workshop is for human services practitioners who work with families of children and youth with behavioural disabilities. The focus will be on parenting children and adolescents with attention-deficit hyperactivity disorder, learning disabilities, and extreme temperaments. Secondary disorders such as oppositional defiant problems and conduct disorders will also be addressed. Resources for further help with disorders that affect behaviour, such as Fetal Alcohol Syndrome (FAS), depression, and those in the autistic spectrum, will also be identified.

Length: Two days  
Date(s): **October 22 & 23**  
Fee: \$185  
Instructor(s): Kate Anderson, M.Ed., Ph.D. (Cand.)

### **The Sexual Exploitation of Children and Youth: Issues and Interventions (#EP217)**

This course will provide counsellors, child and youth care workers, family support workers, social workers, school personnel, police, and other practitioners with an overview of the systemic, societal, and legal issues that support and affect the sexual exploitation of children and youth. Participants will examine key issues that place children and youth at risk of

sexual exploitation, including gender, adolescent development, and a continuum of abuse. Participants will also review and practise different intervention options available within a clinical, support, and community development context. Participants will develop a resource kit specific to their work setting.

Length: Two days  
Date(s): **November 1 & 2**  
Fee: \$175  
Instructor(s): Natalie Clark, M.S.W., R.S.W., and Renata Aebi, M.A. (Cand.)

### **Chronic Non-Malignant Pain (#EP570)**

This course will introduce participants to the numerous factors that need to be considered when working with individuals affected by chronic pain. These include culture, gender, family systems, community, medical and legal expectations, and vocational issues. Participants will be provided with the practical interventions and strategies necessary to empower their clients to change and effectively cope with chronic pain in the context of leading a full and productive life.

Length: One day  
Date(s): **November 22**  
Fee: \$95  
Instructor(s): Jeffrey Fisher, M.A., R.C.C.

### **Supporting Females Through the Crisis of Adolescence (#CY190)**

This workshop is for counsellors, youth workers, and support practitioners who are working with young women. Participants will review current theories of female adolescent development, consider cultural and societal constructs of femininity, and apply these theories to their day-to-day interactions with adolescent girls. The course will explore relational tools to facilitate a young woman's exploration of self, and will highlight creative interventions for addressing the developmental issues and crises. The course may be taken as an elective in the Working with Youth in Community Settings Certificate Program.

Length: Two days  
Date(s): **November 26 & 27**  
Fee: \$185  
Instructor(s): Natalie Clark, M.S.W., R.S.W., and Lynn Redenbach, B.A., R.P.N.



**NEW**

### Advanced Motivational Interviewing (#AD204)

This course is for service providers who wish to develop more in-depth knowledge and skills related to motivational interviewing. Motivational interviewing is a system of techniques to assist clients in building motivation to change behaviours, strengthen the commitment to make changes, and maintain changes once they are made. Participants will develop a more comprehensive understanding of how people change, using the Transtheoretical Model of Change, and will learn specific strategies for working with clients at each level of readiness to change. The course material will focus on application towards working with substance misuse issues through use of Decisional Balance Grids, and will address issues around working with resistance and ambivalence. **Note:** Participants will benefit from having previous exposure to an introductory level of Motivational Interviewing, such as that offered in the Assessment of Addictive Behaviours (#AD112) course.

Length: Four days  
Date(s): November 30 & December 2, 7, & 9 (evenings)  
Fee: \$185  
Instructor(s): Rob Axsen, B.A.

**NEW**

### Gay and Lesbian Counselling Issues (#EP267)

This two-day workshop focuses on working creatively with gay and lesbian individuals and couples. The workshop will incorporate theory, information, practical skills, exercises, and discussion. Topics include: the implications of growing up "feeling different," dealing with childhood family of origin issues, gay/lesbian identity issues and roles, non-monogamy and monogamy in relationships, relationship dynamics and blocks to communication, intimacy and sexuality, relationship break-ups and moving on, and living with HIV. Because the focus is working with both individuals and couples, a variety of techniques will be introduced, including the practice of Imago Relationship Therapy. We will also look at values and beliefs of the helper while learning techniques to help clients.

Length: Two days  
Date(s): October 21 & 22  
Fee: \$185  
Instructor(s): Tamara Adilman, M.A., M.Ed.

### Clinical Supervision and Consultation: How to Make it Work (#EP555)

This course is for counsellors, therapists, and other practitioners who are providing clinical supervision and consultation and are interested in further developing their supervisory skills. Participants will differentiate between, and consider the challenges inherent in providing, clinical supervision and consultation (particularly in the field of violence/trauma), and will discuss common problems and why supervision often fails. Participants will develop a supervisory or consultation contract, define their own philosophy of supervision, explore approaches to supervision within a range of clinical/theoretical approaches, and learn to manage transference and counter-transference in the therapist/client/supervisor triangle. The balance between safety and challenge in the supervisory relationship will be highlighted.

Length: Two days  
Date(s): November 15-16  
Fee: \$195  
Instructor(s): Maggie Ziegler, M.A.

### Integrating Energetic Bodywork into a Solution-Focused Counselling Process – Level I (#EP232)

Issues such as chronic pain, anxiety, depression, and trauma reactions affect clients both physiologically and emotionally, and are rarely resolved using cognitive therapy alone. This course explores therapeutic interventions from energetic and solution-focused, and metaphorical, models and approaches. Participants will: acquire practical clinical tools for heightening mind-body communication, develop hands-on skills to help clients reconnect with internal resources, learn the guiding principles and techniques of Level I of the Healing Touch Program, and examine legal and ethical issues related to touch therapy.

This course is open to professionals in mental health-related fields with a Master's degree (or equivalent experience) or a nursing degree, students enrolled in graduate programs in related disciplines, and/or other practitioners with a combination of relevant training and clinical experience. **Note:** A Level I Healing Touch certificate will be earned upon completion of this course. Watch for Level II and Level III to be offered in Winter/Spring 2000.

Length: Four days  
Date(s): Winter/Spring 2000 (date TBA)  
Fee: \$360  
Instructor(s): Ruth Lamb, R.N., M.Sc.N., CHTI, and Cheryl Bell-Gadsby, M.A., R.C.C.

## Counselling and Supportive Interventions

### **Expressive Play Therapy Methods (#CY104)**

This introductory course is for counsellors, social workers, child care workers, and mental health professionals currently working with children 3 to 12 years old. The workshop focuses on the content of expressive play therapy methods and covers the function of art and play through the developmental stages. Participants will have the opportunity to become familiar with the toys and various art therapy exercises used in working with children in this age group.

Length: Two days  
Date(s): November 17 & 18, 1999  
March 22-23, 2000  
Fee: \$195  
Instructor(s): Marie Jose-Dhaese, Ph.D., ATR, CET, RPT-S

### **Child-Centred Play Therapy (#CY104A)**

This course is for practitioners who use play and various expressive therapies in their work with children. Child-centred play therapy is an exploration of the process built on the content presented in #CY104. The workshop includes guiding principles of child-centred play therapy, the intake process, setting up a playroom, how to structure the session, when to lead and when to follow, and permissiveness and limits. These issues will be illustrated by a videotape of excerpts from sessions and practised through role-plays.

Length: Two days  
Date(s): November 19-20, 1999  
March 24-25, 2000  
Fee: \$195  
Instructor(s): Marie Jose-Dhaese, Ph.D., ATR, CET, RPT-S

### **Art and Play Therapy with Neglected and Abused Children (#CY104B)**

For a course description, see page 14 in the Child Abuse and Trauma category.

Length: Two days  
Date(s): December 10-11  
Fee: \$195  
Instructor(s): Marie Jose-Dhaese, Ph.D., ATR, CET, RPT-S

### **Counselling Families and Individuals Through Family Transition: Divorce, Separation and Remarriage (#EP554)**

All family members are inevitably affected by the impact of family restructuring brought about by separation, divorce, and remarriage. This course will expand the knowledge and abilities of counsellors, social workers, and other mental health professionals in working with children, adults, and families who are experiencing family transitions. Participants will learn about the family dynamics involved in changing family structures, stages of the uncoupling and recoupling process and related therapeutic issues, and developmental concerns of children experiencing family break-up. Specific skills will be emphasized in determining appropriate therapeutic interventions, assessing parenting plans, assisting parents in post-divorce parenting, and developing strategies to ensure the optimal adjustment of children and adults.

Length: One day  
Date(s): October 27  
Fee: \$95  
Instructor(s): Ellen Shapiro, M.A., R.C.C., Dip.C.

*Watch for new offerings in the area of grief and bereavement in Winter/Spring 2000.*

## **SPECIAL EVENT**

### **Triumphs and Challenges: Victim Services in the 21st Century**

October 18-20, 1999  
Delta Pacific Resort and Convention Centre  
Richmond, B.C.

This three-day training symposium is for victim service workers and others providing support and assistance to people who have been victims of personal or property crimes. For information about program content, keynote speakers, and conference fees, watch for the pre-conference flyer.

☎ For more information, contact Tamar Levi-Bandel at (604)528-5625 or e-mail [tlevi-bandel@jibc.bc.ca](mailto:tlevi-bandel@jibc.bc.ca).



### Violence Against Women in Relationships Core Training (#EP193)

This two-day course is designed to give participants a basic overview of how and why violence against women operates in our society. It will provide an introduction to intervention theory and techniques and is designed to be highly participatory. Many of the exercises draw on the experiences of participants. The curriculum is written from a feminist and popular-education perspective. Topics include: continuums of abuse, lethality assessments, effects of abuse on women and children, men who abuse, crisis intervention and safety planning, and legal and service delivery needs of women. The course is for community health nurses, workers in women-serving agencies, victim service workers, police, family support workers, homemakers, and so on.

Length: Two days  
Date(s): **October 7 & 8**  
Fee: \$125  
Instructor(s): Melody Augustine

**NEW**

### Eating Problems and Other Expressions of the Female Body (#CY198)

This one-day workshop will invite participants to explore the complex relationship women and adolescent girls have with their bodies. Using hands-on exercises and concepts that can be adapted to our various roles in working with females, this workshop will provide opportunities to explore the factors influencing how we perceive and work with the many expressions of the body. To facilitate this process, disordered eating will be centralized in the presentation and discussion because of its relevance and prevalence in the lives of females at this point in history. In addition, a culturally sensitive approach will be integrated, taking into consideration issues of race, class, ethnicity, and sexual orientation as they pertain to this topic. *We encourage everyone to wear comfortable clothing.*

Length: One day  
Date(s): **October 8**  
Fee: \$95  
Instructor(s): Lynn Redenbach, B.A., R.PN.

### Supporting Females Through the Crisis of Adolescence (#CY190)

For a course description, see page 22 in the Counselling and Supportive Interventions category.

Length: Two days  
Date(s): **November 26 & 27**  
Fee: \$185  
Instructor(s): Natalie Clark, M.S.W., R.S.W., and Lynn Redenbach, B.A., R.PN.

**NEW**

### New Visions for Mid-Life: How Counsellors Can Help Women Entering Second Adulthood (#EP305)

This course is for professionals such as counsellors, social workers, physicians, health-care workers, career counsellors, and others who are working with women in their late 30s to mid-50s. Participants will review contextual factors that might lead to a revisioning of mid-life and will identify salient issues that may need to be addressed. A number of concrete steps will be provided for counsellors working with adults in mid-life, to guide them in helping their clients move toward more satisfying lives. These steps are contained within a bio-psycho-social model and a feminist, existential framework of adult development. Participants will be encouraged to examine their own assumptions or biases about ageing, and will have an opportunity to experience and learn about some creative interventions such as art therapy and life review.

Length: Two days  
Date(s): **November 19 & 20**  
Fee: \$185  
Instructor(s): Sally Halliday, M.A., and Kate Collie, M.A.

### Working with Violence in Diverse Cultures (#EP302)

This course is for counsellors and other practitioners working with men from diverse cultures who abuse their partners. On day 1, participants will explore the meanings and experience of culture, clarify the linkages of culture and violence in communities, and examine the cultural assets within communities that can assist in reducing the violence and providing safety to women and children. Days 2 and 3 will focus on effective intervention strategies with assaultive men that are respectful and challenging. Content will cover assessing risk and identifying indicators of health in men, stages of changes and counselling approaches, safety planning with women, coordinating with the criminal justice system, and exploring the impact of the work on counsellors and their relationship to their communities. These issues will be examined in light of how each culture will influence the effectiveness and applicability of the suggested approaches. Special attention will be given to exploring the "defensive themes" used by men who assault their partners, and to using the narrative approach as outlined in *Invitations to Responsibility*. This course has been adapted from two previous workshops: *Understanding and Responding to the Defensive Themes of Assaultive Men* and *Effective Work with Assaultive Men*.

This course is for counsellors of ethnic minorities as well as those from the mainstream culture who work with diverse cultures. It will be of interest to social workers, mental health workers, psychologists, probation officers, family court counsellors, and others who have felt challenged in finding effective ways of working with assaultive men within a multicultural context.

(continued on next page)



## Women's Issues

Length: Three days  
Date(s): November 1-3  
Fee: \$225  
Instructor(s): Ninu Kang, M.A. (Cand.), and Dale Trimble, M.A.

### Violence Against Women – Advanced Skills for Practitioners (#EP220)

This two-day workshop explores the use of the Transtheoretical Model of Change as an effective approach to understanding the challenges for women who are currently in violent relationships. By understanding the stages of change and the corresponding barriers to safety that women may experience, workers can support women as they move through the stages of change leading toward and maintaining positive action. Through discussion and case studies, participants will have an opportunity to examine the Transtheoretical Model of Change as it applies to work with women who are in abusive relationships, explore specific approaches that arise out of using this model, and observe and apply specific methods through the use of case studies. This course is for transition house and women's centre staff, counsellors, social workers, and mental health professionals who work with women who have experienced violence. Priority will be given to participants who have taken previous training in working with this client population.

Length: Two days  
Date(s): November 17 & 18  
Fee: \$185  
Instructor(s): Anne Davidson, M.Phil., PG.C.E., B.Sc.Econ., B.A.

### WHITE RIBBON CAMPAIGN

**December 6, 1999**

marks the 10th anniversary of the tragic  
Montreal Massacre.

On Wednesday, December 6, 1989, a young man entered the University of Montreal's School of Engineering building and violently took the lives of the following women:

Genevieve Bergeron, Helene Cogan, Nathalie Croteau, Barbara Daigneault, Anne-Marie Edward, Maud Haviernick, Barbara Marie Klueznick, Marise Leclair, Anne-Marie Lemay, Sonia Pelletier, Michele Richard, Annie St-Arneault, Annie Turcotte.

### Group Work with Women Who Have Experienced Violence (#EP301)

Day 1 of this workshop will provide participants with an understanding of the roles and dynamics of group work as a counselling approach with women who have experienced abuse or violence. Participants will examine their own experience and beliefs about group work while learning about group dynamics and facilitation skills. The topics covered are: purpose of groups, benefits and challenges of groups, various group formats, and stages of groups. Day 2 will focus on effective intervention strategies in a group format while maintaining a safe group environment. Participants will have an opportunity to learn how facilitators can play a therapeutic role with each woman while paying attention to the dynamics of group learning and group support. Appropriate intervention and tools will be introduced to address issues such as flashbacks, anger, attachment, and low self-esteem. This workshop is for counsellors working with women who have experienced violence who want to use a therapeutic group format in addition to individual and/or support group work.

Length: Two days  
Date(s): November 4 & 5  
Fee: \$185  
Instructor(s): Ninu Kang, M.A. (Cand.)

### LINK

LINK is a two-day workshop exploring the links between alcohol and drug misuse and violence against women and children. It was developed to enable workers in the fields of alcohol and drug abuse and family violence to explore common issues and concerns related to identifying, screening, supporting, and referring clients. Another goal of the workshop is to strengthen working relationships among workers in these fields. LINK workshops are offered around the province and are facilitated by local instructors from these two fields. The registration fee is \$90 and includes course materials.

☎ If you are interested in organizing a LINK workshop in your community, contact Cheryl Bell-Gadsby at (604)528-5626.

## Working with Youth in Community Settings Certificate Program

### PURPOSE

This certificate program was developed with the help of employers and youth and family care practitioners, research into the current literature, and the proposed criteria for certification developed by the Child and Youth Care Association of British Columbia. The program is based on the beliefs, values, and practices found in three theoretical approaches: the Resilience Model, the Psycho-education Model, and Positive Peer Culture. The fundamental principles of each of these theoretical frameworks are that adolescence must be viewed from a Normative Development perspective; that each youth is making the often challenging transition from childhood to adulthood to the best of their abilities, given their circumstances; that each youth must be viewed as a unique individual with different strengths, abilities, and needs; and that every youth wants to feel valued, respected, and understood.

### WHO SHOULD ATTEND

This program is designed for professionals who are currently working with youth and families in a variety of community settings (residential, treatment, recreational, outreach, educational, or therapeutic foster care programs). Applicants must currently be working a minimum of 25 hours per week as a youth care practitioner with clients who are youth between the ages of 13 and 18. Applicants must have a minimum of one year of experience as a youth care practitioner.

### HOW IT IS OFFERED

The certificate program consists of four parts of four days each which must be completed with the same group of participants in consecutive order, and four elective days of youth-related Justice Institute courses. Participants must fully attend and participate in class and successfully complete related course assignments. The certificate program must be completed within two years. Participants must complete an application form to be accepted into the program.


### CERTIFICATE OF ACHIEVEMENT

A certificate of achievement will be given to participants who complete the 16 core days of the certificate program and four days of youth-related Justice Institute electives plus assigned course work.

### CORE LEARNING OBJECTIVES

- Explore the impact of values and beliefs when working with youth
- Strengthen communication skills to build relationships with youth
- Define the role and influence of family in youth care work
- Define the normative stages of development for children and youth and the impact on a youth's ability to accomplish the developmental tasks
- Understand and apply the principles of the Resilience Model
- Develop and strengthen interventions based on the Psycho-education Model
- Define and practice the principles of Positive Peer Culture
- Develop caring and sensitive approaches to sexuality issues with youth
- Describe and practise specific written communications required of youth care practitioners
- Describe and practise ethical decision making

### APPLICATION INFORMATION

-  For more information, call the Program Coordinator, Sandra Rice, at (604)528-5633. For detailed brochures and an admissions form, call the Program Assistant, Nenita Capili, at (604)528-5631.

### FEES

The fee for the four parts of the program is \$975. Immediately upon acceptance, applicants must pay a deposit of \$100, which will be deducted from the full program fee. An additional \$475 is due on **September 14**, and the balance of \$400 is due on **October 25**.

*Please note that each session is to be completed with the same group of participants for each of the four parts.*

### Working with Youth in Community Settings Certificate Program (Parts 1, 2, 3, and 4) (#CY169)

Length:	Sixteen days
Fee:	\$975
Date(s):	Part 1 – <b>October 4-7</b> Part 2 – <b>November 15-18</b> Part 3 – <b>December 13-16</b> Part 4 – <b>January 17-20, 2000</b>
Instructor(s):	Bruce Hardy, Martha Joy, and Debbie Verkerk



### Courses for Professionals Who Work with Children, Youth, and Families

#### NEW COURSE SERIES

#### Adventure-Based Learning with Youth

##### PURPOSE

Social Services & Community Safety Division is pleased to offer a pilot series of four 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 Project Adventure. It will offer theoretical and practical skills to enable professionals who work with youth in a variety of settings to enrich their programs by using proven techniques of experiential learning. Over the past two decades, adventure-based programs have been offered in public schools to enrich the academic curricula as well as provide alternative learning approaches to special needs students. These approaches have proven their effectiveness in rehabilitation programs for a wide variety of special populations.

##### WHO SHOULD ATTEND?

These courses are open to all professionals who work with children, youth, and families in a variety of community settings (educational, residential, correctional, recreational, therapeutic). It is recommended that participants complete the first two courses in sequence, as they have been designed developmentally.

Some selected courses can also be used as electives in the Working with Youth in Community Settings Certificate Program. These courses are marked with an asterisk (\*).

##### COURSE STREAMS

Two separate streams are being developed for a future certificate program. One stream will be "Educational," the other "Therapeutic." Advanced courses in the new certificate program will include off-site visits in appropriate challenge and wilderness settings.

#### Course 1: Introduction to Adventure-Based Learning with Youth (#CY210)\*

This two-day course will ask participants to review the history of adventure-based learning, explore the academic models on which it is based, examine the experiential learning cycle, critically review relevant research, reflect on professional ethical issues, and begin to project program applications in a variety of settings for working with youth. Participants will gain an appreciation of the specific sequence of skills that ensure that learners will become increasingly comfortable and confident and more ready to cooperate toward the accomplishment of individual and group goals.

Length: Two days  
Date(s): November 8 & 9  
Fee: \$185  
Instructor(s): Conrad Cone and Chris Moore

#### Course 2: Leadership Skills in Adventure-Based Learning with Youth (#CY211)\*

This two-day course will help participants examine the skills and qualities of an effective adventure-based learning leader. The principles reviewed will be a combination of group facilitation skills, leading by modelling, and specific skills and strategies for program planning and delivery in fluid and unstructured settings. Effective leadership requires a balanced combination of "hard" (activities-based) and "soft" (human relationship) skills. This balance will be modelled by the instructors and fostered in each participant. Participants will learn how to lead individual youth and youth groups in ways that empower them to maximize their efforts, learn from their experiences, and transfer this learning to real-life settings.

Length: Two days  
Date(s): December 6 & 7  
Fee: \$185  
Instructor(s): Joe Solanto, Ph.D., and Chris Moore



**EDUCATIONAL STREAM****Course 3: Educational Applications of Adventure-Based Learning with Youth (#CY212)\***

This two-day course will emphasize the applications of adventure-based learning in the general academic program to enrich existing curricula offerings. Participants will learn how to select appropriate activities within the classroom in order to support learning activities by helping youth build self-confidence; increase cooperative behaviours; and enhance creativity, problem-solving, decision-making, and conflict resolution skills.

Length: Two days  
 Date(s): **January – August term, 2000**  
 Fee: \$185  
 Instructor(s): Joe Solanto, Ph.D., and Conrad Cone

**THERAPEUTIC STREAM****Course 4: Adventure-Based Counselling for Youth at Risk (#CY196)\***

Programs such as Outward Bound and Project Adventure have provided models for helping individuals develop self-esteem, increased self-confidence, and enhanced social and community skills by succeeding at exciting and challenging outdoor experiences. These basic models have been expanded to adapt to the needs of special populations such as “high-risk” youth who need to feel genuinely engaged and challenged yet successful. The course will present an overview of adventure-based counselling principles and resources. It will examine ways in which programs for youth can incorporate these into their philosophy and everyday practice as well as provide these outdoor experiences for their clients.

Length: Two days  
 Date(s): **January – August term, 2000**  
 Fee: \$185  
 Instructor(s): Joe Solanto, Ph.D.

**B.C. Association for Community Living****AGM and Conference**

Whistler Convention Centre  
 Whistler, B.C.  
 June 1-3, 2000

**Making Connections: Working Through Conflict with Youth****Course 1: Making Connections: An Introduction to Effective Conflict Resolution Skills for Working with Youth (#CY185)\***

The first two-day course in the Making Connections: Working Through Conflict with Youth series is designed as an introduction to effective conflict resolution skills for practitioners who work with youth in a variety of community settings. Participants will increase their awareness of their own beliefs about conflict, and the impact of these beliefs on their actions when working through conflict situations with young people; assess their skills in resolving difficult situations with youth; identify and practise non-coercive collaborative processes for resolving youth-related conflicts; and develop key skills such as assertive expression, non-defensive listening, and self-management.

Length: Two days  
 Date(s): **October 14-15**  
 Fee: \$185  
 Instructor(s): Mario Govorchin

**Course 2: Making Connections: Managing Emotional and Aggressive Situations with Youth (#CY186)\***

The second course in the Making Connections: Working Through Conflict with Youth series is designed for youth care professionals and other individuals who work directly with youth in a variety of community settings. Participants will examine their own responses to highly emotional and aggressive behaviours in youth; strengthen their skill level in managing these behaviours; explore and practise a range of defusing and limit-setting strategies for responding to youth in crisis; and practise strategies for coaching youth to manage their own behaviours. (It is recommended that Course 1 be completed before Course 2 or 3.)

Length: Two days  
 Date(s): **March 22-23, 2000**  
 Fee: \$185  
 Instructor(s): Mario Govorchin  
 Coach: Pamela Theriault

**Course 3: Making Connections: Third-Party Facilitation when Working with Youth (#CY187)\***

The third course in the Making Connections: Working Through Conflict with Youth series is designed for youth care professionals and other individuals who work directly with youth in a variety of community settings. Participants will examine options for facilitating as a third party in situations of

## Working with Youth

conflict with youth; practise strategies for successful arbitration, conciliation, and mediation with youth; develop skills to facilitate communication between disputants; examine their role as third-party facilitator; develop skills to manage the emotional climate and ensure safety for youth during interventions; and practise process and communication skills to guide youth in conflict through a simulated mediation process. (It is recommended that Course 1 be completed before Course 2 or 3.)

Length: Two days  
Date(s): **January – August term, 2000**  
Fee: \$185  
Instructor(s): Mario Govorchin  
Coach: Pamela Theriault

### **Developing Effective Interventions: Interventions for Moderate to High At-Risk Youth (#CY189)\***

This two-day course is designed to respond to the changing complexities of working with youth who have moderate to high needs. Child and youth care workers are frequently expected to work with youth who may display behaviours that can be challenging, aggressive, violent, suicidal, and/or chemical-dependent. Participants will have the opportunity to share ideas, deal with specific on-the-job realities, and meet with community-based professionals who manage these issues on a daily basis. The course will focus on specific practical interventions with a range of behaviours such as motivational issues, manipulation, mental health issues, violent offenders, sexual intrusiveness, and aggression. Participants will discuss the real numbers behind high-risk statistics and examine the changes in the field and how to access resources to help in their work with young people.

Length: Two days  
Date(s): **October 18-19**  
Fee: \$185  
Instructor(s): Bruce Hardy, Ph.D. (Cand.)

### **Advanced Level: Developing Effective Interventions with Moderate to High At-Risk Youth (#CY219)\***

This two-day course has been designed for participants who have previously completed the Developing Effective Interventions course (#CY189) and want to focus on their skill development. Participants will review the ethics of interventions and how they affect our work with youth; several ethical models; the rights of children and youth; and the challenge of working with extreme behaviours, including threats, violence, and suicide attempts. Participants will work with videotape and the instructor to assess where their skills need to be strengthened. Practice sessions with real on-the-job situations will be the focus of the course.

Length: Two days  
Date(s): **January – August term, 2000**  
Fee: \$185  
Instructor(s): Bruce Hardy, Ph.D. (Cand.)

### **Advanced Level: Effecting Change Through Youth Peer Relationships (#CY223)\***

This two-day course has been designed for participants who have previously completed the Creating Positive Change Through Peer Groups course (#CY182) or who have extensive experience in running groups that help youth develop their peer relationships. The focus will be on experiential learning to further develop participants' facilitation of youth peer groups. This advanced course will help participants identify the process from leadership to facilitation to self-direction as the youth group matures, and learn how to help youth recognize their own strengths through the process of helping each other.

Length: Two days  
Date(s): **December 1 & 2**  
Fee: \$185  
Instructor(s): Debbie Verkerk and Lenox Neher

### **Supporting Females Through the Crisis of Adolescence (#CY190)\***

For a course description, see page 22 in the Counselling and Supportive Interventions category.

Length: Two days  
Date(s): **November 26 & 27**  
Fee: \$175  
Instructor(s): Natalie Clark, M.S.W., R.S.W., and Lynn Redenbach, B.A., R.P.N.

### **Connecting with Children Under 12: Resolving Anger Issues (#CY192)**

For a course description, see page 20 in the Counselling and Supportive Interventions category. (This course is *not* an elective in the Working with Youth in Community Settings Certificate Program.)

Length: Two days  
Date(s): **October 14 & 15**  
Fee: \$185  
Instructor(s): Mary Dowdall, M.S.W., and Susan Leaf, M.A. (Cand.)

## NEW

### **Safe Teen, Powerful Alternatives: Skills to Stand Strong Without Violence (#EP562)\***

For a course description, see page 19 in the Counselling and Supportive Interventions category.

Length: Two days  
Date(s): **October 15 & 16**  
Fee: \$165  
Instructor(s): Anita Roberts

### **Voice Through Poetry: Come and Write Your Tribal Funk (#EP565)**

For a course description, see page 19 in the Counselling and Supportive Interventions category.

Length: One day  
Date(s): **October 16**  
Fee: \$95  
Instructor(s): Krystal Cook

## NEW

### **Crisis Intervention with Children and Youth: Assessment of Suicidal and Homicidal Risk (#EP306)\***

For a course description, see page 20 in the Counselling and Supportive Interventions category.

Length: Two days  
Date(s): **October 22 & 23**  
Fee: \$185  
Instructor(s): Munir Velji, B.A. Crim., M.S.W.

### **The Sexual Exploitation of Children and Youth: Issues and Interventions (#EP217)\***

For a course description, see page 22 in the Counselling and Supportive Interventions category.

Length: Two days  
Date(s): **November 1 & 2**  
Fee: \$175  
Instructor(s): Natalie Clark, M.S.W., R.S.W., and Renata Aebi, M.A. (Cand.)

## NEW

### **Effective Support and Interventions with Youth Who Misuse Substances: Understanding Ourselves and Adolescents (#AD202)\***

For a course description, see page 21 in the Counselling and Supportive Interventions category.

Length: Three days  
Date(s): **November 8-10**  
Fee: \$225  
Instructor(s): Kathy Snowden, B.S.W., M.S.W., and Mary Anne Crabtree, B.A. (Hon.), B.S.W.

## **Spirit of Community Living Days**

### **Fun for the whole family!**

**Saturday, October 2, 10:00 to 2:00**  
Justice Institute of B.C.

For more information, contact Nenita Capili at  
528-5631.

**Sunday, October 3, 10:00 to 2:00**  
Blue Mountain Park

For more information, call Cindy Kirk Foreman at  
942-3996.



## ■ CAREER AND MANAGEMENT DEVELOPMENT

Courses in the Career and Management Development area are designed to provide supervisors and managers with skills and knowledge to help them do their jobs more effectively. The courses are divided into two categories:

- Residential Care Management
- Management Skills Training

Courses in the Management Development for Residential Settings Certificate Program require that front-line managers and supervisors who work in residential and vocational settings have completed an application form and are accepted into the certificate program. See below for full details. Other Residential Care courses listed on page 35 are open for enrolment to all managers who work in the residential/vocational field, and do not require acceptance into the certificate program.

Courses in the Management Skills Training category include the Basic Supervisory Certificate Program and a number of individual courses on a variety of topics. The individual courses may be used as electives in the Basic Supervisory Certificate Program, but they are also open for general enrolment. Some of the individual courses expand on subjects introduced in the Basic Supervisory Certificate Program; they all address current or emerging workplace issues. The courses in the Management Skills Training category will be of interest to supervisors and managers from both the public and private sectors.

**Sandra Rice** is the Program Coordinator for the Residential Care Management courses; **Patricia McNeill** coordinates the Management Skills Training. Both have extensive experience with programming in these areas.

## Residential Care Management

### Management Development for Residential Settings Certificate Program

#### PURPOSE

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

#### WHO SHOULD ATTEND?

This certificate program is designed for front-line supervisors and managers who work in a variety of residential and supported employment settings (community living, adolescent, transition, alcohol and drug, long-term care).

#### HOW IS IT OFFERED?

The program consists of 20 days of training: eight two-day core courses and four classroom days of Justice Institute management-related electives. Courses should be completed in sequence from levels 1 to 8 unless otherwise approved by the Program Coordinator or if participants are travelling from out-of-town locations or taking the program in Victoria.

#### CERTIFICATE PROGRAM REGISTRATION

Applicants must have supervisory/management experience in a residential or supported employment setting. *Participants with non-supervisory experience may apply for four seats that are available for those wishing to prepare for a supervisory/management role.*

#### CERTIFICATE OF ACHIEVEMENT

A certificate of achievement will be given to participants who complete the 16 core days of the certificate program and four days of management-related Justice Institute electives, fully attend and participate in classes, and successfully complete two assigned course projects. The certificate program must be completed within three years.

☎ *For more information, call the Program Coordinator, Sandra Rice, at (604)528-5633 or e-mail [srice@jibc.bc.ca](mailto:srice@jibc.bc.ca). For a brochure describing program structure, content, and eligibility, contact the Program Assistant, Nenita Capili, at (604)528-5631 or e-mail [ncapili@jibc.bc.ca](mailto:ncapili@jibc.bc.ca).*

## CORE COURSES

### Management Development for Residential Settings, Level 1 (#MGMT214)

This two-day course is designed to help supervisors examine and apply basic supervisory skills. It 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: Two days  
Date(s): **September 27-28**  
Fee: \$185  
Instructor(s): Mario Govorchin

### Management Development for Residential Settings, Level 2 (#MGMT218)

This two-day course is designed to help supervisors who work in residential/supported employment settings develop performance goals and objectives with their staff, practise writing performance standards, examine methods for conducting effective performance reviews, develop action plans for staff development, practise managing performance problems, examine situational leadership theory and assess personal leadership styles, diagnose the level of competence and commitment of staff in relation to tasks, and contract with staff for specific leadership styles to best suit their needs.

Length: Two days  
Date(s): **October 4-5**  
Fee: \$185  
Instructor(s): Leslie Robinson

### Management Development for Residential Settings, Level 3 (#MGMT230)

This two-day course is designed to help supervisors strengthen their supervisory skills and knowledge. Participants will gain information to develop a set of ethical and professional standards for their workplace. They will also explore current information on professionalism and review legal constraints on these standards, and examine the supervisor's role in relation to ethical standards, values, and professionalism in residential settings. Participants will also examine the supervisor's role in promoting effective time and stress management within the team, identify sources of employee stress and strategies for coping, and examine the organizational hierarchy and communication flow to assess levels of stress.

Length: Two days  
Date(s): **November 1-2**  
Fee: \$185  
Instructor(s): Martha Joy, B.S.W.

### Management Development for Residential Settings, Level 4 (#MGMT240)

This two-day course is designed to help supervisors develop a methodology for effective labour/management relations. Participants will have the opportunity to clarify existing policies and legalities, such as collective agreements and employment standards, that govern labour/management relations; identify discrepancies between policies (contracts) and practice; identify and practise the communication skills required for effective disciplinary action; explore the principles of clarity, consistency, and fairness that constitute due process; and examine the legal and ethical responsibilities of the employer/manager regarding labour relations and some areas of contention.

Length: Two days  
Date(s): **November 18-19**  
Fee: \$185  
Instructor(s): Carol Cohen, M.A., and Marion Malcolmson, M.S.W., R.S.W.

### Management Development for Residential Settings, Level 5 (#MGMT250)

This two-day course is designed to help supervisors identify and practise specific management problem-solving and decision-making techniques and their effectiveness; define existing management structures and roles; set agendas and practise 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: Two days  
Date(s): **November 29-30**  
Fee: \$185  
Instructor(s): Leslie Robinson

### Management Development for Residential Settings, Level 6 (#MGMT260)

This two-day course is designed to help supervisors write job descriptions, interview and select staff, and provide effective orientation in the context of residential/supported employment facilities. Participants will gain an understanding of the functions and elements of a job description, practise writing job descriptions, identify effective recruitment procedures for full-time and relief staff, practise methods for conducting an effective job interview that also complies with ethical standards, and identify the elements of a successful orientation.

*(continued on next page)*



## Residential Care Management

Length: Two days  
Date(s): **December 14-15**  
Fee: \$185  
Instructor(s): Jacinta Eni

### **Management Development for Residential Settings, Level 7 (#MGMT270)**

This two-day course is designed to help supervisors strengthen their financial management, budget projection, and report-writing skills. Participants will examine the tendering process for contracted house maintenance; methods for building a resource file for contractors; budget projection and petty cash management; various contractual arrangements with funding bodies; and techniques for writing successful letters, reports, and proposals.

Length: Two days  
Date(s): **January 26-27, 2000**  
Fee: \$185  
Instructor(s): Elizabeth Robinson, M.S.W., R.S.W.

### **Management Development for Residential Settings, Level 8 (#MGMT280)**

This two-day course is designed to help supervisors gain information and techniques needed to manage emergencies and understand the legal obligations of managing a residential facility. Participants will examine the manager's role in managing fire safety, emergency response planning, and house security; and examine the protocol for critical incidents and the debriefing process.

Length: Two days  
Date(s): **February 17-18, 2000**  
Fee: \$185  
Instructor(s): Elizabeth Robinson, M.S.W., R.S.W.

### **Course Times**

Unless otherwise noted, SSCSD courses will be held at the Justice Institute and will be in session from 9:00 am to 4:30 pm.

### **ELECTIVES**

Four days of Justice Institute electives are required in the Management Development for Residential Settings Certificate Program. Electives currently being offered are listed below. See course descriptions in this calendar in the Counselling and Supportive Interventions, Management Skills Training, and Trainer Development categories, and under Other Residential Care Courses on page 35. **Electives must be Justice Institute courses.** Check the separate Centre for Conflict Resolution calendar for more detailed information about some of these electives (course numbers beginning with "CR").

Asserting Yourself in Conflict Situations (CR105)  
Attendance Awareness (#MGMT350)  
Clear and Simple: A Course on Writing Memos, Letters, and reports (#MGMT212)  
Coaching for Improved Performance (#MGMT332)  
Creativity-Based Solutions: New Tools for Managing People and Problems (#MTMT342)  
Critical Skills for Communicating in Conflict CR102)  
Criticism: How to Give and Receive It (CR206)  
Dealing with Anger (CR200)  
Dealing with Interpersonal Conflict (CR110A)  
Facilitating for Results: Helping Groups to Succeed (#MGMT306)  
Fundamentals of Instructional Planning (#TD300)  
Harassment Awareness (#MGMT340)  
Ideas for Active Learning (#TD100)  
Instructional Skills, Level 1 (#TD200)  
Making It Hard to Say No – Negotiating with Difficult People (CR362)  
Mediation Skills Level I (CR250)  
Organizational Effectiveness (#MGMT333)  
People Problems: How to Supervise Challenging Employees (#MGMT315)  
Risky Business: Risk Management Skills for Managers (#MGMT111)  
Together We Stand: Effective Team Building (#MGMT120)  
Values-Based Policy Development: A Process for Organizational Effectiveness (#MGMT331)  
Values-Based Strategic Planning: The Foundation of Organizational Effectiveness (#MGMT336)  
Whose Home Is It, Anyway? The Manager's Role: Client-Focused Principles and Practice (#MGMT112)  
Working with Groups in Instructional Settings (#TD320)

## Other Residential Care Courses

### **Risky Business: Risk Management Skills for Managers (#MGMT111)**

This course is for managers who work in residential programs and want to strengthen their competency in risk management. The course will focus on helping managers/supervisors assess potential risk situations to their clients in care; developing preventive strategies and applying these strategies to improve care systems; the physical environment; staff education; and decreasing serious incidents such as allegations of abuse and neglect. The course will provide opportunities for managers to examine the effectiveness of current policies, define factors that contribute to abuse and neglect, review the investigation process when there is an allegation of abuse and neglect, and practise specific skills and strategies for preventing serious incidents.

Length: Two days  
Date(s): **October 18-19**  
Fee: \$185  
Instructor(s): Leslie Robinson

### **Whose Home Is It, Anyway? The Manager's Role: Client-Focused Principles and Practice (#MGMT112)**

This course is for managers and supervisors who wish to strengthen and maintain a client-focused environment that adheres to the principles of self-determination and empowerment. The course will address the challenges that managers and supervisors encounter when balancing complex support requirements with the need to respect the individuality of the person with a disability. Participants will gain an understanding of how to promote client-focused practice in all aspects of their jobs, including team meetings, personal planning meetings, and health care decision making. Normalization, inclusion, discomfort with disability, language, and sexuality are topics that will be included.

Length: Two days  
Date(s): **December 2-3**  
Fee: \$185  
Instructor(s): Elizabeth Barnett and Sally Scott, M.A., C.C.C.

## CONTRACT COURSES

- The Management Development for Residential Settings Certificate Program and other courses are available on a contract basis at locations outside the Lower Mainland. For information, contact the Program Coordinator, Sandra Rice, at (604)528-5633.

## Courses in Victoria

Victoria participants may take the following courses out of sequence without the prior approval of the Program Coordinator.

### **Management Development for Residential Settings, Level 1 (#MGMT214V)**

Length: Two days  
Date(s): **October 6-7**  
Location: TBA  
Fee: \$195

### **Level 2 (#MGMT218V)**

Length: Two days  
Date(s): **November 1-2**  
Location: TBA  
Fee: \$195

### **Level 3 (#MGMT230V)**

Length: Two days  
Date(s): **December 6-7**  
Location: TBA  
Fee: \$195

### **Level 4 (#MGMT240V)**

Length: Two days  
Date(s): **January 27-28, 2000**  
Location: TBA  
Fee: \$195

### **Level 5 (#MGMT250V)**

Length: Two days  
Date(s): **February 28-29, 2000**  
Location: TBA  
Fee: \$195

### **Risky Business: Risk Management Skills for Managers (#MGMT111)**

For a course description, see opposite column.

Length: Two days  
Date(s): **April 11-12**  
Location: TBA  
Fee: \$225  
Instructor(s): Leslie Robinson

### **Together We Stand: Effective Team Building (#MGMT120V)**

For a course description, see page 38.

Length: Two days  
Date(s): **June 6-7**  
Location: TBA  
Fee: \$225  
Instructor(s): Elizabeth Robinson, M.S.W., R.S.W.



### Basic Supervisory Certificate Program

#### PURPOSE

The Basic Supervisory Certificate Program provides participants from a range of backgrounds and settings with the core skills and knowledge they need to be an effective supervisor. The program was developed in response to requests from participants for a certificate to show that they have successfully completed the supervisory skills courses. It was designed by adult education professionals with input from participants in early Basic Supervisory Program courses.

#### WHO SHOULD ATTEND?

The certificate program is designed for first level supervisors, or those who aspire to be supervisors, in government service, non-profit agencies, and private industry.

#### CERTIFICATE OF ACHIEVEMENT

To receive a Basic Supervisory Program certificate, you must fulfil the following requirements:

1. Full attendance at Basic Supervisory Program Weeks 1 and 2.
2. Completion of four additional days of training in management courses offered by Social Services & Community Safety Division.
3. Successful completion of a written report that shows you have met the goals of the program. The report will be based on an actual intervention you have completed in your workplace or volunteer organization.

☎ For further information, please contact the Program Coordinator, Patricia McNeill, at (604)528-5623 or e-mail [pmcneill@jibc.bc.ca](mailto:pmcneill@jibc.bc.ca). To request an application package or a booklet describing the Basic Supervisory Certificate Program, contact the Program Assistant, Nadine Wolitski, at (604)528-5619 or e-mail [nwolitski@jibc.bc.ca](mailto:nwolitski@jibc.bc.ca).

#### Basic Supervisory Program, Week 1 (#BSCP200)

Week 1 of the Basic Supervisory Program is for first-level supervisors, or those who aspire to be supervisors, in both government and private agencies. This competency-based 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. Participants will receive a package of forms to be completed before the course begins. *We recommend that you register at least three weeks before the course start date to allow time for you to receive and complete the forms.* Co-sponsored with the Corrections and Community Justice Division. Enrolment is limited to 16.

Length: Five days  
Date(s): September 27–October 1  
October 25-29  
November 29-December 3  
Time: 9:00 am – 4:30 pm on day 1;  
8:30 am – 4:30 pm on subsequent days  
Fee: \$500  
Instructor(s): A consultant with Ryane Consulting Inc.

#### Basic Supervisory Program, Week 2 (#BSCP300)

Week 2 of the Basic Supervisory Program is for people who have completed Week 1 of the program and wish to further develop their supervisory skills and knowledge. This course uses short lectures, discussion groups, case studies, and practice sessions to build on the skills gained in Week 1. Week 2 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 cooperation 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 a supervisor. **Prerequisite(s):** Basic Supervisory Program, Week 1. Enrolment is limited to 16.

#### Basic Supervisory Program, Week 2, Part A (#BSCP310)

This course covers the first two days of the Week 2 program described above. The specific topic to be addressed is performance planning and review. **Prerequisite(s):** Basic Supervisory Program, Week 1 (#BSCP200 or #BSCP210 and #BSCP220).

Length: Two days  
Date(s): November 15-16  
Time: 8:30 – 4:30 pm  
Fee: \$200  
Instructor(s): A consultant with Ryane Consulting Inc.

### Basic Supervisory Program, Week 2, Part B (#BSCP320)

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This course covers the last three days of the Week 2 program described above. Specific topics to be addressed are problem employees; time management and effective meetings; and team building. **Prerequisite(s):** Basic Supervisory Program, Week 1 (#BSCP200 or #BSCP210 and #BSCP220), and Basic Supervisory Program, Week 2, Part A (#BSCP310).

Length: Three days  
Date(s): **December 6-8**  
Time: 8:30 am – 4:30 pm  
Fee: \$300  
Instructor(s): A consultant with Ryane Consulting Inc.

### Basic Supervisory Certificate Program: The Report Project (#BSCP400)

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To receive a Basic Supervisory Program certificate, participants must attend Basic Supervisory Program, Weeks 1 and 2; complete four additional days of training in management courses offered by Social Services & Community Safety Division; and successfully complete a written report that shows that they have met the goals of the program. The report will be based on an actual intervention completed in the workplace or in a volunteer organization.

Fee: \$150

*The following courses are open for general enrolment. They may also be used as electives in the Basic Supervisory Certificate Program. Courses marked with an asterisk (\*) may be taken as electives in the Management Development for Residential Settings Certificate Program.*

### People Problems: How to Supervise Challenging Employees (#MGMT315)\*

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This course is for supervisors and managers who are faced with the challenge of dealing with employees whose performance is ineffective or whose behaviour gets in the way. Managing these people is demanding, stressful, and time-consuming. If the problem is ignored, the motivation and productivity of all employees often decrease. Having the skills to deal with poor performance makes the job of the supervisor or manager easier and more satisfying. This course will focus on specific guidelines and techniques to help meet the challenge of problem behaviour confidently and effectively.

Length: Two days  
Date(s): **October 4-5**  
Fee: \$200  
Instructor(s): A consultant with Ryane Consulting Inc.

### Organizational Effectiveness (#MGMT333)\*

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This course is for managers who face the challenge of trying to achieve greater and better results within their organization, often with fewer human and material resources. The course will assist participants to identify the challenges facing their organizations and how they can effectively respond to both pressures and opportunities. Participants will be introduced to models that will energize their organizations through renewal, strategic planning, results-based decision making, values orientation, leadership development, and employee involvement.

Length: Two days  
Date(s): **October 7-8**  
Fee: \$200  
Instructor(s): John Konrad, B.A., M.C.A.

**NEW**

### Harassment Awareness (#MGMT340)\*

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This course is for those who want to strengthen their competency in understanding and preventing workplace harassment. Participants will explore current attitudes about harassment; identify the characteristics of harassment and what harassment is not; identify legislation, policy, and collective agreements that outline the requirements for harassment-free work environments; review how courts of law and administrative tribunals interpret and affect workplace harassment and assess liability; identify the responsibilities of employees and the employer in maintaining a harassment-free workplace; and explore the formal and informal harassment complaint avenues available for employees.

Length: One day  
Date(s): **October 13**  
Fee: \$125  
Instructor(s): Leslie Robinson

### Facilitating for Results: Helping Groups to Succeed (#MGMT306)\*

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This foundation course is for people who may be called upon to facilitate work or quality teams, community groups, or other groups that are trying to get things done through collaborative processes. Participants will define and explore the role of the facilitator and others involved in the facilitation process; review and evaluate the contribution of non-facilitator group members; explore methods for understanding and dealing with challenging members of the group; explore problem-solving methods; and identify ways to evaluate the success of facilitation and the facilitator's performance. Participants will develop a flexible process for facilitating in a variety of situations.

*(continued on next page)*



## Management Skills Training

Length: Two days  
Date(s): **October 18-19**  
Fee: \$200  
Instructor(s): Sandra Heath, B.A.

### **Preventing and Managing Stress (#TS350)**

For a course description, see page 47 in the Critical Incident Stress category.

Length: Two days  
Date(s): **October 20-21**  
Time: 9:00 am – 4:30 pm  
Fee: \$185  
Instructor(s): Mark Brunke, M.A.

#### **NEW**

### **Creativity-Based Solutions: New Tools for Managing People and Problems (#MGMT342)\***

In this course for managers and supervisors, participants will review creativity-based alternatives to problem-driven and “boss” models of service management and apply creative tools to examples from their own workplace. Participants will discuss the roots and fallacies of problem-driven thinking in management, review the fundamentals of Creativity-Based Solutions and their applications, and explore ways to avoid the restrictions of problem-driven thinking.

Length: One day  
Date(s): **October 25**  
Fee: \$125  
Instructor(s): Thomas F. Keenan, M.A.

### **Together We Stand: Effective Team Building (#MGMT120)\***

This course is for managers who want to develop their competence in team building. The course will explore 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 look at ways to measure and improve team effectiveness. The role of the leader in work teams will also be explored. Participants will practise strategies for building and enhancing teams while developing an understanding of how teams function.

Length: Two days  
Date(s): **October 27-28**  
Fee: \$200  
Instructor(s): Elizabeth Robinson, M.S.W., R.S.W.

#### **Coming in the spring ...**

Look for our new course on Self-Directed Teams in the next Social Services & Community Safety Division calendar.

### **Clear and Simple: A Course on Writing Memos, Letters, and Reports (#MGMT212)\***

This course is for supervisors and managers who know what they want to say but have difficulty putting it in writing. Course content is based on plain language principles. Days 1 and 2 will cover communication as a transaction, writing skills, business styles, and conveying organizational messages. Day 3 will focus on report writing and will cover planning, organizing, and special techniques. Participants are requested to bring to the course two to three samples each of memos, letters, and reports they have written. These samples will be used on days 2 and 3. Enrolment is limited to 18.

Length: Three days  
Date(s): **November 1-3**  
Fee: \$275  
Instructor(s): A consultant with Ryane Consulting Inc.

### **Taking Charge of Change: A Course for Supervisors and Managers (#MGMT327)**

This course is designed to help managers deal more effectively with change. The course will provide information and skills to help participants plan for workplace change with more confidence, discuss impending or recent changes with staff more easily, and create a more positive work environment. Participants will identify employee concerns regarding change processes and ways to deal more effectively with them, review a basic model of the change process and reactions to organizational change, develop strategies for responding to typical reactions to change, and use some common planning tools to organize a change.

Length: Two days  
Date(s): **November 8-9**  
Fee: \$200  
Instructor(s): Rob Goodall, M.A.

#### **NEW**

### **Attendance Awareness (#MGMT350)\***

This course is designed to help supervisors and managers develop practices that will reduce absences in the workplace, thus improving consistency, quality, and effectiveness of service delivery. Participants will review statistics related to average attendance for workers and the costs of absenteeism, identify why staff are absent and what constitutes culpable and non-culpable absenteeism, understand employers' and employees' rights and responsibilities when addressing absenteeism issues, practise how to effectively discuss absenteeism issues with employees, and develop methods to improve attendance. Discussion will focus on positive, creative methods for improving attendance.

Length: One day  
 Date(s): November 9  
 Fee: \$125  
 Instructor(s): Kelly Rainsforth, B.Ed., M.Sc. (Policy and Management)

## NEW

### Values-Based Strategic Planning: The Foundation of Organizational Effectiveness (#MGMT336)\*

This course will be of particular interest to leaders, planners, and executives who are responsible for or who participate in the planning process for their organization. The course is highly interactive and will provide an overview of the strategic planning process, from identification of values and philosophy to setting key directions, and developing corporate goals and divisional operating plans. The strategic planning model will be linked to the process for performance planning and review and the development of values-based policy. *This is a companion course to Values-Based Policy Development. Either course can be taken alone; together they complete the planning and policy process using values as a foundation.*

Length: Two days  
 Date(s): November 22-23  
 Fee: \$200  
 Instructor(s): Juhree Zimmerman, R.N., B.Sc.N., M.Ed. (Counselling Psychology), and Bobbi Noble

### Values-Based Policy Development: A Process for Organizational Effectiveness (#MGMT331)\*

This course is for individuals who are responsible for or participate in the policy development process within their organization. The values of an organization should be evident in its policies and procedures. In this highly interactive course, participants will: identify how policy development fits into the strategic planning process; define and clarify what policy issues are; develop policy and procedures that document "best practices" based on the organization's values; and write policy statements in clear, concise language. **Recommended:** Values-Based Strategic Planning (#MGMT336).

Length: One day  
 Date(s): November 24  
 Fee: \$125  
 Instructor(s): Juhree Zimmerman, R.N., B.Sc.N., M.Ed. (Counselling Psychology), and Bobbi Noble

### The Fundamentals of Corrective Discipline (#MGMT334)

This course is for supervisors and managers who deal with employee performance issues. The course describes what corrective discipline is and how it motivates employees to improve their performance. Participants will: identify performance issues that require a disciplinary response;

distinguish between culpable and non-culpable performance or behaviours; understand the steps in corrective discipline and the fundamental principles in a disciplinary process; highlight guidelines that will assist managers in changing employee performance; review performance issues, analyze data collected; apply the principles of the Wm. Scott case to determine appropriate corrective action; and apply the principles of corrective discipline to workplace situations.

Length: One day  
 Date(s): November 29  
 Fee: \$125  
 Instructor(s): Diane Fru

### Handling Grievances Effectively (#MGMT335)

This half-day course for supervisors and managers focuses on the skills and techniques they need to develop in order to facilitate problem-solving techniques that build effective work relationships. Participants will discuss what a grievance is, what actions are grievable, and who has what authority throughout the process; explore the role of the supervisor/manager role as the employer's representative in handling grievances; develop problem-solving strategies to successfully resolve them; practise skills in conducting the grievance meeting and establishing a template resource when writing a letter to confirm the meeting; and review various collective agreements and individual participants' situations and focus on problem-solving strategies. Participants are invited to bring their individual collective agreements.

Length: One-half day  
 Date(s): November 30  
 Time: 9:00 am – 12:00 noon  
 Fee: \$75  
 Instructor(s): Diane Fru

### Coaching for Improved Performance (#MGMT332)\*

This course is for team leaders and others who want to develop their coaching skills to better prepare them to guide others in problem solving and improving performance. Leaders must have employee commitment in order to achieve the kinds of results that are needed in today's workplace. This course will provide participants with a strategy and the skills to coach employees and achieve long-term results. Topics to be covered include: identifying which type of coaching is required, avoiding the pitfalls involved with coaching, using specific communication skills to facilitate the coaching process, and using coaching to help develop commitment.

Length: Two days  
 Date(s): December 6-7  
 Fee: \$200  
 Instructor(s): Maureen Hannah, B.Sc., M.B.A. (Managerial Leadership), and Juhree Zimmerman, R.N., B.Sc.N., M.Ed. (Counselling Psychology)



## ■ TRAINER DEVELOPMENT

### Trainer Development Certificate Program

#### PURPOSE

The Trainer Development Certificate Program was designed to provide trainers with the core skills and knowledge they need to plan and deliver training in an adult learning environment. It was developed with input from trainers in variety of settings. Instructors are training professionals with a background in adult education.

The program focuses on the core skills and knowledge required to plan and deliver creative, effective training sessions. It also provides opportunities in the classroom for participants to apply the skills and knowledge that are the foundation of each course.

#### WHO SHOULD ATTEND?

The program is designed for both full-time training professionals and persons who provide training as part of their overall job responsibilities within an organization.

#### CERTIFICATE OF ACHIEVEMENT

To qualify for the certificate, applicants must complete 12 days of core training (six courses/78 hours), four days of electives (usually two courses/26 hours), and a two-part assignment. Persons who have previously taken Training for Trainers courses through Social Services & Community Safety Division will receive credit for those courses.

☎ For further information, please contact the Program Coordinator, Patricia McNeill, at (604)528-5623 or e-mail [pmmcneill@jibc.bc.ca](mailto:pmmcneill@jibc.bc.ca). To request an application package or a booklet containing additional information about the certificate program, contact the Program Assistant, Nadine Wolitski, at (604)528-5619 or e-mail [nwolitski@jibc.bc.ca](mailto:nwolitski@jibc.bc.ca).

All of the courses in this section are open to both certificate and non-certificate participants.

### Core Courses

Once prerequisites have been satisfied, core courses in the Trainer Development series can be taken in any order.

Courses marked with an asterisk (\*) may be taken as electives in the Management Development for Residential Settings Certificate Program.

#### Instructional Skills, Level 1 (#TD200)\*

*(Formerly Training for Trainers: Tips, Techniques, and Tactics)*

This practical course is for people who deliver training as part of their overall job and want to learn new skills or enhance existing ones. Content includes: characteristics of adult learners, ways of creating and maintaining a positive learning environment, instructional styles, characteristics of a motivating instructor, instructional techniques, and instructional challenges. Enrolment is limited to a maximum of 12, to allow time for participants to practise delivering group instruction in a supportive setting. Each participant will have an opportunity to participate in two practice delivery sessions.

Length: Two days

Date(s): **September 27-28**, Margaret Owens, M.Ed.  
**November 18-19**, Reva Kalef, M.Ed.; Vancouver Maritime Museum, 1905 Ogden Avenue, Vancouver  
**December 8-9**, Colleen Vaughan, M.Ed.

Fee: \$250

#### Fundamentals of Instructional Planning (#TD300)\*

This interactive course is for trainers who are responsible for planning instruction for adult learners. Participants will 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 during the course. Enrolment is limited to 16. **Prerequisite(s)**: Instructional Skills, Level 1 (#TD200) (formerly Training for Trainers: Tips, Techniques, and Tactics [#MGMT223]). If you have not taken #TD200 (or #MGMT223), please send a **written** application to the Program Coordinator outlining training experience and/or previous training for trainers courses. Please include the name of the instructor, the length of the course, and a brief description of the course.

Length: Two days

Date(s): **October 21-22**

Fee: \$240

Instructor(s): Reva Kalef, M.Ed.

#### Evaluating Training Programs (#TD360)

This interactive course is for trainers responsible for planning and/or carrying out evaluations of their training programs. It provides a systematic overview of program evaluation; the concepts covered can be applied to a wide range of situations. Participants will have an opportunity to increase their understanding of the type of evaluation most appropriate for their programs, and to apply the knowledge and skills to their



own work. They should have in mind a program evaluation to work on over the course of the two days. Enrolment is limited to 16. **Prerequisite(s):** Fundamentals of Instructional Planning (#TD300) (formerly #MGMT223A). If you have not taken #TD300 (or #MGMT223A), please send a **written** application to the Program Coordinator outlining previous training or experience in instructional planning.

Length: Two days  
Date(s): **October 25-26**  
Fee: \$240  
Instructor(s): Margaret Owens, M.Ed.

## Instructional Skills, Level 2 (#TD220)

This course is for trainers who want to increase their knowledge of the instructional process, reflect on their present approach, practise micro-skills, and receive feedback. Content includes: critical thinking; perceptual learning modes; motivation; communicating clearly; use of questions; overviews, cueing, debriefing, integration, and summaries; assessment; feedback; ethical concerns; and instructor self-care. Participants will have an opportunity to practise micro-skills individually, with partners, and in small groups. Enrolment is limited to 16. **Prerequisite(s):** Instructional Skills, Level 1 (#TD200) (formerly Training for Trainers: Tips, Techniques, and Tactics [#MGMT223]). If you have not taken #TD200 (or #MGMT223), please send a **written** application to the Program Coordinator outlining training experience and/or previous training for trainers courses. Please include the name of the instructor, the length of the course, and a brief description of the course.

Length: Two days  
Date(s): **November 22-23**; Vancouver Maritime Museum, 1905 Ogden Avenue, Vancouver  
Fee: \$240  
Instructor(s): Reva Kalef, M.Ed.

## Conducting a Training Needs Assessment (#TD340)

This two-day course is for instructors, planners, and coordinators who need to determine what clients or the public want or need to learn. The course is designed to clarify the concept of needs assessment and to provide skills to assist in choosing and implementing appropriate strategies for determining the educational or training needs of client groups. Enrolment is limited to 16. **Recommended:** Fundamentals of Instructional Planning (#TD300) (formerly #MGMT223A).

Length: Two days  
Date(s): **November 25-26**  
Fee: \$240  
Instructor(s): Thomas Sork, Ph.D.

## Working with Groups in Instructional Settings (#TD320)\*

This practical advanced course is for trainers who instruct in a group setting. Participants will have an opportunity to increase their understanding of group dynamics and ways to enhance learning in groups. Content includes: climate setting, a group dynamics model, purposes of groups, observation possibilities, and dealing with common group challenges. Enrolment is limited to 16. **Prerequisite(s):** Instructional Skills, Level 1 (#TD200) (formerly Training for Trainers: Tips, Techniques, and Tactics [#MGMT223]). If you have not taken #TD200 (or #MGMT223), please send a **written** application to the Program Coordinator outlining training experience and/or previous training for trainers courses. Please include the name of the instructor, the length of the course, and a brief description of the course.

Length: Two days  
Date(s): **December 6-7**; Vancouver Maritime Museum, 1905 Ogden Avenue, Vancouver  
Fee: \$240  
Instructor(s): Reva Kalef, M.Ed.

## Electives

The following courses are open for general enrolment. They may also be used as electives in the Trainer Development Certificate Program.

## Ideas for Active Learning (#TD100)\*

This course is for trainers who are looking for new ideas to make their training more active. Participants will explore how to integrate interactive techniques into their instructional plans and delivery. Content includes: qualities of active learning, introductions, expectation setting, energizers, retention and transfer, and closure. Enrolment is limited to 16. **Prerequisite(s):** Instructional Skills, Level 1 (#TD200) (formerly Training for Trainers: Tips, Techniques, and Tactics [#MGMT223]). If you have not taken #TD200 (or #MGMT223), please send a **written** application to the Program Coordinator outlining training experience and/or previous training for trainers courses. Please include the name of the instructor, the length of the course, and a brief description of the course.

Length: Two days  
Date(s): **October 4-5**  
Fee: \$240  
Instructor(s): Reva Kalef, M.Ed.

## Enhancing Delivery Skills (#TD160)

This one-day course is for instructors and trainers who want to have a practical, hands-on practice delivery session. They may be new trainers who want to polish their delivery skills, or more experienced trainers who want to try out new materials or techniques in a supportive environment. Participants will learn through practising their own delivery skills in one

## Trainer Development

15-minute session, and through observing and analyzing the practice sessions of other participants. Videotaping (for participants' own review following the course) is optional.

**Advance preparation for practice sessions is required (preparation instructions will be mailed, so please register early). No class time will be allotted for preparation.**

Enrolment is limited to 10. **Prerequisite(s):** Instructional Skills, Level 1 (#TD200) (formerly Training for Trainers: Tips, Techniques, and Tactics [#MGMT223]). If you have not taken #TD200 (or #MGMT223), please send a **written** application to the Program Coordinator outlining training experience and/or previous training for trainers courses. Please include the name of the instructor, the length of the course, and a brief description of the course.

Length: One day  
Date(s): **October 12**  
Time: 9:00 am – 5:00 pm  
Fee: \$150  
Instructor(s): Margaret Owens, M.Ed.

### Creating Instructional Materials (#TD120)

This interactive course is for people who create instructional materials for adults. It applies principles of plain language and design to the special needs of the adult learner and instructional designer. The course will allow participants to apply the skills and knowledge to their own projects. Topics include creating effective overheads, flipcharts, handouts, workbooks, and other materials used to plan and design instructional events. Although manuals and some other "stand-alone" material will be briefly discussed, the focus of the course is on material used for classroom-type instruction.

Length: Two days  
Date(s): **November 1-2**  
Fee: \$240  
Instructor(s): Cheryl Cahill, B.B.A., and Tanyce Westgard, B.B.A.

### One-to-One Training (#TD150)

This one-day course is designed for one-to-one trainers who want to explore different planning and instructional strategies and techniques for conducting effective one-to-one training sessions. Research has shown that more than half of all training efforts are conducted on the job and that they occur on a one-to-one basis. However, little attention has been given to this type of instruction. This one-day course will challenge the notion that the necessary knowledge and skills to perform a job will be acquired by simply sitting and observing another person, or by being shown how to do something.

**Recommended:** Instructional Skills, Level 1 (#TD200).

Length: One day  
Date(s): **December 3**  
Fee: \$125  
Instructor(s): Colleen Vaughan, M.Ed.

### Training that Works for Everyone (#TD140)

The people who attend training sessions come from increasingly diverse backgrounds. Today's trainers need to consider the impact of culture and gender factors (e.g., behavioural/values differences, language, stereotyping, invisibility, and so forth) on the learning process. This practical course will give trainers the opportunity to examine these factors, and will provide tools for analyzing and redesigning their own training in order to optimize the learning experience for all participants. Participants should bring samples of training materials they use to work with during the session.

Length: One day  
Date(s): **TBA, Spring 2000**  
Fee: \$125  
Instructor(s): Rhonda L. Margolis, M.A.

### Team Teaching and Other Ways to "Share the Spotlight" (#TD130)

This course is for instructors who want to involve others in their training courses. It will demonstrate tools and techniques that trainers can use to explore the power of "sharing the spotlight" with guest speakers, co-workers, or team teachers. The course will provide an opportunity for participants to analyze the technical, theoretical, and personal abilities of other people involved in the training session. Topics include: sharing the role to enhance learning, identifying common teaching styles, developing strategies to successfully team-teach, and practising the co-facilitation process. Enrolment is limited to 16.

Length: Two days  
Date(s): **TBA, Spring 2000**  
Fee: \$240  
Instructor(s): Cheryl Cahill, B.B.A., and Tanyce Westgard, B.B.A.

### Trainer Development Certificate Program: Assignment (#TD500)

To receive the Trainer Development Certificate, participants must complete 12 days of core training (six courses/78 hours), four days of electives (usually two courses/26 hours), and a two-part assignment. In the first part of the assignment, participants will analyze instructional delivery in a group setting and examine the ways in which instructional planning and delivery can influence the learning process. The second part focuses on instructional planning: it provides an opportunity for participants to reflect on the choices they have made or are making in planning an educational program, and the factors that influence these choices. After completing the assignment, candidates for the certificate will prepare a written report of their analysis.

Fee: \$150

☎ For further information or to request a certificate program application package, please contact the Program Assistant, Nadine Wolitski, at (604)528-5619 or e-mail [nwolitski@jibc.bc.ca](mailto:nwolitski@jibc.bc.ca).



## ■ COMMUNITY HEALTH AND SAFETY

Courses and certificate programs in Community Health and Safety are designed to provide vital information on management of critical incidents, bylaw enforcement and investigative skills, school safety, and crime prevention. They provide knowledge and skills that will enable staff, both line and management personnel, to perform their work more effectively.

Courses in the **Critical Incident Stress Certificate Programs (Peer Support or Debriefing)** are designed to ensure that critical incidents at a work site can be effectively managed in order to provide for the emotional safety and health of those involved. The courses are open not only to those seeking a certificate but also to those who want to take individual courses for personal growth and professional development. The courses and certificate programs will be of interest to employees at every kind of work site, as critical incidents can and do happen everywhere.

The purpose of the certificate programs **Bylaw Enforcement and Investigative Skills, Level 1** and **Advanced Bylaw Enforcement and Investigative Skills, Level II** is to enhance the bylaw officer's knowledge of all the parameters of bylaw enforcement and to provide an opportunity to practise skills that are necessary for enhanced job performance. The courses are open to those who are interested in learning about bylaw enforcement and investigation, whether or not they are currently employed as bylaw officers.

**School safety and crime prevention** courses provide participants with enhanced skills and knowledge in handling safety within the school, management of inappropriate behaviour, bullying and bully prevention, and harassment. These courses will be of interest to people who work in a school setting.

**Carol McClenahan** is the Program Coordinator for Community Health and Safety certificate programs and courses. She can be reached by telephoning (604)528-5685 or by e-mail at [cmcclenahan@jibc.bc.ca](mailto:cmcclenahan@jibc.bc.ca).

## SPECIAL EVENT

### Helping Organizations Heal: Critical Incidents in the Workplace

Thursday, December 2, 1999

7:00 – 9:00 pm

Justice Institute of B.C. Theatre

You're invited!

Please come and join us for an evening to learn how you can prepare for critical incidents and assist the people involved as well as help others at your work place.

Both managers and employees know that critical incidents can and do occur at our work sites, but we never know when one will occur. Critical events do not have to be large ones, such as an earthquake, to be emotionally difficult to face and live with in the days and weeks to come. Events such as an accident at work or the death of an employee on or off site affect everyone who works there.

Two instructors – Mark Brunke, M.A., and Toby Snelgrove, Ph.D. – will speak about the framework for support that is needed at work, and provide suggestions

for dealing with the stress of critical incidents. A focus of the evening will be the things that all of us can do to make ourselves "emotionally hardier." Questions from the audience will be welcome.

To register for this evening community event, please contact the Registration Office at (604)528-5590. Register early as seating is limited.

There is a \$10 fee, payable in advance.

In addition to the evening workshop, a "Helping Organizations Heal" course is scheduled for Friday, December 3 (for a description, see page 47). It will provide guidance to managers, supervisors, and employees about preparing to manage critical incidents in the workplace. To register for this course, please phone the Registration Office at (604)529-5590.



## Community Safety and Crime Prevention

### Enhancing School Safety (#CP100)

Designed and developed in consultation with educators and school-police liaison officers, this course will provide practical information for teachers, counsellors, administrators, school-police liaison officers, and school support staff.

At times violence in the community can spill over into the school setting. Specific knowledge, strategies, and skills to intervene when school violence erupts and to prevent further violence will be discussed. The content covers: conducting school-based safety audits, crisis management, contact and management of intruders, verbal skills to defuse potentially violent situations, and intervention strategies following a critical incident.

Length: One day  
Date(s): November 19  
Fee: \$125  
Instructor(s): Jules Tessarolo

### Classroom Management Techniques: Dealing with Inappropriate Behaviour (#CP110)

Developed in consultation with educators, this course is for teachers and teacher assistants who want to strengthen their ability to manage inappropriate behaviour by students in their classrooms. In this interactive workshop, participants will learn and share skills for responding appropriately to disruptive or misdirected classroom behaviour; communication strategies for setting limits; and ways to avoid power struggles, which inhibit effective classroom teaching, learning, and meeting of learning objectives.

Length: One day  
Date(s): December 10  
Fee: \$125  
Instructor(s): Gordon Collings

### Course Times

Unless otherwise noted, SSCSD courses will be held at the Justice Institute and will be in session from 9:00 am to 4:30 pm.

### Taking Back the Schoolyard: A Bully Prevention Workshop (#CP210)

This course is developed and designed by educators and crime prevention specialists for elementary school teachers, administrators, teacher assistants, school support staff, and school-police liaison officers. Participants will explore the nature and extent of bullying at school, the characteristics of bullies, and the effects on victims and on those who are not victimized but who are well aware of the incidents and are afraid. Practical tips for stopping bullying behaviour, as well as effective school and classroom prevention strategies, will be presented and discussed.

Length: One day  
Date(s): November 15  
Fee: \$125  
Instructor(s): Lisa Pedrini

### Dealing with Harassment and Peer Victimization: A Solution-Focused Approach (#CP220)

Developed by counsellors of adolescent victims of harassment and discrimination, this course is appropriate for secondary school educators, administrators, counsellors, and school-police liaison officers. It will provide current information and prevention and intervention strategies to address the problems of sexual harassment, intimidation, assault, and discrimination based on gender, sexual orientation, race, or culture. Participants will explore and practise solutions for providing a safe environment, learn a format for dealing with disclosures, gain an understanding of the psychological impact of victimization, and discuss implementation of solution-focused prevention models that positively influence critical thinking, problem solving, and healthy choices for everyone.

Length: One day  
Date(s): TBA  
Fee: \$125  
Instructor(s): Teresa Colleen Harris

☎ For more information about the above courses and information on critical incident courses and certificate programs, call the Program Coordinator, Carol McClenahan, at (604) 528-5685 or e-mail [cmcclenahan@jibc.bc.ca](mailto:cmcclenahan@jibc.bc.ca). For other courses on workplace harassment, contact Patricia McNeill at (604) 528-5623 or e-mail [pmcneill@jibc.bc.ca](mailto:pmcneill@jibc.bc.ca).

### National Crime Prevention Week

November 1-7, 1999

## Bylaw Enforcement and Investigative Skills, Level I (#EP209)

This certificate program was developed in consultation with Crown prosecutors and lawyers and experts in the bylaw enforcement field. It is co-sponsored by the Justice Institute and the Union of B.C. Municipalities, and is endorsed by the Bylaw Enforcement Officers and Licence Inspectors Association of B.C., the Building Officials' Association of B.C., and the Municipal Officers' Association of B.C.

Lawyers with experience in prosecuting and defending cases in the British Columbia court system conduct all enforcement and investigation courses. They are assisted by other instructors with expertise in specific fields related to the topics presented.

This intensive five-day course is for current bylaw enforcement officers; licence, building, plumbing, electrical, and gas inspectors; and other local government employees responsible for

the administration and enforcement of municipal bylaws. Course content is designed to provide local government regulatory personnel with skills to successfully investigate, prepare, process, and prosecute cases pursuant to legislation applicable to them. The course includes lectures, a court visit, quizzes/exam, and active participation by those attending the sessions.

Length: Five days  
Date(s): **October 4-8**  
**February 28–March 3, 2000**  
Fee: \$640  
Instructor(s): TBA

☎ For further information, contact the Program Coordinator, Carol McClenahan, at (604)528-5623 or e-mail [cmcclenahan@jibc.bc.ca](mailto:cmcclenahan@jibc.bc.ca).

## Advanced Bylaw Enforcement and Investigative Skills, Level II (#EP210)

This intensive five-day course is for local government regulatory personnel who are bylaw enforcement officers; licence, building, plumbing, electrical, and gas inspectors; and other local government employees with responsibility for bylaw code and regulatory enforcement. Course content consists of advanced-level information to prepare participants to better investigate, prepare, and prosecute cases pursuant to applicable legislation. Drafting of bylaws, development of policies and procedures, risk management, and defusing potentially volatile situations will be addressed. The course

includes lectures, case studies, team workgroups, quizzes/exam, and a mock trial.

Length: Five days  
Date(s): **November 15-19**  
Fee: \$640  
Instructor(s): TBA

☎ For further information, contact the Program Coordinator, Carol McClenahan, at (604)528-5623 or e-mail [cmcclenahan@jibc.bc.ca](mailto:cmcclenahan@jibc.bc.ca).

## Enforcement and Investigative Skills (#EP209C)

This **contract-only** course can be presented in your area and tailored to suit your specific information and practical needs.

The five-day onsite program will prepare individuals responsible for administration and enforcement of provincial and municipal laws to successfully investigate, prepare, and prosecute their cases. The course includes a discussion of relevant legislation and the steps involved in prosecuting a case, from gathering and preserving evidence to presenting the evidence in court, a court visit, quizzes/exam, and a mock trial in which participants have an opportunity to present evidence based on real or composite cases typical of those they enforce.

☎ For further information, or to discuss a course specifically designed for your agency, contact the Program Coordinator, Carol McClenahan, at (604)528-5623 or e-mail [cmcclenahan@jibc.bc.ca](mailto:cmcclenahan@jibc.bc.ca).

## Courtproofing for Enforcement Personnel (#EP177)

This course is designed to assist enforcement personnel from a variety of agencies to successfully present their evidence in court when required. Course content focuses on an overview of the criminal justice system and the court system. Participants learn and discuss the steps that lead to, and through, the court process. On day 2, participants will have the opportunity to participate in a mock trial, in which they will present evidence and be cross-examined on that evidence. Suggestions for skill improvement will be provided.

Length: Two days  
Date(s): **October 12-13**  
Fee: \$235  
Instructor(s): James W. Williams, LL.B.



## Critical Incident Stress

Some courses are available for non-certificate candidates also. Please note the times for courses listed in the certificate programs.

### Critical Incident Stress (CIS) Peer Support Certificate Program

This certificate program was developed in consultation with trauma practitioners with expertise in the management of critical incidents and student focus groups. The certificate is appropriate for people in all occupations who want to provide quality emotional first aid (defusing) services at their work sites when critical incidents occur. Upon completing this program, they will be qualified to be a part of the critical incident management team at their workplace.

The certificate program focuses on the key theories of traumatic stress and crisis intervention, principles of defusing and debriefing, prevention and management of stress, ethical service delivery, and supervised skill-building practice. By successfully completing the five required courses and a three-part final assignment, participants will acquire the essential knowledge and skill to conduct effective peer defusings.

Once accepted into the certificate program, participants contact the Registration Office to register for the advanced individual courses (#TS320 and #TS330).

The final assignment, which must be completed within three months, is provided to participants at their request, after they have completed all of the required courses. It consists of a case analysis, a “mock” defusing exercise on audio/videotape, and the provision of three references indicating the certificate candidate’s suitability to provide peer support. The assignment is professionally evaluated, at no cost to the certificate candidate.

The certificate is awarded upon successful completion of the final assignment.

☎ To obtain an admissions form for the certificate program, Certificate Completion Assignment Packages, and further information, contact the Program Coordinator, Carol McClenahan, at (604)528-5685, e-mail [cmcclenahan@jibc.bc.ca](mailto:cmcclenahan@jibc.bc.ca), or fax (604)528-5640; or contact the Program Assistant, Nadine Wolitski, at (604)528-5619 or e-mail [nwolitski@jibc.bc.ca](mailto:nwolitski@jibc.bc.ca).

#### Introduction to Trauma and Post-Traumatic Stress Reactions (#EP251)

This course is for front-line workers, support workers, victim service workers, peer personnel from high-risk professions (emergency, health and human services, police and corrections, industries), and other service providers working with trauma survivors in an individual, group, or community context. Participants will acquire a basic understanding of trauma, post-traumatic stress, and critical incident stress, and a working knowledge of the impact of trauma on individuals, the community, and trauma responders. Responses at the moment of traumatization, short-term and long-term consequences of trauma, and post-traumatic stress disorder are discussed. Participants will examine the spectrum of trauma responders in the community and learn about their relationship to one another. Both certificate candidates and non-candidates may enrol in this course. *This course is a prerequisite to #TS320 and #TS330.*

Length: Two days  
Date(s): **September 24-25**  
**January 25-26, 2000**  
Time: 9:00 am – 4:30 pm  
Fee: \$185  
Instructor(s): Joe Solanto, Ph.D.

#### Trauma Debriefing and Defusing (#TS310)

In this course, the basic information needs of participants are met through the study of the core concepts and basic skills used in trauma defusing and debriefing. Course content focuses on the theory of crisis intervention and the structure of trauma interventions, including triaging, defusing, and debriefing. The relationship between several types of stress, psychological issues, and individual differences in reaction to trauma will be discussed. Efficacy studies on defusing will be presented, and a set of principles of practice for trauma intervenors, including ethical and moral issues, will be introduced. Both certificate candidates and non-candidates may enrol in this course. *The course is a prerequisite to #TS320 and #TS330.*

Length: Two days  
Date(s): **October 12-13**  
**November 4-5**  
Time: 8:30 am – 4:00 pm  
Fee: \$185  
Instructor(s): Toby Snelgrove, Ph.D.



## Peer Defusing, Level I (#TS320)

This course is for participants who want to learn the process of peer defusing and begin to practise defusing in a supportive classroom setting. The knowledge and skills gained will begin to prepare participants for front-line trauma defusing. Topics include: the causes and symptoms of critical incident stress resulting from a traumatic event, the purpose and process of individual peer defusing, and the role of the peer defuser. Suggested solutions for problematic situations will be discussed, such as methods for dealing with problems of alcohol and drug abuse by the traumatized person and ethical and supportive ways to close an individual defusing, when the person being defused is in various states of distress. An introduction to practice boundaries and ethical issues relating to peer defusing, including limits to confidentiality, will be presented. **Prerequisite(s):** Introduction to Trauma and Post-Traumatic Stress Reactions (#EP251), Trauma Debriefing and Defusing (#TS310), and registration in the certificate program.

Length: One day  
Date(s): **December 6**  
Time: 8:30 am – 4:00 pm  
Fee: \$100  
Instructor(s): Toby Snelgrove, Ph.D.

## Peer Defusing, Level II (#TS330)

This course will provide participants with both vital knowledge and further practice and development of their defusing skills that they can use in the post-traumatic helping relationship. Topics include: the steps in the peer-support relationship; crisis intervention and how it relates to peer defusing; the four active-listening skills (including practice sessions); the affirm-and-reframe trauma intervention; and an in-depth discussion of methods for dealing with serious boundary and ethical issues that may arise in peer support situations.

**Prerequisite(s):** Peer Defusing, Level I (#TS320)

Length: Two days  
Date(s): **December 7-8**  
Time: 8:30 am – 4:00 pm  
Fee: \$195  
Instructor(s): Toby Snelgrove, Ph.D.

## Preventing and Managing Stress (#TS350)

Learning techniques to successfully identify, manage, and prevent stress is the focus of this course. The sources and symptoms of stress will be explored. Attention will be paid to the amount of stress in people's lives and people's varying perceptions and reactions to the stressors. Discussion of a theory of stress will highlight the importance of using the provided techniques to increase "hardiness," in order to avoid the negative effects of stress. Participants will then be able to apply direct, relevant, and easy techniques to the prevention and management of stress for themselves and for others. Both certificate candidates and non-candidates may enrol in this course.

Length: Two days  
Date(s): **October 20-21**  
Time: 9:00 am – 4:30 pm  
Fee: \$185  
Instructor(s): Mark Brunke, M.A.

### SPECIAL EVENT

## Helping Organizations Heal: Critical Incidents in the Workplace (#TS450)

How organizations can respond to critical incidents – accidents, victimization, threats, death at the work site – and to other emotionally charged events (such as the death of an employee off site) is the focus of this course. Although people have natural resilience, there are informal and formal ways in which managers and fellow employees can respond sensitively to critical events. The course will emphasize communication and management, as opposed to counselling or debriefing. The differing needs of participants will be acknowledged. Some of the topics addressed will be:

- Who decides whether this is a critical incident or a crisis?
- How to determine whether calling in a mental health professional is appropriate
- Moral and legal responsibilities of the employer
- Value of spontaneous rituals, such as impromptu memorials
- How to prevent caring responses from backfiring
- Value of policy, procedures, and protocol for a work site
- Encouraging hardiness – exploring ways to honour pain without "getting sick"

Designed and presented by experts in the field of critical incident stress management, this course is relevant to those who work in both public and private sector business, professional, and volunteer service agencies of every size.

Length: One day  
Date(s): **December 3**  
Time: 9:00 am – 4:00 pm  
Fee: \$95  
Instructor(s): Mark Brunke, M.A., and Toby Snelgrove, Ph.D.

### Critical Incident Stress (CIS) Certificate in Debriefing

This certificate program was developed in consultation with trauma practitioners with expertise in managing critical incidents and student focus groups. It is for people in all occupations who are or who may be required to provide debriefing services at their work site when a critical incident occurs. Upon completing the program, participants will be qualified to be a part of the critical incident management team at their workplace.

The program focuses on the key theories of traumatic stress and crisis intervention, community responses to trauma, traumatic loss, and principles of defusing and debriefing. Essential principles of critical incident stress management, clinical assessing, and the oral and written reporting of trauma-related incidents in the workplace are discussed. Ethical service delivery is highlighted. Supervised practical skill-building applications are provided to ensure competency. By successfully completing the seven required courses and a three-part final assignment, participants will acquire the essential knowledge and skills to conduct an effective debriefing.

Once accepted into the certificate program, participants contact the Registration Office to register for the individual courses (#TS410 and #TS420).

The final assignment, which must be completed within three months, is provided to participants at their request, after they have completed all of the required courses. It consists of a case analysis, a "mock" debriefing on videotape, and the provision of three references indicating the certificate candidate's suitability to provide debriefing management. The assignment is professionally evaluated, at no cost to the certificate candidate.

The certificate is awarded upon successful completion of the final assignment.

☎ To obtain an admissions form for the certificate program, Certificate Completion Assignment Packages, and further information, contact the Program Coordinator, Carol McClenahan, at (604)528-5685, e-mail [cmcclenahan@jibc.bc.ca](mailto:cmcclenahan@jibc.bc.ca), or fax (604)528-5640; or contact the Program Assistant, Nadine Wolitski, at (604)528-5619 or e-mail [nwolitski@jibc.bc.ca](mailto:nwolitski@jibc.bc.ca).

#### Introduction to Trauma and Post-Traumatic Stress Reactions (#EP251)

For a course description, see page 46. Both certificate candidates and non-candidates may enrol in this course. *This course is a prerequisite to #TS410 and #TS420.*

Length: Two days  
Date(s): **September 24-25**  
**January 25-26, 2000**  
Time: 9:00 am – 4:30 pm  
Fee: \$185  
Instructor(s): Joe Solanto, Ph.D.

#### Trauma Debriefing and Defusing (#TS310)

For a course description, see page 46. Both certificate candidates and non-candidates may enrol in this course. *This course is a prerequisite to #TS410 and #TS420.*

Length: Two days  
Date(s): **October 12-13**  
**November 4-5**  
Time: 8:30 am – 4:00 pm  
Fee: \$185  
Instructor(s): Toby Snelgrove, Ph.D.

#### The Group Debriefing: Basic Knowledge and Skills Development (#TS410)

This course is for certificate candidates who want to learn/improve their debriefing services. Through instruction and role-play, participants will be provided with a supervised opportunity to understand and practise core knowledge, enhance skills, and demonstrate appropriate and ethical attitudes related to post-trauma group processes. Various models of debriefing will be reviewed, including the Mitchell CISD and Raphael's psychological debriefing. The main focus will be on learning and using psychological-educational debriefing for a work setting. Special attention will be paid to the contracting and storytelling stage and the affirm-and-reframe intervention. **Prerequisites(s):** Introduction to Trauma and Post-Traumatic Stress Reactions (#EP251), Trauma Debriefing and Defusing (#TS310), and registration in this certificate program.

Length: Two days  
Date(s): **November 8-9**  
Time: 8:30 am – 4:00 pm  
Fee: \$195  
Instructor(s): Toby Snelgrove, Ph.D.

## The Group Debriefing: Practice (#TS420)

This course will benefit certificate candidates who want to enhance their group debriefing skills through practice role-plays. Participants will have the opportunity to debrief and be debriefed twice. Debriefing groups will be videotaped, supervised, and evaluated by an experienced debriefer.

**Prerequisite(s):** The Group Debriefing: Basic Knowledge and Skills Development (#TS410).

Length: Two days  
 Date(s): **November 15-16**  
 Time: 8:30 am – 4:30 pm  
 Fee: \$250  
 Instructor(s): Toby Snelgrove, Ph.D.

## Community-Based Trauma Interventions (#TS340)

Responses to a major disaster (earthquake, building collapse, etc.) and how to apply various intervention methods will be discussed. Topics include: characteristics of a disaster; impacts of disaster on individuals and the community; community and individual needs at various stages of a disaster; the role of community and provincial and federal agencies before, during, and after a disaster; the symptomatology associated with various reactions and syndromes associated with a disaster; potential role conflicts; models for community intervention; and needs of disaster responders and survivors and stress management strategies that can address those needs. Certificate and non-certificate candidates may enrol in this course.

Length: Two days  
 Date(s): **November 22-23**  
 Time: 9:00 am – 4:30 pm  
 Fee: \$185  
 Instructor(s): Laurie Pearce, M.S.W., M.A.

## Traumatic Loss (#TS440)

Important information about the increased trauma suffered by survivors when someone dies in a traumatic incident is provided in this course. The effects on survivors are often more profound and the recovery process can be adversely affected. Topics include the symptomatology associated with profound loss, the grieving process, and appropriate individual and group interventions. Participants review their own experiences with loss and discuss the possible impact of such experiences on their role as trauma intervenors. Both certificate candidates and non-candidates may enrol in this course.

Length: One day  
 Date(s): **October 15**  
 Time: 9:00 am – 4:30 pm  
 Fee: \$115  
 Instructor(s): Jessica Easton, M.A.

## Clinical Assessing and Reporting Trauma in the Workplace (#TS430)

This course will assist people at a worksite who are responsible for assessing psychological trauma and the resulting critical incident stress on a worker, and for submitting to the employer a written or oral report on the assessment. Ways an assessor can accurately evaluate the impact of critical incident stress will be discussed. Important information will be provided to ensure that written and oral reports are objective and accurate and that they meet the requirements of agencies such as the Workers' Compensation Board and the Insurance Corporation of British Columbia. Both certificate candidates and non-candidates may enrol in this course.

Length: One day  
 Date(s): **December 9**  
 Time: 9:00 am – 4:30 pm  
 Fee: \$115  
 Instructor(s): Joe Solanto, Ph.D.



## ■ FIRST NATIONS PROGRAMS AND SERVICES

### First Nations Advisor

Renée Nyberg-Smith, the First Nations Advisor, is of Secwepemc (Shuswap) and German origin and was raised in the interior of B.C. She has worked with Aboriginal communities and agencies in social development since 1988, and is an experienced counsellor, trainer, and curriculum developer. Her duties at the Justice Institute include developing and delivering training programs for Aboriginal communities and for agencies working in social services and community safety, as well as coordinating the new Traumatic Stress Certificate Program for Aboriginal Practitioners, to be offered for the first time in Winter/Spring 2000. She also works closely with other JI staff on programs they provide to Aboriginal people.

Renée Nyberg-Smith can be reached at:



Office: A226  
Phone: (604)528-5621  
Fax: (604)528-5640  
E-mail: [rnyberg@jibc.bc.ca](mailto:rnyberg@jibc.bc.ca)  
Web: <http://www.jibc.bc.ca/ccs/f-ccs.html>

### Training

For the past 11 years, Social Services & Community Safety Division has been responding to the requests of Aboriginal communities and agencies for culturally relevant, skills-based

training. Our program staff are committed to working with First Nations communities to develop and deliver training to meet changing needs. Wherever possible, Aboriginal instructors are selected to deliver this training. Some of the courses and programs that we have delivered to Native clients include:

- By-law Enforcement and Investigation Skills
- Basic Supervisory Certificate
- Child Sexual Abuse Certificate
- Traumatic Stress Certificate
- Connecting with Children Under 12: Resolving Anger Issues
- Critical Incident Stress Debriefing
- Grief and Bereavement
- Responding to Family Violence
- Working with Youth in Community Settings Certificate
- Family Support Worker Certificate
- Substance Use/Misuse Certificate
- Supporting Survivors of Residential School Certificate

If you would like to bring a Social Services & Community Safety Division program or course to your community:

- Contact the appropriate Program Coordinator or the First Nations Advisor to discuss how we can help you.
- Set up an appointment to discuss your training needs and work with JI staff to develop a program proposal and budget.
- Work with the appropriate Program Coordinator or the First Nations Advisor to identify content, select instructors, schedule dates, choose locations, and advertise the event.

## Traumatic Stress Certificate Program for Aboriginal Practitioners

This new program is being developed by the Justice Institute of B.C. in response to requests to provide comprehensive training in trauma assessment and intervention for professionals working within First Nations communities or with First Nations clients. The program is designed to enhance the work of counsellors, therapists, and front-line workers who are working with First Nations survivors of trauma or planning community programs to meet their needs.

While the theoretical and practical training components are based on current clinical understanding in the fields of critical incident stress and traumatology, the curriculum development team has ensured that Native experiences, perspectives, and

healing approaches have been woven throughout the training as the basis of the theory. Issues such as the Indian Act, enfranchisement, racism, residential school, the "60s scoop," adoption by non-Natives, and loss of culture will be addressed.

The program will be delivered in two streams, one in clinical intervention and one in support work. The clinical intervention stream is for counsellors and therapists providing long-term counselling for Native survivors of trauma. The support work stream is for front-line workers providing support services to Native survivors of trauma.

The program will be 20 days long and will start in January 2000. Look for a detailed booklet in Fall 1999.

Tamara Adilman holds an M.A. degree in Women's Studies and an M.Ed. degree in Counselling Psychology. She is a Registered Clinical Counsellor and Certified Imago Therapist. She has a private practice specializing in couples therapy, teaches counselling skills at Vancouver Community College, and provides workshops in relationship therapy.

Renata Aebi, M.A. (Cand.), is an educator, community developer, and social activist. She is currently consulting to the City of New Westminster on the issue of child and youth sexual exploitation, and is also coordinator of the City of Vancouver Coalition of Child and Youth Service Providers.

Janet Amos, M.S.W., has 10 years of experience in the alcohol and drug field, in the areas of direct practice and program development. In addition, she worked for four years in the field of violence against women, providing direct services for women and participating in community development initiatives. Janet is currently the Provincial Fetal Alcohol Early Intervention Consultant and is based at the Aurora Treatment Centre for Women. She provides support, resources, and training to health and social services providers working with women who are pregnant and using substances.

Kate Anderson, M.Ed., Ph.D. (Cand.), is a sessional instructor in the School of Child and Youth Care at the University of Victoria. Kate has extensive experience with a number of advocacy organizations involved with health, disability, and mental health concerns in children, youth, and families. She developed and authored the Supported Child Care Training Project at the University College of the Fraser Valley, and has worked as a mental health consultant with the Vancouver Health Department and West-Main Health Unit.

Melody Augustine has worked on behalf of women and children who are victims of violence for the past eight years, as a volunteer, Women's Support Worker, and Child Support Worker in a Lower Mainland transition house. For the past three years, she has been working as a Children Who Witness Abuse Counsellor at Fraserside Community Services in New Westminster.

Rob Axsen, B.A., has more than 20 years of experience providing counselling, clinical supervision, and training. He has worked with corrections, mental health, and addiction services. Rob also has specialized experience working with youth. He has a private practice focusing on youth issues, the change process, and applied motivational interviewing.

Elizabeth Barnett is a Program Coordinator with North Shore Disability Resource Centre, where she supervises 10 adult residential programs. Liz has extensive experience in supporting people with disabilities and their families in the area of behavioural challenges and developmental and physical disabilities.

Cheryl Bell-Gadsby, M.A., R.C.C., has more than 15 years of Canadian and U.S. experience as a therapist, clinical supervisor, and educator. She specializes in issues of

trauma, family violence, and hypnotherapy with children, adolescents, and adults. She has recently co-authored a book for clinicians on solution-focused treatment of sexual abuse.

Mark Brunke, M.A., is an employee assistance counsellor with Brown Crawshaw Inc. He has counselled individuals, couples, and families for more than 15 years, and has offered stress workshops at a wide variety of work sites. Mark has also been active in providing Critical Incident Stress Debriefings for individuals and groups, and has helped set up peer support teams for emergency workers.

Cheryl Cahill, B.B.A., has an educational background in commerce and adult education. As a trainer, she specializes in the development of managers, supervisors, directors, and senior executives who are required to train front-line staff. She has more than 10 years of experience designing, delivering, and evaluating management workshops and seminars in business and industry.

Tulia Castellanos is a social worker who did her early work in South America developing, implementing, and evaluating educational programs for both adults and children. In addition to her work as a family and child counsellor at a Vancouver inner-city school, she also coordinates a program that provides preventative educational groups to the community. Tulia has extensive experience working with immigrant and refugee families in Canada, and creates and delivers training in the areas of community development, cross-cultural, and family issues.

Judi Clark, M.Ed., R.C.C., is a couple and family therapist in private practice. She works extensively with families where a member has experienced trauma or disability. Judi works from a feminist therapeutic perspective.

Natalie Clark, M.S.W., R.S.W., is a Program Coordinator with the Social Services & Community Safety Division at the Justice Institute of B.C. and is the past Clinical Coordinator of Cameray Counselling Centre. Natalie has extensive experience as a feminist therapist, clinical supervisor, and educator specializing in issues of child abuse, trauma, sexual exploitation, and adolescent female development. She currently facilitates a girls' group for marginalized adolescent females through the Edmonds Youth Resource Centre as well as provides counselling for youth at Cameray and the Burnaby Youth Clinic.

Carol Cohen, M.A., is a counsellor/coordinator with the Family Services Employee Assistance Group. She has worked in residential settings for youth and is experienced in both direct service and management.

Kate Collie, M.A., graduated from the Department of Counselling Psychology at UBC in 1999 and is entering the Ph.D. program. Her research area is facilitating art therapy groups via the Internet. Kate is a professional artist who specializes in art therapy. She is currently facilitating art therapy groups for cancer patients at the Hope House.



## Instructors

Gordon Collings is a junior secondary school principal in Delta. He has more than 20 years of secondary teaching, counselling, and administrative experience. A former certified Crisis Prevention Institute instructor, Gordon is a member of the B.C. Principals and Vice Principals Association School Safety and Violence Prevention Committee. He also delivers workshops on crisis intervention techniques and conflict resolution.

Conrad Cone has worked with youth and adjudicated populations in the outdoors for the past eight years. He is the co-director of Pacific Adventure Learning, where he specializes in using adventure counseling and experiential learning with students and youth at risk. He recently completed an internship through Princeton University using Adventure Therapy techniques, and is a consultant for The Duke of Edinburgh's Award Program Youth at Risk Initiative in B.C.

Krystal Cook is a Kwakwaka'wakw woman who has had the opportunity and honour to train and work with a rich variety of facilitators/teachers who approach creativity, performance, writing, and healing from a holistic perspective. Mask, PlayBack Theatre, Earth Based Theatre, Indigenous Theatre, and Sacred Clown training and performance have greatly influenced her. She is a graduate of the Centre for Indigenous Theatre's Native Theatre School and the University of Victoria's En'owkin International School of Writing.

Mary Anne Crabtree, B.A. (Hon.), B.S.W., is currently program director of Nexus, a substance misuse outreach program. She has been providing support services to street-involved youth for 15 years, beginning as a group home parent and later becoming a youth and family outreach counsellor. She has also been active in providing training and has been involved in youth program development.

Anne Davidson, M.Phil., P.G.C.E., B.Sc.Econ., B.A., has worked with the Elizabeth Fry society as a front-line counsellor and supervisor in maximum security settings since 1993. She has also worked with perpetrators of violence against women in Surrey and has been a member of ACAM since 1994. Anne recently worked in the United Kingdom with women who have experienced violence, and trained social workers, accident and emergency personnel, and police officers in working with this client population. Anne wrote the manual *Violence Against Women – Taking Control of our Lives in Stages* and has trained health care professionals throughout the UK and B.C.

Mary Dowdall, M.S.W., has an extensive background in child, adolescent, and family issues. For more than seven years she has facilitated many group programs in the area of anger management for children and families in conjunction with North Shore Mental Health. Mary also has a private practice called Cornerstone Professional Counselling Practice.

Jessica Easton, M.A., is a principal and clinical director of EASTON•SNELGROVE Inc., a private counselling centre specializing in trauma and loss. For the past 18 years she has worked as a psychotherapist with individuals, couples, families, schools, and community organizations with a focus on traumatic loss. She also conducts workshops, trauma debriefings, and lectures for schools, hospitals, government agencies, and private organizations.

Cameron Egyeda, M.A.(Ps), is a Clinical Member and Approved Supervisor of the American Association for Marriage and Family Therapy, registered in B.C., and with the registry of MFTs in Canada. She brings more than 30 years of clinical experience to her private practice in individual, couple, and family therapy; teaching; and supervision.

Jacinta Eni is currently the Executive Director of Community Ventures Society. She has worked in preschool, residential, and vocational settings for people with developmental disabilities, and has extensive experience as a manager in each of those settings.

Robert Finlay, M.A., has been a Clinical Member and Approved Supervisor with the American/Canadian Association of Marriage and Family Therapy (AAMFT) since 1980. He works in private practice with his wife, Judi, where they specialize in conducting solution-focused marital therapy as a husband-and-wife team.

Jeffrey Fisher, M.A., R.C.C., is a professional counsellor who has worked for the past 11 years with individuals who have chronic pain and stress-related issues. He is currently a counsellor with the Chronic Pain Program at the Columbia Centre for Rehabilitation, and is also in private practice.

Elizabeth Fortes, M.A., has been a clinician in the field of suicide prevention and traumatic bereavement since 1982. She has worked with SAFER of GVMHS and has been working with Aboriginal populations in Northwest Territories and Nunavut. Elizabeth has had a long-term interest in exploring how intercultural transitions affect the predicament of those touched by trauma.

Monica Franz, B.A., RCAT, BCATR, has been successfully self-employed for a number years, most recently as a registered art therapist in private practice and principal leaseholder of the West Side Art Therapy Centre. Besides offering services for individual therapists, she offers a number of small-business management courses for educational institutions and groups.

Diane Fru is a management consultant whose background and specialties are training and human resources. She also has experience as a line manager and has developed and delivered a variety of human resources courses for the public sector and for private organizations.

Karen Gallagher, B.S.W., M.S.W., has more than 24 years social work experience, primarily in the areas of community development and family violence. She is currently working as a policy/program analyst with the Ministry for Children and Families.

Rob Goodall, M.A., is a management consultant in private practice. He has had experience as a teacher, education instructor, and education department manager. He has been in private practice since 1993, and works particularly in the health care field.

Mario Govorchin is a consultant and trainer with extensive experience working with youth in a variety of settings. Mario is a trainer in the Management Development for Residential Settings Certificate Program and a senior trainer in the Justice Institute's Centre for Conflict Resolution.

Glenn Grigg, M.A., R.C.C., is a couple and family therapist at the Children's Foundation and in private practice. He works extensively with families whose children have experienced severe traumas.

Fran Grunberg, M.S.W., R.S.W., is a therapist, educator, and consultant in private practice. She has 24 years of experience working on child, youth, and family issues, including child protection, policy analysis, program development, research, training, prevention, and treatment.

Sally Halliday, M.A., graduated from the Department of Counselling Psychology at UBC in 1998, having made a mid-life career change from journalism. Her thesis research was about the successful mid-life transition for women. She has facilitated Life Review workshops for women and cancer patients, and several workshops for women at the UBC Women Students' Office.

Maureen Hannah, B.Sc., M.B.A. (Managerial Leadership), has designed and delivered leadership courses that focus on coaching, interpersonal communication, team effectiveness, and conflict resolution skills for 24 years. She offers information and skills that are practical and can be applied immediately and directly to work situations.

Bruce Hardy, Ph.D. (Cand.), is currently the executive director of West Coast Family Resources. He instructs in the child and youth care programs at the University of Victoria and Douglas College. Bruce is a tribunal member for the B.C. Children's Commission, a board member of the Legal Services Society of B.C., a board member of Experience Canada, and an active chair of the National Council of Welfare.

Jeanne Richard Harris, M.S.W., R.S.W., has more than 30 years of experience working with special populations in education, geriatrics, psychiatry, community mental health, addictions, and dual diagnosis. Jeanne has developed a dual diagnosis curriculum for the Native Education Association, Addiction Counsellor Training, the Justice Institute, and Corrections Canada. She currently works for the Vancouver/Richmond Health Board and teaches in the field of substance use/misuse at Douglas College and the University College of the Fraser Valley.

Teresa Colleen Harris is an adolescent sexual abuse counsellor at Family Services of the North Shore and a high school educator. She provides individual and group counselling for teens between the ages of 13 and 19 who have been sexually abused. In addition, she has co-developed curriculum for grade 10 to 11 students on the topics of sexual abuse, date rape, healthy relationships, family violence, and, most recently, peer violence and bullying. To date she has facilitated presentations to more than 8,000 North Shore students; she is also in demand as a workshop presenter and facilitator.

Sandra Heath, B.A., is a management training and human resources consultant whose experience includes responsibility for human resources, policy development, and training. She has line management experience in B.C. and Alberta and in the federal public sector.

Marie Jose-Dhaese, Ph.D., ATR, CET, RPT-S, is an adult and child psychotherapist, a clinical supervisor, and educator in private practice. She is a registered art therapist, certified expressive therapist, and registered play therapist with more than 25 years of experience as a therapist and more than 15 years as a supervisor and international workshop leader in the field of expressive therapies, child abuse, and loss.

Martha Joy, B.S.W., has extensive experience working in the field of child and youth care. During the last 20 years, she has held a variety of positions, including front-line worker, residential program director, trainer, and policy analyst for government.

Reva Kalef, M.Ed., has been involved in the field of adult education as an instructor, program planner, and consultant for more than 13 years. She specializes in assisting instructors and instructional designers in their ongoing professional development. Reva has extensive experience working with post-secondary educational institutions, government, the non-profit sector, and business and industry.

Ninu Kang, M.A. (Cand.), is the program coordinator for the Family Violence Initiative, which comprises the Assaultive Husbands Program for South Asian Men and the Women's Support Services at MOSAIC. Ninu has extensive experience in the area of wife assault. She also has formal training in cross-cultural issues and anti-racism, and is involved in providing education and awareness to many groups and organizations.

Thomas F. Keenan, M.A., is a consultant and trainer with Bright Ideas, specializing in organizational change and systems development. Drawing upon expertise in both experimental and clinical psychology, working as a manager and practising clinician, he has served more than 20 years in private industry and governmental structures throughout North America, primarily as a change agent. To this work he brings his own creativity as a writer, actor, computer aficionado, and chronic humorist.



## Instructors

John Konrad, B.A., M.C.A., is Executive Vice President of Konrad Consulting Services Inc. He has a varied background in public service work as a policy maker, change agent, and leader. He has held senior positions of responsibility in both provincial and federal government ministries and administrative tribunals. He combines strong communication skills with results-based decision making, and has a talent for balancing vision with attention to detail.

Ruth Lamb, R.N., M.Sc.N., CHTI, is the Senior Program Coordinator for Langara College Continuing Studies, Health and Human Services Division. Ruth has extensive experience as a director of nursing and clinical nurse specialist. She is president of the B.C. Holistic Nurses Practice Group, and designs and teaches the Canadian Holistic Nurses Association's Advanced Health Promotion Specialization Program. She has a private healing practice, teaches energy-based healing nationally, and has been studying energy-based healing and mind-body approaches to health since 1977.

Susan Leaf, M.A. (Cand.), is a consultant and educator for North Shore Mental Health and also works in private practice. Susan has extensive experience in crisis intervention and counselling with children, adolescents, and families, including six years of treatment counselling through Maples Centre for Adolescents.

Faye Luxemburg-Hyam has been working as a child and family counsellor, private and agency therapist, and educator in the area of child abuse for 24 years. She has extensive experience in working with survivors of childhood sexual abuse.

Marion Malcolmson, M.S.W., R.S.W., works in cross-cultural settings as the Coordinator of Counselling Services at Invergarry Adult Learning Centre. Her counselling and training experiences include employee assistance programs. She has been employed in both direct service and administration, and currently maintains a private practice.

Rhonda Margolis, M.A., has worked as a cross-cultural training facilitator for more than 10 years. She works with a wide range of businesses, including the telecommunications and financial industries, and postsecondary institutions. She has been an invited speaker at numerous conferences and has published several articles related to cross-cultural training.

Barbara Mills, R.N., Ph.D., R.Psych., is a child and family therapist in private practice. She has provided clinical consultation to many of the sexual abuse programs in the province, and has taught at UBC, the University of Washington, and Langara. Barbara has also presented at play therapy conferences in Canada and the U.S.

Chris Moore is the founder and co-director of Pacific Adventure Learning. He has more than 10 years of experience working in the Adventure Learning field, founding PAL in 1993. Chris spends much of his professional life as a consultant helping to develop experiential learning programs within educational, therapeutic, and corporate contexts. Chris is the current chair of the International Association for Experiential Education Northwest Region.

Lenox Neher is a special care contractor with the Ministry of Social Services. She has worked in the child and youth care field for 16 years, is currently co-president of the Child and Youth Care Association of B.C., and operates a special care home.

Bobbi Noble has eight years of experience as a consultant specializing in policy development, strategic planning, small-group facilitation, and report writing. She has designed and delivered workshops on a variety of topics for hospitals, government, and business. She also has a background in human resource development.

Margaret Owens, M.Ed., has extensive experience as a consultant and trainer in the design, instruction, and evaluation of adult education programs and materials. She has a special interest in international and distance education.

Laurie Pearce, M.S.W., M.A., is a trainer and presenter who specializes in disaster management and traumatic stress. She is a visiting faculty member at the Canadian Emergency Preparedness College and a research associate with the Disaster Preparedness Resources Centre at UBC. Laurie is currently a District Supervisor with the Ministry for Children and Families and the Ministry of Human Resources.

Lisa Pedrini is an education consultant with a special interest in violence prevention and children's issues. She has more than 15 years of experience in education as a primary teacher, as an administrative staff member at the B.C. Teachers' Federation, where she coordinated the work on the BCTF Task Force on Violence in Schools, and as a consultant. Her experience includes work on gender equity, professional development, training and continuing education, family violence prevention, and enhancing school safety.

Nancy Poole, M.A., is a provincial research consultant on women's substance use issues at the Aurora Treatment Centre in Vancouver. Her work ensures that providers of women's services are supported in developing gender-specific programming and the evaluation of women's treatment and prevention programming. Nancy has helped to develop the *B.C. FAS Community Action Guide*, published by the Ministry for Children and Families, and the *Alcohol and Drug Problems of BC Women* report, published by the Ministry of Health.

Kelly Rainsforth, B.Ed., M.Sc. (Policy and Management), is a management consultant who assists small agencies, non-profit organizations, educational institutions, and businesses with strategic planning and human resources/labour relations training and support. He has broad experience in HR/LR within unions and as senior management in educational institutions and non-profit agencies.

Gayle Read, M.S.W., is the Clinical Coordinator of the Child Abuse Prevention and Counselling Society of Greater Victoria. Gayle's background includes 14 years of experience as a child and youth therapist and as Regional Coordinator of Child and Youth Services. She has also taught in the Bachelor of Social Work program and the Master of Education Counselling program.

Lynn Redenbach, B.A., R.P.N., has a private practice specializing in working with adults and adolescents who have histories of eating disorders and/or abuse. She facilitates groups at the Tri-Cities Mental Health Services eating-disorders program.

Ronnie Riehm, M.Ed., is an elementary school counsellor and has been involved in inner-city school programming and community school development. She has developed training curricula and trained in the areas of child abuse and neglect, childhood sexual abuse, violence prevention, and children who witness violence.

Anita Roberts has been working in the field of assault prevention since 1977. Her Safe Teen program was endorsed by the Vancouver School Board in 1987 and is currently being taught in school districts throughout the province of British Columbia. Anita has also travelled internationally, teaching assault prevention to women as well as to professionals in her field. She is also a published author and public speaker.

Scott Robertson, M.S.W., ICADC, is a private practitioner and consultant. He has worked on a variety of system issues, such as child welfare, substance use, HIV/AIDS, mental health, and health care, for the last 15 years. Scott is an active volunteer on a local, national, and international level on issues for gay, lesbian, bisexual, and transgender youth.

Elizabeth Robinson, M.S.W., R.S.W., is a social worker in private practice. She has extensive experience as a manager and trainer in child welfare and medical settings. She is also a sessional lecturer at the School of Social Work at UBC.

Leslie Robinson is a consultant with experience in community living, project management, harassment prevention training and investigations, care facility troubleshooting, policy development, team building, and critical incident review and prevention.

Linda Rosenfeld, B.A., B.S.W., is the director of SAFER and has been a counsellor with the program since its inception in 1972. She has extensive experience in crisis intervention and in individual, family, and group counselling. She is the co-author of *Left Alive*, a book on bereavement and suicide.

Ryane Consulting Inc. has designed and delivered courses on topics related to leadership and management, communications and conflict, and business writing for more than 20 years. Instructors are highly skilled in creating trust and a participative atmosphere, as well as balancing theory and practical applications.

Stephanie Saville, M.A., R.C.C., has more than 10 years of experience as a therapist and trainer specializing in problems related to substance misuse. She has extensive clinical experience as a Family Therapist using a Narrative framework with youth and families in a residential treatment program. Stephanie holds workshops on Narrative theory and practices, and consults on youth and family issues and overcoming substance misuse. Her current writing focuses on problem identities and relationships constituted by gender stories, and the reclaiming of respectful, equitable, and intimate relationships.

Sally Scott, M.A., C.C.C., is a private practitioner with 15 years of experience in working with persons with disabilities. Sally's extensive experience stems from her personal experience with disability following a spinal cord injury. She is the president of the board for North Shore Disability Resource Centre.

Ellen Shapiro, M.A., R.C.C., Dip.C., is a clinical counsellor in private practice. She specializes in working with families experiencing divorce and separation. She works with individuals, couples and families, and children. She is also an experienced adult educator and trainer.

Lisa Shatzky, B.A., M.S.W., is a family therapist working at Act II Child and Family Services. She is also in private practice, specializing in child sexual abuse and other trauma work. She teaches at Pacific Coast Family Therapy Training Association.

Marilee Sigal, M.A., R.C.C., is the Clinical Director at the Jewish Family Service Agency in Vancouver and maintains a private practice, where she counsels individuals, couples, and families. She has been working in the field of family therapy for 16 years.

Toby Snelgrove, Ph.D., is a trainer, consultant, and therapist with EASTON\*SNELGROVE Inc., a private clinic specializing in traumatic stress, grief, and loss issues. Toby has trained, debriefed, and developed programs for a wide variety of organizations, including community-based CIS teams; hospitals; fire, ambulance, police, and correctional services; First Nations communities; industry; and others.

Kathy Snowden, B.S.W., M.S.W., is currently the Program Director of Odyssey II, a substance misuse outpatient program for youth and their families. She has had 16 years of experience working with high- and at-risk youth. Her experience in youth care began at the grassroots level in group homes. Later she became involved in a residential treatment program (Peak House) and an outpatient substance misuse counselling program. She has been active in providing training and being an advocate for youth.



## Instructors

Joe Solanto, Ph.D., is a therapist, clinical supervisor, and educator in private practice. He has provided debriefings for front-line staff coping with victims of personal tragedy and natural disasters, and has worked extensively with psychiatrists and other clinicians in diagnostic assessment and treatment-planning processes. He has more than 20 years of experience working with high-risk youth, and is the Director and Expedition Leader for the Vancouver Ocean Challenge Society, a program that provides high-risk youth with challenging outdoor/marine experiences in a therapeutic context.

Thomas J. Sork, Ph.D., is an Associate Professor of Adult Education at the University of British Columbia. He has presented needs assessment and similar workshops on evaluation and planning to a number of practitioner groups across Canada.

Bernadette Spence, B.S.W., M.S.W., is a member of a First Nations community in Northern Manitoba. Since 1986 she has worked as a front-line social worker, program coordinator, and trainer. She currently works as a private consultant and specializes in the area of research and training in Aboriginal child welfare. She recently completed training in Focusing and is interested in working with human service providers.

Elaine Stoll, B.A., R.C.C., is a counsellor and trainer in private practice. She facilitates a variety of weekly groups for survivors of abuse, and is a certified training supervisor with Dr. William Glasser's Institute for Reality Therapy.

Jung Hwa Suh, M.A., is a family therapist with Family Services of Greater Vancouver. She has postgraduate training at Brattleboro Family Institute and Yaletown Family Therapy Institute. She is a clinical member of AAMFT.

Jules Tessarolo is a serving police officer with more than 18 years of experience in a variety of venues, from small-town Alberta to large urban centres in B.C. Currently a member of a Major Crime Unit, Jules works as a detective investigating sex crimes, and as a hostage coordinator. His specific interest in school safety stems from his three years as a school-based school-police liaison officer.

Pamela R. Theriault, M.A., has a private practice and provides therapy and counselling services to youth and families through South Cariboo Family Services. She is also a coach with the Justice Institute's Centre for Conflict Resolution.

Dale Trimble, M.A., is a counsellor in private practice and is the co-founder of the Vancouver Assaultive Husbands Program. He has been working with assaultive men since 1977, and has provided training, consultation, and supervision throughout Canada.

Beth Trotter, M.A., R.C.C., has been a therapist in private practice for 12 years, specializing in working with adults who have experienced trauma in childhood.

Colleen Vaughan, M.Ed., has been an instructor at the Justice Institute of B.C. for more than six years. She has developed and delivered workshops for both the Emergency Management Division and the Corrections and Community Justice Division.

Munir Velji, B.A. Crim., M.S.W., specializes in working with children and adolescents. He has 10 years of experience in the counselling field and has been working in the mental health field for five of those years. He is currently employed with the Adolescent Crisis Response Program and also provides consultation and relief to the Youth Crisis Response Program. He has conducted numerous workshops focusing on mental health-related topics and suicide prevention.

Debbie Verkerk, B.A., is a consultant and trainer with more than 15 years of experience with adolescents in residential and school settings, with a focus on positive peer culture. She is the chairperson of the Advisors Committee, School of Child Care, Douglas College, and former program coordinator, Avalon School.

Tanyce Westgard, B.B.A., has been involved with facilitating, designing, developing, and evaluating workshops, seminars, and courses for more than 11 years. She has worked extensively with front-line managers, directors, and senior executives in business and industry, and is currently completing her Master's degree in education at UBC.

Heather Whiteford, M.S.W., is a therapist with Family Services of Greater Vancouver and an instructor at Pacific Coast Family Therapy Training Association. She is interested in the ways in which work with families can support people in sustaining themselves through trauma and loss.

James W. Williams, LL.B., has practised law in Vancouver since 1985. Although he is active primarily as a criminal defence lawyer, he has also appeared before such tribunals as the Law Society of B.C. and the B.C. Securities Commission. Before taking his law degree, he was a member of the RCMP for 11 years.

Maggie Ziegler, M.A., has worked as a psychotherapist for 20 years, with a specialty in trauma and violence. She has extensive experience in trauma-related curriculum development, teaching, and supervision.

Juhree Zimmerman, R.N., B.Sc.N., M.Ed., is the Director of Policy, Planning and Communications for the Public Trustee of British Columbia. Among other responsibilities, she directs and manages the strategic planning process and develops corporate and divisional policy.

## COURSE LIST BY TITLE

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Advanced Level: Effecting Change Through Youth Peer Relationships (#CY223) .....	30	Developing Intervention Skills in Family Support Work (#G552A-19981).....	10
Advanced Motivational Interviewing (#AD204).....	23	Eating Problems and Other Expressions of the Female Body (#CY198) .....	25
Adventure-Based Counselling for Youth at Risk (#CY196) ....	29	Educational Applications of Adventure-Based Learning with Youth (#CY212) .....	29
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Basic Supervisory Certificate Program: The Report Project (#BSCP400) .....	37	Enhancing School Safety (#CP100) .....	44
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Basic Supervisory Program, Week 2, Part A (#BSCP310) .....	36	Evaluating Training Programs (#TD360) .....	40
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Building on Client Strengths (#EP196) .....	22	Facilitating for Results: Helping Groups to Succeed (#MGMT306).....	37
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Chronic Trauma and Attachment: Understanding the Impact of Early and Chronic Trauma, Abuse, and/or Sexual Abuse on Child Development (#EP310).....	13, 21	Group Work with Women Who Have Experienced Violence (#EP301) .....	26
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## Course List by Title

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### It's easy to register!



Justice Institute of B.C.  
715 McBride Boulevard  
New Westminster, B.C. V3L 5T4  
Attn: Registration Office



By phone: (604)528-5590; TDD/TTY: (604)528-5655  
(8:30 am – 4:00 pm, Monday to Friday)



In person: 8:00 am – 4:30 pm,  
Monday to Friday



By fax: (604)528-5653

### INQUIRIES BY E-MAIL

The Registration Office is not set up to accept registration by electronic mail, but can respond to general inquiries and information requests through this medium. The Registration Office general e-mail address is [register@jibc.bc.ca](mailto:register@jibc.bc.ca).

### REGISTER EARLY

Many courses fill quickly, so register early. Registrations are accepted on a first-come, first-served basis, and **cannot be completed until we receive full payment for the course(s)**. *No post-dated cheques will be accepted.*

### TAX DEDUCTION

You may deduct tuition fees from your taxable income if the total amount exceeds \$100 for the year. Income tax receipts will be issued in February 2000 for all 1999 courses.

### REFUNDS

Registration fees are refundable provided we receive notification of cancellation one week (7 days) prior to the course date. *Refunds are subject to an administrative charge.*

### TRANSFERS

We must receive notification regarding transfer from one course to another *one week (7 days) prior to the date of the course* you are transferring from. *Transfers are subject to an administrative charge.*

### SUBSTITUTIONS

Course substitutions are welcome as long as the substituting participant has completed the course prerequisites. The substituting participant must obtain a substitution form from the Registration Office.

### CONFIRMATION OF REGISTRATION

Confirmation of registration is sent to students by mail. We are unable to confirm registration by fax. If you have questions regarding your confirmation, contact a registration representative at (604)528-5590.

### COURSE CANCELLATIONS

A full refund of tuition fees will be issued for courses cancelled by the Justice Institute. In every case, as much advance notice as possible will be provided. The Institute is not responsible for participants' expenses (e.g., airline or hotel reservations) if a course must be cancelled. The Institute reserves the right to cancel courses. We truly regret any inconvenience this may cause.

### NSF CHEQUES

A fee of \$15 applies to all cheques returned "not sufficient funds."

### ADDRESS OR NAME CHANGE

If your name or address has changed since you last registered for a course at the Justice Institute, please indicate this on the registration form so that we can update your student file.

### STUDENTS WITH DISABILITIES



The Justice Institute has received funds from the Ministry of Advanced Education and Training to provide classroom support for students with disabilities attending courses at the Institute. For more information on the services available, please contact the Student Services Advisor at (604)528-5663 or TDD/TTY at (604)528-5655.

### STUDENT PERSONAL EDUCATION NUMBER

The Ministry of Education has extended their student number system, called the Personal Education Number (PEN), into the post-secondary system. Each institution will be able to issue PEN numbers to students who do not already have an assigned number. In order to issue the number, we must collect information on gender, birth date, and level of education. This information is collected under the authority of the Freedom of Information and Protection of Privacy Act, and is needed to process each student's registration form.



## Frequently Asked Questions

### 1. Who is eligible to take your courses?

We offer a wide range of courses for many different groups of students. The course descriptions in this calendar will clearly indicate whether the course is directed toward a first-line supervisor, a support worker, or an experienced practitioner.

### 2. What is the difference between a course, a workshop series, and a certificate program?

Courses typically run between one and two days and either address a new or emerging issue or focus on a specific skill set. Some courses are offered on a regular basis, whereas other courses are offered on a one-time basis only.

Workshop series usually run between six and eight days and address a few key themes. Most workshop series are skill-focused and are directed toward more experienced practitioners.

Certificate programs generally run between nine and 20 days and address a body of knowledge and a range of skills. While we offer certificate programs in a number of different formats, all certificate programs require participants to demonstrate their acquired knowledge and skills through classroom participation and homework assignments.

### 3. Why should I consider enrolling in one of your certificate programs?

Our certificate programs are designed to enhance and update the knowledge and skills of people currently working in the human services field. Our instructors are experienced practitioners who bring their knowledge, expertise, and instructional skills into the classroom. The certificate programs have helped many graduates find employment or advance in their chosen career area.

### 4. How do I register for a certificate program?

Before you can register for a certificate program, you must submit an admissions form detailing your educational background and work experience. Once the designated program coordinator has accepted your application, you must submit your registration form and payment to the Registration Office.

### 5. Where can I obtain an admissions form?

You can obtain an admissions form by contacting the appropriate program coordinator. Check the certificate program descriptions in this calendar for further details.

### 6. Are certificate programs offered only in the Lower Mainland?

Many of our certificate programs are offered in a number of locations around the province. Check the calendar listings or contact the appropriate program coordinator.

### 7. What do I need to do in order to receive a certificate?

Each certificate program will have slightly different requirements. Generally, you are expected to attend all of the sessions, participate in the classroom activities, and complete the necessary homework and final assignments.

### 8. How long will it take to complete a certificate program?

Each certificate program varies in length and format. For certificate courses that are modular in nature, we recommend that you take at least one calendar year to complete the program. This will allow time for you to reflect on the course content and integrate the skills you have acquired into your current work.

### 9. Do the course numbers indicate the “level” of the courses, with courses in the 200 series being less advanced than those listed as 300 or 400 series courses?

No, the numbers are there only to ensure that each course has a number distinct from all other courses.

### 10. Are these courses transferable to another educational institution?

You must check with the specific educational institution you are transferring to regarding their guidelines for transfer credits.

### 11. Are there any student loans or grants that I can apply for?

Most SSCSD courses do not qualify for student loans as they are not considered “full time.” For more information on financial assistance, please contact Student Services at (604)528-5663 or the First Nations Advisor at (604)528-5621.

## REGISTRATION FORM

Have you ever taken a course at the Justice Institute of B.C.? ☐ YES ☐ NO CURRENT DATE: \_\_\_\_\_

If **YES**, Student Identity Number (if known):         P.E.N. (if known): \_\_\_\_\_

If **NO**, please provide us with the month, day, and year of your birth: \_\_\_\_\_

☐ MALE ☐ FEMALE (for statistical purposes)

*Have you moved recently? If so, we need your new address. If you have changed your name, we need your previous and current names.*

The following is my: ☐ Work address ☐ Home address

LAST NAME	FIRST NAME	MIDDLE NAME
POSITION		ORGANIZATION
STREET NAME AND ADDRESS		
CITY	PROVINCE	COUNTRY
POSTAL CODE	EVENING OR HOME PHONE (    )	DAY PHONE (    )
HIGHEST LEVEL OF EDUCATION COMPLETED: _____		
DISABILITIES/SPECIAL REQUIREMENTS (PLEASE DESCRIBE): _____		
ARE YOU OF ABORIGINAL HERITAGE? <input type="checkbox"/> YES <input type="checkbox"/> NO		

**Many of our courses have prerequisites. Please read the course descriptions in our calendar carefully before undertaking to register in a course.**

COURSE NAME	COURSE NO.	START DATE	COURSE FEE
<b>Note:</b> Courses are GST-exempt. Fee payment should be submitted with this form.			<b>TOTAL FEE</b>

### ENCLOSED IS MY COURSE FEE PAYMENT BY:

☐ Cheque or money order. Cheque issued by: \_\_\_\_\_

Name of Cardholder

☐ MasterCard                     Fyq.

☐ VISA                     Fyq.

Authorization Number \_\_\_\_\_

☐ Please check this box if you already receive this calendar from another source, or if you are not interested in future mailings.

**Justice Institute of B.C., 715 McBride Boulevard, New Westminster, B.C. V3L 5T4**  
**For registration only: phone (604)528-5590; fax (604)528-5653**

PLEASE USE ONE REGISTRATION FORM PER STUDENT. PHOTOCOPY THIS FORM FOR USE BY EACH ADDITIONAL STUDENT.



## SOCIAL SERVICES & COMMUNITY SAFETY RESOURCES

### Charting New Waters Violence Against Women with Disabilities

#### Video and Facilitator's Guide

This 35-minute video with accompanying facilitator's guide has been designed to raise awareness of the barriers and issues faced by women with disabilities when they try to end the violence in their lives. The video combines interviews with disability advocates and criminal justice personnel with three dramatic vignettes portraying women with disabilities who have experienced or are currently experiencing violence in their lives.

Price in B.C.: \$65  
Price out-of-province: \$90

### Critical Incident Stress Debriefing

#### Video and Facilitator's Guide

This award-winning video shows a fictitious critical incident and illustrates the stages of critical incident stress support that precede and follow it. The revised facilitator's guide provides information and instructional strategies to deliver an introductory workshop.

Price in B.C.: \$75  
Price out-of-province: \$100

Warning: This video contains language that may be offensive to some viewers.

### Telling the Untold Stories

#### Video and Facilitator's Guide

This 36-minute video demonstrates the potential impact of traumatic workplace events on staff, including how external resources may assist an organization, and illustrates the stages of a group debriefing. A non-emergency services work site is used to show the applicability of these debriefings in a general workplace setting.

Price in B.C.: \$75  
Price out-of-province: \$100

### Balancing Conflicting Interests: A Counsellor's Guide to the Legal Process

#### Manual

This manual explores the clinical and ethical dilemmas counsellors face in their increasing involvement with the legal system, and suggests ideas for resolving them. Topics include: current legal-clinical trends that require counsellors to "think legal"; issues a "thinking legal" counsellor must consider, such as informed consent, confidentiality, questions of privilege, obligations to report, clinical assessments, and guidelines for record-keeping; concerns counsellors have about going to court; and much more.

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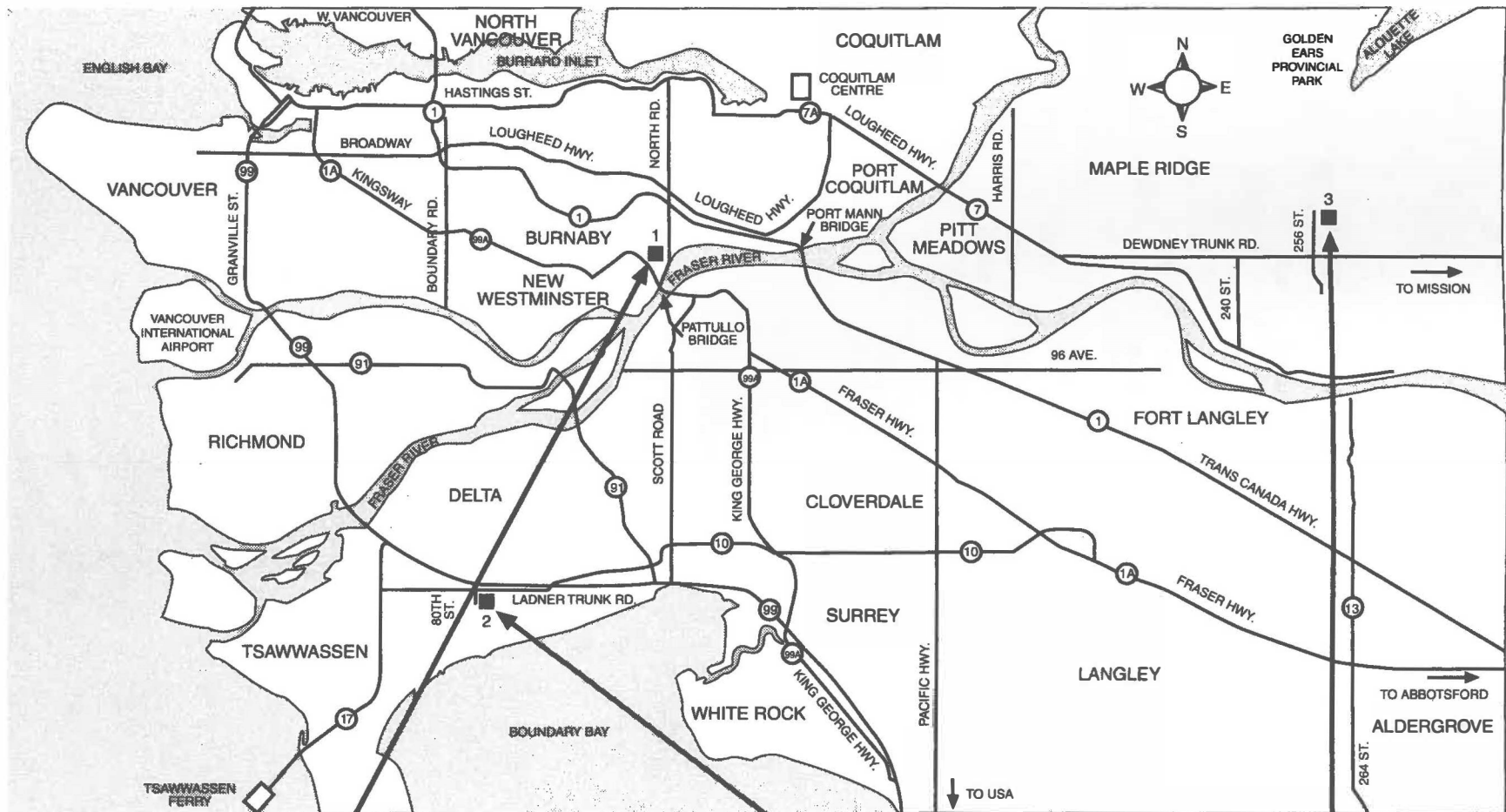
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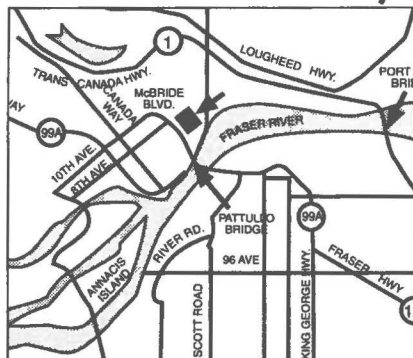
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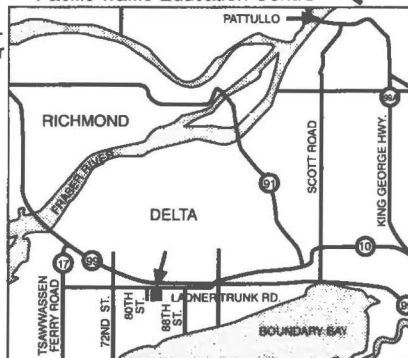


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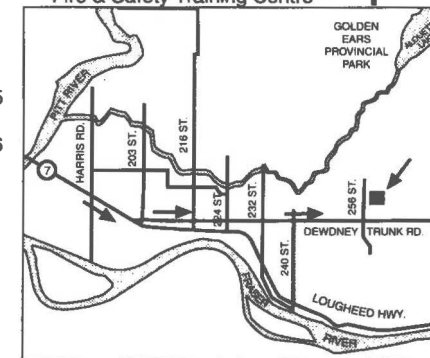
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