



Social Services
& Community
Safety Division

COURSE CALENDAR
January - August 2001



JL
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.

Social Services and Community Safety

Welcome to the Social Services and Community Safety Division Winter/Spring 2001 calendar. As you read through the calendar, I hope that you will find courses, special events or certificate programs that meet your current needs for skill development or career enhancement. In each calendar we try to provide a balance between courses that are offered on a regular basis and courses and programs that attempt to meet new and emerging issues in the fields of human services and criminal justice. As well, we are continually updating existing courses and certificate programs in response to the input and feedback we receive from our instructors and students.

This January we are launching two new certificate programs: the Adventure-Based Learning Certificate Program and the Integrative Healing Certificate Program. The content and instructional approaches to be used in these programs have evolved from the feedback we have received from a series of focus groups combined with the knowledge and expertise of the instructors. We are very excited about both of these new programs, as we believe they reflect some of the very innovative changes that have taken place in the area of service delivery.

We are also just completing the redevelopment of the Critical Incident Stress Management Certificate Program. We will host an information session in early February to provide interested individuals with more details about the structure and focus of this program.

Our program staff continue to work on a number of provincial government initiatives, including the development of two best-practices documents, one on Prevention of Disordered Eating and the other on Working with Commercially Sexually Exploited Youth. Recently, we also launched our first on-line training program designed for Community Safety and Crime Prevention Practitioners. Check out the Web site at <http://crimeprevention.jibc.bc.ca> and learn more about what is possible on-line.

Finally, those of you who have completed or will be completing one of our many certificate programs should plan to attend our divisional graduation on May 3, 2001. You will have an opportunity to enjoy great people, great food and great music.

Shelley Rivkin
Director

TAKE A LOOK AT US NOW!

www.jibc.bc.ca

You will find:

- Current courses and certificate program information
- Course schedules
- What's new in SSCSD
- Special Events calendar
- Projects and special initiatives that SSCSD is involved in
- The videos and instructor guides that have been developed by SSCSD
- Admissions forms to certificate programs
- Justice Institute registration form
- Calendar, booklets, and brochures in downloadable (PDF) format
- Links
- Career information (coming soon)

Course changes made subsequent to production of the fall calendar will be highlighted for your convenience.

www.jibc.bc.ca



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Watch for the fall debut of our new certificate program:

Traumatic Stress Certificate Program for Aboriginal Practitioners

GENERAL INFORMATION

LOCATION

Unless otherwise noted, SSCSD courses will be held at the Justice Institute.

COURSE TIMES

Unless otherwise noted, courses will be in session from 9:00 am to 4:30 pm. Course times are also noted on the registration receipt.

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.

MAILING LIST

We regularly update our mailing list. Please let us know if you would like your name added or deleted or if your contact information has changed. In an effort to be cost-effective and environmentally friendly, our mailing list will include an e-mail or fax option for the delivery of course brochures. You may indicate your preferred means of communication by providing your e-mail address or fax number.

To make additions or changes to the mailing list or to request a calendar, please call 528-5839.



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, Directorsrivkin@jibc.bc.ca528-5628
Kate Hill, Administrative Supervisorkhill@jibc.bc.ca528-5632
Meenpal Basi, Program Assistantmbasi@jibc.bc.ca528-5630

Child Abuse and Trauma, Counselling, Creative and Expressive Therapies, Violence Against Women

Natalie Clark, Program Coordinatornclark@jibc.bc.ca528-5627
Cheryl Bell-Gadsby, Program Coordinatorcgadsby@jibc.bc.ca528-5626
Amber Hall, Program Assistantahall@jibc.bc.ca528-5620
Heather Olson, Program Assistantholson@jibc.bc.ca528-5573

Management Development for Residential Settings, Working with Youth, Adventure-Based Learning

Sandra Rice, Program Coordinatorsrice@jibc.bc.ca528-5633
Nenita Capili, Program Assistantncapili@jibc.bc.ca528-5631

Management and Training Skills

Patricia McNeill, Program Coordinatorpmcneill@jibc.bc.ca528-5623
Nadine Wolitski, Program Assistantnwolitski@jibc.bc.ca528-5619

Marketing and Special Projects

Tamar Levi-Bandel, Program Coordinatortlevi-bandel@jibc.bc.ca528-5625
Mary Smethurst, Production Assistantmsmethurst@jibc.bc.ca528-5637

First Nations Student Advisor

Renée Nyberg-Smith, First Nations Advisorrnyberg@jibc.bc.ca528-5621
Roberta Stewart, Aboriginal Program Consultant rstewart@jibc.bc.ca528-5621

Child Protection Worker Pre-Employment Program, Graduated Licensing Project

Cori Wong-Hemmings, Program Coordinatorcwong-hemmings@jibc.bc.ca528-5583
Charlene Pennington, Program Assistantcpennington@jibc.bc.ca528-5834
Program Information Line:Local number528-5639
Toll-free number1-877-275-4339

Victim Services, Bylaw Enforcement

Meenpal Basi, Program Assistantmbasi@jibc.bc.ca528-5630

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
Registration Services Advisor(604) 528-5588
TDD:(604) 528-5655

TRAIN IN YOUR COMMUNITY

Community Partnerships

Our division is always interested in forming partnerships with community agencies, grassroots organizations and other post secondary institutions to develop and deliver specialized training and high profile events to communities throughout B.C. Our partnerships can take on a number of forms including bringing courses or certificate programs to an individual worksite, working with a coalition of community agencies to plan and deliver a forum or symposium of critical social issues or providing program development and logistical support for a locally planned conference.

Custom Designed Training

We 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. Over the past fifteen years we have developed a wide variety of training programs and specialized designed curricula in response to new policy initiatives or legislative changes. Some recent examples of customized training include a two-day training program on the new Adult Guardianship Legislation for Ministry for Children and Families employees and supervisory skills programs for B.C. Ferries Corporation employees.

If you are interested in exploring how we can work together to bring training and professional continuing education to your job site, community agency or provincial organization, please feel free to contact Shelley Rivkin, Director of the Social Services and Community Safety Division at (604) 528-5628 or e-mail srivkin@jibc.bc.ca. You can also visit our website for more information about the many projects and initiatives that we are currently undertaking.

Online Training Starts with Crime Prevention Program

<http://crimeprevention.jibc.bc.ca>

A new no-fee online training program for crime prevention volunteers and law enforcement and crime prevention professionals across Canada is now available. The program is the first of its kind in Canada, and was developed through a partnership between the Government of Canada* and the Justice Institute of BC. The program is designed to provide practitioners with the knowledge and skills needed to support, develop, or implement community safety and crime prevention solutions.

The first module is an introduction to community safety and crime prevention. The second module** focuses on planning and implementing community safety and crime prevention projects. The modules provide statistics on crime, highlight prevention efforts, and involve the participant in scenarios and self-assessment exercises. An online discussion board is available for course participants.



For more information, please call Shelley Rivkin at (604) 528-5628.

**Funding was received from the National Crime Prevention Initiative.*

***Module II will be online in January 2001.*

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. She can be reached at:

Office: A226

Phone: (604) 528-5621

Fax: (604) 528-5640

E-mail: rnyberg@jibc.bc.ca

Web: <http://www.jibc.bc.ca/ccs/fccs.html>

Students with Disabilities and Special Learning Needs

For information on the support services available for students with disabilities or special learning needs, please contact the Registration Services Advisor at (604) 528-5588 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.

Social Services & Community Safety Division Graduation - May 3, 2001

All students who have successfully completed the requirements for the following certificate programs since May 2000 are invited to participate in the Social Services & Community Safety Division graduation ceremonies. Graduation will take place on May 3, 2001, at 6:00 pm.

- 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
- Management Development for Residential Settings
- Substance Use
- Supporting Adult Survivors
- Trainer Development
- Trauma Counselling and Clinical Intervention
- Working with Youth in Community Settings



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 register for a certificate program, you need to find out whether an admissions form is required. There is no admissions form requirement for the Basic Supervisory and Trainer Development certificate programs. For the other certificate programs, 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 admission form?

An admission form may be found on Page 55. You can also 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 either the Registration Services Advisor at (604) 528-5588 or the First Nations Advisor at (604) 528-5621.

SPECIAL EVENTS

A Holistic Approach to Working With Women Who Experience Violence

Topics and Dates

*The Intersectionality of Oppressions: Racism, Sexism,
Classism, Heterosexism, Ableism, Violence
and Substance Use*
January 16

*Impacts of Violence: Disordered Eating, Anxiety/
Depression, Social Control and Substance Use*
February 20

Sex, Violence, and Substance Use
March 27

Violence, Substance Use and Health Issues
April 10

Prison, Violence and Substance Use
May 1

Parenting, Violence and Substance Use
June 5 (Evening)

This series of forums is intended for front-line practitioners working with women in the areas of violence, substance use, mental health, trauma, and corrections. Practitioners who wish to come together to continue the dialogue about the intersectionality of oppressions in women's lives and to discuss ways of working together in a fragmented system of services will benefit from these forums. Participants will have the opportunity to take what they hear and incorporate it into their own day-to-day practice.

OVERALL OBJECTIVES FOR FORUMS:

To explore how women's voices get lost in service delivery ♦ To begin a dialogue between individuals working in different parts of the delivery system ♦ To share and challenge the dominant models of practice by sharing stories about what we know is working ♦ To explore the levels and layers of oppression that exist among women ♦ To explore our own values and beliefs about women who experience violence/abuse and to challenge ourselves to think differently.

DURING THE FORUMS THE FOLLOWING OVERARCHING THEMES WILL BE ADDRESSED:

Women and age ♦ Women and sexuality ♦ Women and oppression ♦ Women and substance use ♦ Harm reduction practice ♦ Challenging our ideas of who women who experience violence/abuse are ♦ Challenging our ideas of what success is when working with women ♦ Finding and sharing solutions

Each forum will begin with a brief panel presentation (30 minutes). Key questions for contemplation will be posted throughout the room. Participants will be asked to form small groups (eight to 10 in a group) for discussion. Each group will be facilitated, and notes will be taken and compiled into a final report at the end of the series. Copies will be made available for participants.

PRESENTERS TO INCLUDE:

Janet Amos, Lynn Redenbach, Niki Antonopoulou, Linda Djadidi Jolie Ellison, Ninu Kang, Sarah Leavitt, Angela MacDougall, Lisa Rupert, Sheila Nyman, Dean Dubick.

MODERATOR:

Janice Abbott

FORUM HOURS:

9:00 am to noon with the exception of June 5 (6 to 9 pm)

*Each of the forums will be held in the Theatre at the
Justice Institute of BC, 715 McBride Boulevard,
New Westminster, BC.*

To register:

Use the Special Events Registration Form on Page 57.



For more information, contact Heather Olson
at (604) 528-5625 or e-mail holson@jibc.bc.ca

SPECIAL EVENTS

Applications of Relational Theory

*A spring institute with
the Stone Center's
Judith Jordan, Ph.D.,
and
Maureen Walker, Ph.D*



Date & Location

March 22-24, 2001
Justice Institute of British Columbia
New Westminster, BC

Fees

Two days – \$225; third day – \$125
three days – \$295

Student rate – \$150

10% discount on registrations
received by February 1, 2001

10% discount for those who register with a friend

20% discount when you combine
the above 10% discounts

Increasingly, research suggests that empathic, empowering relationships are at the core of resilience. Building on the groundbreaking work of Dr. Carol Gilligan and Jean Baker Miller, the Stone Center has conducted new and innovative research in the area of relational theory

DAY 1 AND 2:

Participants will examine resilience from a relational perspective and identify specific strategies for strengthening their clients' resilience throughout the life span. An exploration of the particular challenges and vulnerabilities for diverse groups of girls and women at critical life stages (e.g., adolescence, motherhood, and midlife) ultimately reveals potential resources for relational growth and resilience.

DAY 3:

Post-conference workshop: Relational Practices in Organizations. A growing body of research suggests that relational skills increase effectiveness, creativity, and employee retention. This workshop will explore interdisciplinary dimensions of relational theory and its application to organizational theory and practice.

This spring institute is being co-sponsored by BCIT. It will be of interest to practitioners, teachers, supervisors, and students with particular interest in the relational cultural model and its application in clinical work and workplace settings.

Pre-reading material is available on hold at the Justice Institute Library, or can be ordered from the Stone Center (www.wellesley.edu/JBMTT).


PRESENTERS:

Judith Jordan, Ph.D., is co-director of the Jean Baker Miller Training Institute and the Working Connections Project; Assistant Professor of Psychology at Harvard Medical School; co-author of *Women's Growth in Connection* and editor of *Women's Growth in Diversity*; and author of numerous papers available through the Stone Center at Wellesley College, Massachusetts.

Maureen Walker, Ph.D., is a psychologist with a practice in psychotherapy and anti-racism consultation. Her clinical practice and research projects involve developing linkages between racial identity development and relational theories. She is the Associate Director of Academic Services, Harvard Business School, and is on the faculty of the Jean Baker Miller Training Institute.

To register: Please complete the registration form on page 58
or contact the Registration Office at (604) 528-5590.

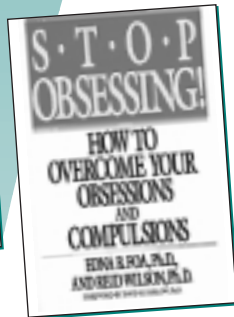
Course number: #SPE100

 For more information on institute content, please contact Program Coordinators Natalie Clark at (604) 528-5627 or Cheryl Bell-Gadsby at (604) 528-5626. Information is also provided on our Web site at www.jibc.bc.ca/ccs

SPECIAL EVENTS

Strategic Treatment of the Anxiety Disorders

with Reid Wilson, Ph.D.



Date & Location

May 10 - 11, 2001
Justice Institute of British Columbia
New Westminster, BC

Fees

\$185

To register:

Please complete the registration form on page 58 or contact the Registration Office at (604) 528-5590.

Course number: #EP320



For more information, please contact Program Coordinators Natalie Clark at (604) 528-5627 or Cheryl Bell-Gadsby at (604) 528-5626.

DAY 1: PANIC DISORDER, WORRY, AND GENERALIZED ANXIETY

In this first day, participants will learn the most direct therapeutic strategies for treatment of panic disorder, worry, and generalized anxiety disorder. Panic, topics will include: patterns of psychosocial development, the panic-prone personality, the benevolent purpose of symptoms, brief calming and focusing skills, responding to worries, paradoxical management of physical symptoms, pattern disruption, imagery practice, and interoceptive exposure. Emphasis will be placed on the eight attitude shifts needed for recovery.

The initial response of worry must be considered useful, selected for its survival value in evolutionary terms. When the worry subroutine is activated too frequently, it can be considered maladaptive. As such, worry is pervasive throughout all the anxiety disorders; 40-60% of clients report excessive worry about minor things. It has been shown to be the most frequent symptom of those who consult their general practitioner with psychological disorders. We will address methods of controlling worry and will apply those paradigms to generalized anxiety disorder.

DAY 2: OBSSIVE-COMPULSIVE DISORDER AND THE OCD SPECTRUM DISORDERS

Obsessions persist despite the application of logic or reason, and compulsions are so successful at briefly relieving anxiety that they take on a life of their own. Building around a theory of self-help and self-efficacy, participants will learn strategies to break these repetitious, unproductive patterns in obsessive-compulsive disorder (OCD). Along with exposure and response prevention, skills will include postponing, designing daily worry time and audiotape exposures, modifying obsessions and compulsions, and adding consequences. These skills can be applied to the treatment of washers and cleaners, checkers, repeaters, hoarders, orderers, cognitive-ritualizers, and pure obsessionals.

Later in the day we will discuss the application of these approaches to children and adolescents. Participants will then learn the distinguishing features of the OCD spectrum disorders: Tourette's and tic disorder, body dysmorphic disorder, trichotillomania and repetitive self-mutilation.

PRESENTER:

Reid Wilson is Associate Clinical Professor of Psychiatry at the University of North Carolina School of Medicine and a clinical psychologist in private practice in Chapel Hill, NC. He has published 20 articles and chapters in the field of health psychology and has served on the faculty at the last three International Congresses on Ericksonian Hypnosis and Psychotherapy. Dr. Wilson is an international expert in the treatment of anxiety disorders. He is the author of "Don't Panic: Taking Control of Anxiety Attacks" (Harper Perennial), now in its revised edition, and co-author of "Stop Obsessing! How to Overcome Your Obsessions and Compulsions" (Bantam) and "Achieving Comfortable Flight", a self-help package for the fearful flier. He designed and served as lead psychologist for American Airlines' first national program for the fearful flier. Dr. Wilson served on the board of directors of the Anxiety Disorders Association of America for 12 years, and as program chair of the National Conferences on Anxiety Disorders from 1988 to 1991.



■ 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
- Creative and Expressive Therapies
- 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, Counselling and Supportive Interventions, Creative and Expressive Therapies, and Women's Issues 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.

TRAIN FOR A NEW CAREER!

Child Protection Workers

PURPOSE

In the past, the Ministry for Children and Families (MCF) has provided training for employees hired to deliver child protection services. Recently, the Ministry established a partnership with the Educational Alliance to deliver a pre-employment program through the public post-secondary educational system.

WHO SHOULD ATTEND?

Successful completion of the program is a prerequisite for employment as a Child Protection Worker with the Ministry for Children and Families.


All applicants must have one of the following degrees:

- B.S.W. or M.S.W.
- B.A. Child and Youth Care
- M.A. (Clinical Psychology) or M.Ed. (Counselling) with practicum experience in a family or child welfare setting

HOW IS IT OFFERED?

The program will be offered full-time and part-time in various locations throughout B.C. The program will consist of classroom instruction, self-study days, and a field work component in a designated MCF office.

APPLICATION INFORMATION

 For full details about the course or to receive an application package, please visit our Web site at www.jibc.bc.ca or contact the Program Coordinator, Cori Wong-Hemmings, at (604) 528-5583, or the Program Assistant, Charlene Pennington, at 528-5834, or use our toll-free number: 1-877-275-4339.



THE EDUCATIONAL ALLIANCE

Justice Institute of B.C.,
Social Work & Child and Youth Care Education Consortium,
Contract Training and Marketing Society




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 for 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.

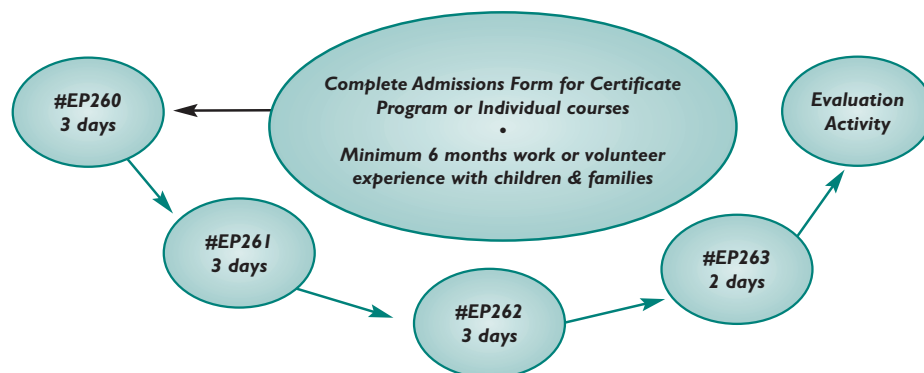
 An admission form may be found on Page 55. For more detailed information on the certificate program, course content, and admission requirements, please contact Natalie Clark at (604) 528-5627 or e-mail nclark@jibc.bc.ca.

CHILD ABUSE AND NEGLECT

CHILD ABUSE & NEGLECT SUPPORT WORKER CERTIFICATE PROGRAM

- 11 days
- Complete within 2 years
- Recommended sequences, though not required
- All courses are open to Certificate Program & individual participants

RECOMMENDED SEQUENCE OF COURSES:



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. They will also learn to recognize cultural differences regarding norms, values, and traditions.

Length: Three days
 Dates(s): **February 15-17**
 Fee: \$195
 Instructor(s): Castellanos, Douglas

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): **March 15-17**
 Fee: \$195
 Instructor(s): Chapman

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

This course will define the role of a support worker within an integrated Ministry for 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): **April 26-28**
 Fee: \$195
 Instructor(s): 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.

Date(s): **May 18-19**
 Fee: \$175
 Instructor(s): Luxemburg-Hyam

Child Abuse and Neglect Support Worker Certificate Program in Fort Nelson, BC

This certificate program is being offered in conjunction with Northern Lights College.

Date(s): **February 19-23**, Chandler
March 19-23, Luxemburg-Hyam

 For more information, contact Amber Hall at (604) 528-5620 or Natalie Clark at (604) 528-5627.




PURPOSE

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

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.

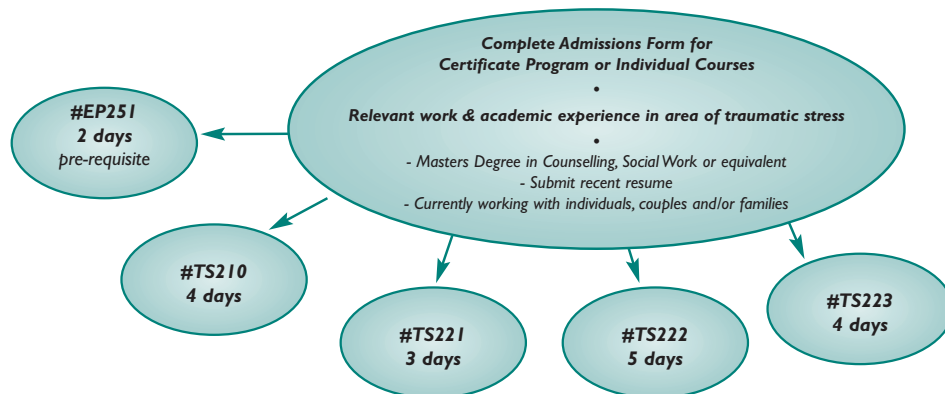
 An admission form may be found on Page 55. For more detailed information on the certificate program, course content, and admission requirements, please contact Natalie Clark at (604) 528-5627 or e-mail nclark@jibc.bc.ca.

CHILD ABUSE AND NEGLECT

TRAUMA COUNSELLING & CLINICAL INTERVENTION CERTIFICATE PROGRAM

- 18 days
- Complete within 2 years
- All courses are open to Certificate Program & individual course participants, except TS223

RECOMMENDED SEQUENCE OF COURSES:



Core Courses

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, 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 to the critical incident, 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 enroll in this course.

Date(s): **April 27-28 or May 14-15**
 Fee: \$195
 Instructor(s): Solanto

1. Trauma Assessment and Treatment Planning (#TS210)

This course will provide an overview of assessment and treatment within a socio-political and cultural context. A multidimensional 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): **May 16-19**
 Fee: \$310
 Instructor(s): Fortes, Solanto, Ziegler

2. 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): **June 14-16**
Fee: \$225
Instructor(s): Fortes, Ziegler

3. 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): **September 27-29 & October 12-13**
Fee: \$395
Instructor(s): Fortes, Solanto, Ziegler

4. 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. This course is open to certificate students only.

Length: Four days
Date(s): **November 21-24**
Fee: \$450
Instructor(s): Solanto, Fortes

PURPOSE

This 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.

HOW TO APPLY

To enter the program, applicants must be currently working or volunteering with adults in a supportive capacity and must complete an admission form (see Page 55).

A certificate of achievement will be given to participants who attend all six days of the program and successfully complete the evaluation activity.

CHILD ABUSE AND NEGLECT

SUPPORTING ADULT SURVIVORS CERTIFICATE PROGRAM

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): **March 29-31 & May 24-26**
Fee: \$495
Instructor(s): Whiteford, Trotter



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



PURPOSE AND STRUCTURE

In response to requests from the community, we have redesigned these certificate programs into a new and improved format. Participants will take two core courses (total of five days), and then specialize in one of two streams: child and youth or adult survivor treatment. In addition to the 10 days of core courses, participants must also complete four days of eligible electives related to their stream of choice. For a detailed list of eligible electives, please see pages 16 and 17.

HOW TO APPLY

Interested applicants must submit a resume and a completed admissions form that describes their clinical/counselling work experience, academic background, and past courses in the area of sexual abuse. An admission form is available on Page 55.



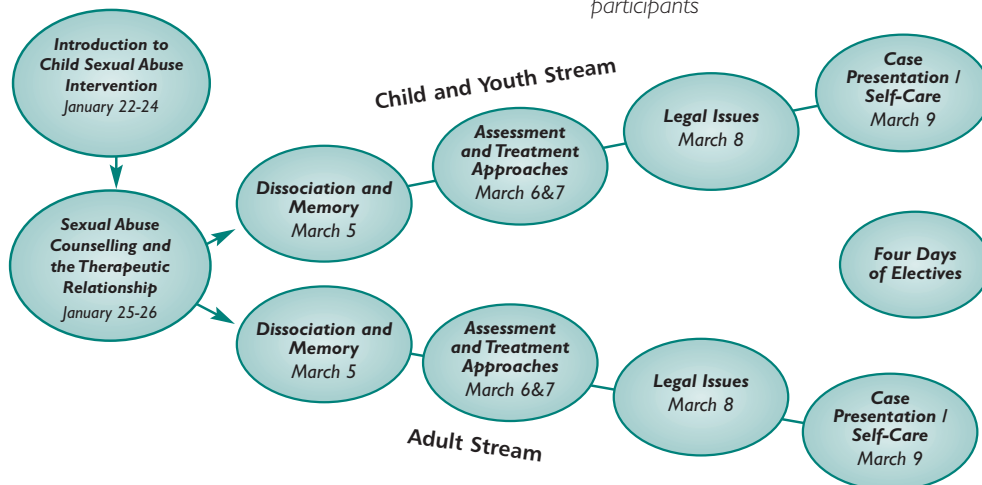
To add your name to the mailing list for this program, or for content and admission requirements, please contact Natalie Clark at (604) 528-5627 or e-mail nclark@jibc.bc.ca; or Cheryl Bell-Gadsby at (604) 528-5626 or e-mail cgadsby@jibc.bc.ca.

CHILD SEXUAL ABUSE

CHILD SEXUAL ABUSE INTERVENTION: CERTIFICATE PROGRAM FOR PRACTITIONERS

- 14 days
- Complete within 2 years

- All courses are open to Certificate Program & individual course participants



Child and Youth Option (#CSA105A)
Length: 14 days (10 core and 2 electives)
Date(s): **January 22-26 & March 5-9**
Fee: \$950

Adult Survivor Option (#CSA105B)
Length: 14 days (10 core and 2 electives)
Date(s): **January 22-26 & March 5-9**
Fee: \$950

Integrated Core Module (5 days)

Day 1: Overview

Sexual abuse needs to be understood as a systemic and societal problem, and as exploitation of a child's vulnerability and powerlessness. Clinicians need to understand the individual victim in a broad context that includes historical, social, cultural, political, and legal responses to sexual abuse both in Canada and in other countries.

Date(s): **January 22**
Instructor(s): Whiteford

Day 2: Developmental Issues

Sexual abuse assaults and deforms the developmental growth of children and adolescents. Grounding in developmental process is central to understanding and treating the impact of abuse. Clinicians need to understand how sexual abuse impedes successful resolution of developmental stages and the implications of this for assessment, intervention, and treatment for survivors at all stages of the life cycle.

Date(s): **January 23**
Instructor(s): Whiteford

Day 3: Family Dynamics

Victims, family members, and clinicians struggle together to make sense of the wounding that comes from sexual abuse. Typical family dynamics need to be understood and skills for assessing individual families are essential. Clinicians are helped by having a clear map and guidelines that help them contain and manage the confused and complicated feelings and thoughts that family members have towards each other.

Date(s): **January 24**
Instructor(s): Whiteford, Ziegler

Day 4: Assessment and Treatment: An Overview

Effective intervention requires an ability to assess and conceptualize treatment, and to bring a structured approach to treatment. Clinicians treating sexual abuse need a theoretical model that can guide their interventions and bring predictability to the often chaotic world of the survivor. Clinicians need to integrate specific models developed to treat trauma and child abuse into their existing approaches to psychotherapy.

Date(s): **January 25**
Instructor(s): Shatzky, Ziegler

Day 5: The Therapeutic Relationship

Part of the treatment model conceptualizes sexual abuse as a relational injury. Clinicians need to understand how that injury impacts the therapeutic relationship. Successful treatment outcomes depend in large part on careful negotiation of the therapeutic relationship and the clinicians' understanding of the complex feelings, thoughts, and defences victims bring to the therapy setting.

Date(s): **January 26**
Instructor(s): Ziegler

Child and Youth Stream (#CSA105A)

Day 6: Dissociation and Memory

Dissociation is a key defence of the sexually abused child and is mediated by the child's age and development. Clinicians need both a theoretical understanding of dissociation, memory, and development and practical skills for recognizing and treating dissociation in children and youth.

Date(s): **March 5**
Instructor(s): Mills

Days 7 and 8: Treatment Approaches

The treatment of sexually abused children and youth is complex due to the child's often complicated relationships with family members and non-familial caregivers. Early decisions about treatment are critical for successful outcomes. Clinicians need a working knowledge of the beginning, middle, and end stages of treatment, and practical skills to support each stage.

Date(s): **March 6 & 7**
Instructor(s): Shatzky

Day 9: Legal Issues

This topic explores both family and criminal court procedures related to child sexual abuse and defines the clinician's role when a child or adolescent they are working with is involved in court proceedings. It considers the clinician's role in providing "non-contaminating" support to the child or adolescent through the court process.

Date(s): **March 8**
Instructor(s): Harvey

Day 10: Case Presentations/Self-Care

Opportunity is provided for integration of course material through participants' case presentations. The final hour and a half will bring together the child and youth and adult programs for completion of the core modules.

Date(s): **March 9**
Instructor(s): Shatzky

Adult Survivor Stream (#CSA105B)

Day 6: Dissociation and Memory

Dissociation is a key defence of the adult survivor of childhood sexual abuse and needs to be understood neurologically, emotionally, and behaviourally. The complex relationship of dissociation to memory and development is also significant. Clinicians require a basic knowledge of how dissociation functions for adult survivors, and basic assessment skills.

Date(s): **March 5**
Instructor(s): McEvoy

Days 7 and 8: Treatment Approaches

These two days deepen participants' clinical understanding of treatment approaches with adult survivors and skills in treatment planning. A clinician also needs a range of clinical tools for successful intervention into the specific problems facing adult survivors of childhood sexual abuse.

Date(s): **March 6 & 7**
Instructor(s): McEvoy

Day 9: Legal Issues

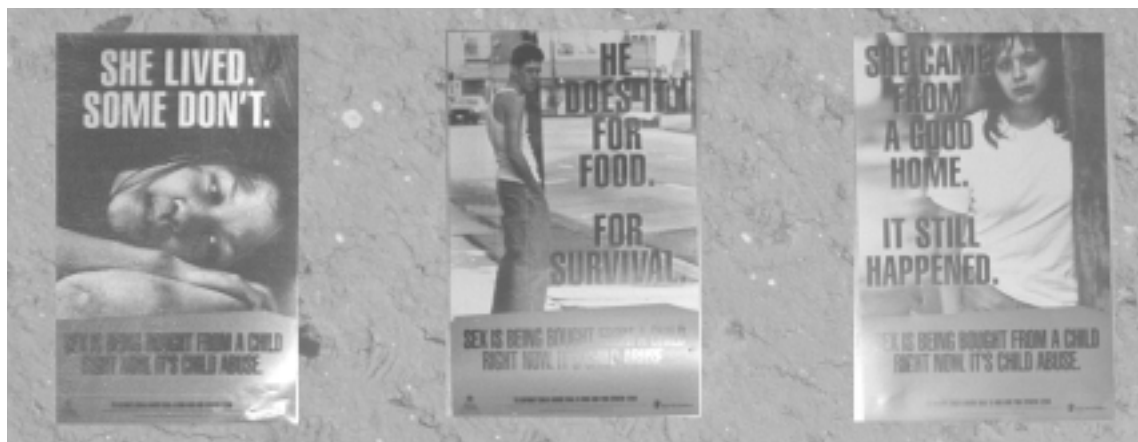
The interface of adult survivors of childhood sexual abuse with the legal system can be confusing, controversial, and intimidating for both survivors and clinicians. This course will help clinicians understand the legal system, legal precedents, and consequential implications for clinical intervention and case management.

Date(s): **March 8**
Instructor(s): McEvoy

Day 10: Case Presentations/Self-Care

Opportunity is provided for integration of course material through participants' case presentations. The final hour and a half will bring together the child and youth and adult programs for completion of the core modules.

Date(s): **March 9**
Instructor(s): McEvoy



Working with Children with Sexual Behaviour Problems (#TS531)

This course will provide participants with the opportunity to identify a continuum of childhood sexual behaviours from usual and normative to unusual and problematic. Participants will also consider cultural and historical ideas of children's sexuality, explore the relationship between sexual behaviour problems and sexual abuse, place understandings in a developmental context, identify and practise early intervention strategies from an individual and family-based perspective, and explore safety planning in the home, school, and community. There will be an opportunity to practise a number of interventions, including externalization, storytelling, responsibility taking, cognitive-behavioural, and solution-focused. This course will be of interest to counsellors, social workers, mental health and family support workers, and other practitioners working with sexual abuse issues. This course is an elective in #CSA105A.

Date(s): **May 4-5**
 Fee: \$185
 Instructor(s): Rudko

Dissociation and Memory (#CSA192)

Dissociation is often a person's first defence against traumatic events. Children who suffer abuse frequently rely on dissociation as a way of coping. Through the use of mini-lectures, case studies, and audio-visual presentations, this course will examine the continuum of dissociation, the interplay between dissociation and traumatic memory, how to assess levels of dissociation, including scales and instruments, first-stage interventions, and therapeutic strategies to increase internal cohesiveness. This course is an elective in #CSA105B.

Date(s): **May 11-12**
 Fee: \$185
 Instructor(s): McEvoy

Creativity and Trauma: Using Art as a Tool for Healing (#CSA191)

This workshop will explore the use of art and creativity as a tool for healing the effects of childhood sexual abuse. Participants will have the opportunity to explore the roots of creativity and psychological health, examine the impact of trauma and psychological shock on the survivor and define how change occurs, and consider the theoretical basis for understanding the art work of their clients in the context of the therapeutic process. Participants will experience a variety of creative media, including art, writing, and visualization. Please note: participants will not receive art therapy credits for this workshop. This course is an elective in #CSA105B.

Date(s): **April 6-7**
 Fee: \$185
 Instructor(s): Jones-Callahan

Group Work with Adult Survivors (#CSA190)

Group work has been documented to be extremely effective in breaking isolation, one of the common legacies of childhood abuse. Through mini-lectures, case studies, and audio-visual presentations, participants will explore: normative group development, common difficult group dynamics, frequent issues/themes covered in group content, and the role of group transference and countertransference with adult survivors. This course is an elective in #CSA105B.

Date(s): **April 30 – May 1**
 Fee: \$195
 Instructor(s): Ziegler, McEvoy

Working with Adolescent Females in Trauma: Innovations in Group Treatment (#TS527)

This two-day workshop will provide participants with an opportunity to explore the impact of trauma on adolescent females. Topics covered will include a review of current theories and research in the area of adolescent female development, with a specific emphasis on how trauma impacts the daily lives and relationships of these young women. Participants will explore innovative group models of intervention on a continuum ranging from girls' groups to therapeutic treatment groups. Specific relational tools and strategies for working with this challenging population within a group format will be presented. This course will be of interest to professionals working with adolescent females in a support or treatment capacity. The course is an elective in #CSA105A.

Date(s): **May 16-17**
 Fee: \$185
 Instructor(s): Bell-Gadsby, Clark

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. This course is an elective in #CSA105A.

Date(s): **April 18-19**
 Fee: \$195
 Instructor(s): Dhaese

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. This course is an elective in #CSA105B.

Date(s): **April 24**
 Fee: **\$125**
 Instructor(s): Ziegler

Couples Therapy for Partners of Sexual Abuse (#EP590)

This two-day workshop is designed to help therapists understand the role of dissociation and its impact on relationship dynamics. Through mini-lectures, audio-video presentations, and case studies, participants will explore the continuum of dissociation, strategies to identify and assess current dissociative responses, and modifications of therapeutic interventions to help these early wounded couples.

Date(s): **April 20-21**
 Fee: **\$195**
 Instructor(s): McEvoy

Children Exposed to Family Violence, Level I (#CY230)

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. Participants will review the behavioural consequences and coping styles of children exposed to violence in their homes, and effective strategies for responding to their needs. It also offers an overview of working with families from culturally diverse backgrounds and introduces some strategies to support them. This includes First Nations as well as refugee families.

Length: Three days
 Date(s): **April 25-27**
 Fee: **\$195**
 Instructor(s): Castellanos, Gray-Smith

Enhanced Investigative and Interviewing Skills in Child Sexual Assault Cases

For a course description, see page 29 in the Victim Services section.

Length: Three days
 Date(s): **January 30 – February 1;**
Vancouver
March 27-29; Victoria
 Instructor(s): Roberts

Children Exposed to Family Violence, Level II (#CY231)

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 also address the importance of prevention and community development in recognizing family violence as a social issue. 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 Exposed to Family Violence, Level I (#CY230).

Date(s): **June 7-8**
 Fee: **\$185**
 Instructor(s): Castellanos

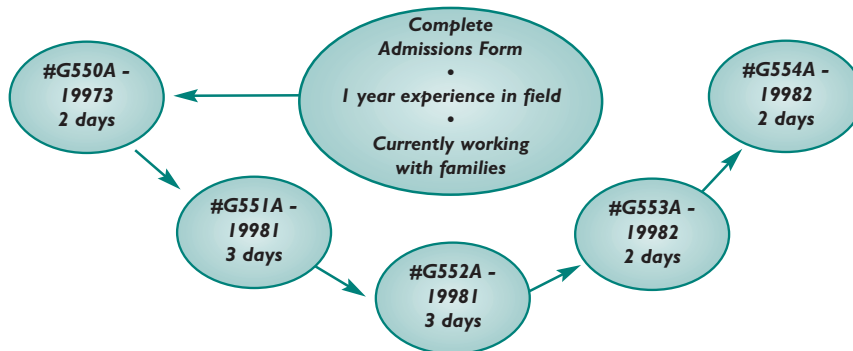


COUNSELLING AND SUPPORTIVE INTERVENTIONS

FAMILY SUPPORT WORKER CERTIFICATE PROGRAM

- 12 days
- Complete within 2 years
- Recommended sequences, though not required

RECOMMENDED SEQUENCE OF COURSES:




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.

 Please contact Douglas College Continuing Education at (604) 527-5472 for registration and fees.

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.

Date(s): **Fall 2001-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): **Fall 2001-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 8-10-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.

Date(s): **March 30-31-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.

Date(s): **May 11-12-Douglas College**



PURPOSE

The Substance Use 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.



The admission form may be found on Page 55. 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, and ask for a brochure.

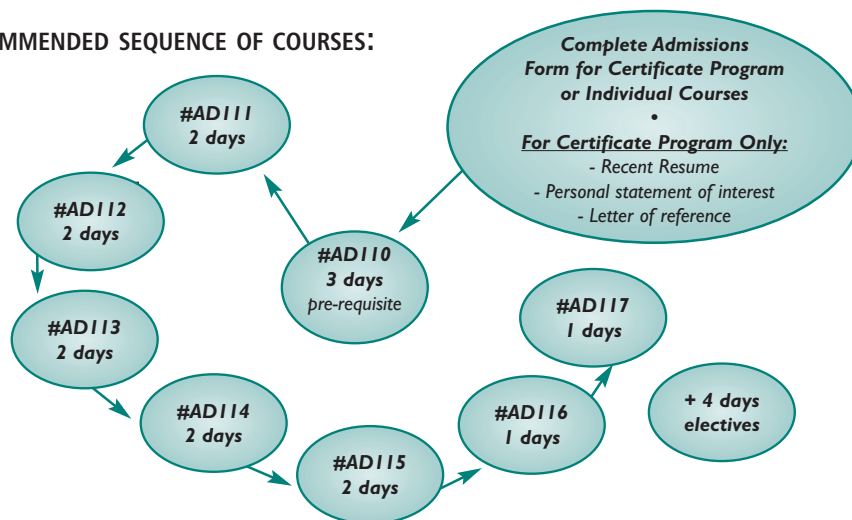
COUNSELLING AND SUPPORTIVE INTERVENTIONS

SUBSTANCE USE CERTIFICATE PROGRAM

- 19 days
- Complete within 2 years

- Recommended Sequence, after pre-requisite, courses may be taken in any sequence

RECOMMENDED SEQUENCE OF COURSES:



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. This course is a prerequisite for all courses in the Substance Use Certificate Program.

Length: Three days
Date(s): **February 5-7**
Fee: \$225
Instructor(s): Harris

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. Prerequisite: Understanding Substance Misuse (#AD110).

Date(s): **February 8-9**
Fee: \$185
Instructor(s): Robertson

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. Prerequisite: Understanding Substance Misuse (#AD110).

Date(s): **March 12-13**
Fee: \$185
Instructor(s): Axsen

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. Prerequisite: Understanding Substance Misuse (#AD110).

Date(s): **March 14-15**
Fee: \$185
Instructor(s): Amos



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. Prerequisite: Understanding Substance Misuse (#AD110).

Date(s): **May 14-15**

Fee: \$185

Instructor(s): Robertson

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. Prerequisite: Understanding Substance Misuse (#AD110).

Date(s): **May 16-17**

Fee: \$185

Instructor(s): Amos

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. Prerequisite: Understanding Substance Misuse (#AD110).

Date(s): **March 16**

Fee: \$95

Instructor(s): Robertson



For more information, please contact Heather Olson at (604) 528-5573 or e-mail holson@jibc.bc.ca.

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. Prerequisite: Understanding Substance Misuse (#AD110).

Date(s): **May 18**

Fee: \$95

Instructor(s): Harris

Electives

Four days of Justice Institute electives are required in the Substance Use Certificate Program. Participants can focus their electives within a specific content area or combine electives from the following two streams: Counsellor Skill Development and Youth.

The following courses may be used as electives:

- Becoming a More Effective Counsellor (#EP508) – page 23
- Advanced Motivational Interviewing (#AD204) – page 25
- Making Connections: An Introduction to Effective Conflict Resolution Skills for Working with Youth (#CY185) – page 34
- Developing Effective Interventions: Interventions for Moderate to High At-Risk Youth (#CY189) – page 34
- Making Connections: Managing Emotional and Aggressive Situations with Youth (#CY186) – page 34
- Making Connections: Third-Party Facilitation when Working with Youth (#CY187) – page 34
- Understanding Pharmacology from a Counsellor's Perspective (#EP308) – page 24
- Art Therapy in Early Stages of Addiction Recovery (#AD210) – page 28
- Applications of Relational Theory with The Stone Centre (#SPE100) – page 8
- Putting a Youth Twist into Substance Misuse Information and Youth Services (#AD207) – page 24





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.

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.



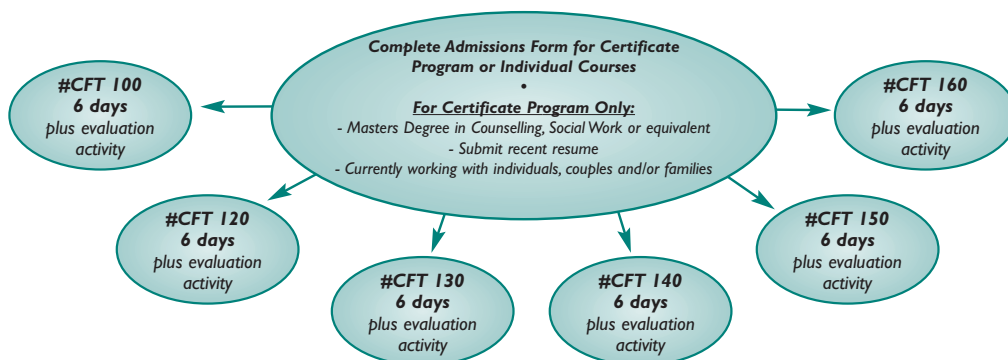
The admission form may be found on Page 55. For more detailed information on the certificate program, course content, and admission requirements, please contact Cheryl Bell-Gadsby at (604) 528-5626 or e-mail cgadsby@jibc.bc.ca, and ask for a brochure.

COUNSELLING AND SUPPORTIVE INTERVENTIONS

COUPLE & FAMILY THERAPY CERTIFICATE PROGRAM

- 36 days
- Complete within 2 years
- Courses may be taken in any sequence

RECOMMENDED SEQUENCE OF COURSES:



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 11-13 & October 25-27, 2001**
 Fee: \$415
 Instructor(s): Grigg, Jung-Hwa Suh, Egyeda

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 multidimensional, 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 15-17 & 29-30, & December 1, 2001**
 Fee: \$415
 Instructor(s): Walls, Grigg, Shapiro, Egyeda



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

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 1-3 & 15-17**
 Fee: \$415
 Instructor(s): Egyeda, Sigal, Walls

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

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 19-21 & May 3-5**
 Fee: \$415
 Instructor(s): Egyeda, Grigg, Jung-Hwa Suh

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


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 31, June 1-2 & 14-16**
 Fee: \$415
 Instructor(s): Whiteford, Egyeda, Finlay

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

This course focuses solely on supervision of participants' practice of couple and family therapy. Supervision occurs in small groups over the course of the program. 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: 39 hours
 Fee: \$450
 Instructor(s): Finlay, Egyeda

 Please contact Heather Olson at (604) 528-5573 to receive a schedule of Practice Supervision dates.

Individual Courses

The following courses may be taken individually, or used as electives in the various certificate programs offered in the Child, Youth & Family section.

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 designed 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. It will address issues related to the 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 principles 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 for their private practice. The manual will also include a resource guide and bibliography.

Date(s): **January 22-23**
 Fee: \$185
 Instructor(s): Franz

Becoming a More Effective Counsellor (#EP508)

This 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.

Date(s): **February 5-6**
 Fee: \$185
 Instructor(s): Stoll

Mental Health Issues for Children Under 12 (#EP307)

This 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. It 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.

Date(s): **February 23-24**
 Fee: \$185
 Instructor(s): Velji

NEW Doing Therapy Briefly: An Overview (#CFT710)

In these days of doing more with less and less, therapists are being encouraged to use "brief therapy" as a solution to the resources crunch. This workshop provides an introduction to a style of work that is client-centred, change-focused, and goal-driven. Presentations will trace brief therapy theory and practice from Ericksonian therapy through the cybernetic revolution, and on to strategic, solution-oriented, and narrative approaches to change. The day includes demonstrations, experiential exercises, and examples intended to make this approach come alive. The emphasis throughout is that brief therapy is not simply a short form of traditional psychotherapy but is conceptually and pragmatically different. While brief therapy is not for all clients or is not a viable approach to all difficulties, it can be a vital addition to a therapist's range of knowledge and skills.

Date(s): **March 2**
 Fee: \$95
 Instructor(s): Grigg

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 aging, and will have an opportunity to experience and learn about some creative interventions such as art therapy and life review.

Date(s): **March 9-10**
 Fee: \$185
 Instructor(s): Halliday, Collie

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 Choice 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.

Date(s): **March 19-20**
 Fee: \$185
 Instructor(s): Stoll

NEW Recordkeeping, Report Writing, and Disclosure Statements: Developing Good Casework Practice (#EP596)

At a time when accreditation looms over the head of many practitioners, report writing and consumer rights will be under closer scrutiny by quality assurance managers, funders, and consumer advocates. This two-day workshop is for therapists, counsellors, social workers, and other mental health professionals and will focus on report writing, recordkeeping, writing disclosure statements, and release of information. The participants will have the opportunity to design their own disclosure and consent statements with the goal of enhancing clinical practice, protecting consumer rights, and meeting good standards of practice.

Date(s): **March 23**
 Fee: \$125
 Instructor(s): Walls, McEvoy

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.

Date(s): **March 28-29**
 Fee: \$195
 Instructor(s): Solanto

Understanding Pharmacology from a Counsellor's Perspective (#EP308)

This course is for counsellors, therapists, social workers, mental health staff, alcohol and drug counsellors, child care counsellors, foster parents, support workers, and other practitioners who are interested in expanding their knowledge of pharmacology and how it pertains to clinical counselling situations. Topics to be addressed include the central nervous system, anti-depressant medications, anti-anxiety medications, and drugs used to treat schizophrenia and bipolar disorder. Special emphasis will be placed on substance abuse and the consequences of mixing psychotropic medications with street drugs. Through discussion and case scenarios, participants will gain knowledge of psychotropic medication, including its effects, side effects, lethality, and interaction with street medications.

Date(s): **March 30-31**
 Fee: \$185
 Instructor(s): Velji, Savard

Fostering and Encouraging Client Responsibility (#EP524)

You will learn how to effectively encourage those you help or work with to develop more self-reliance and identify more effective ways to think about their problems/solutions, the choices they make or do not make, and the consequences of their choices. 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.

Date(s): **April 2-3**
 Fee: \$185
 Instructor(s): Stoll

Everything You Ever Wanted to Know about the DSM-IV: Level II (#EP204A)

This advanced course is open to counsellors, support workers, group home staff, social workers, and other mental health professionals who have completed Level I (#EP204) or the equivalent. Participants will have the opportunity to explore in greater depth the major psychiatric disorders and differential diagnoses; consider factors relating to the selection of effective treatment approaches, including medical and non-medical interventions; and examine a process for creating comprehensive treatment plans. The role of non-medical mental health professionals in the diagnostic and treatment process will be highlighted. This course is not intended to qualify individuals to use psychiatric diagnostic procedures beyond their level of professional competence.

Date(s): **April 9-10**
 Fee: \$195
 Instructor(s): Solanto

Putting a Youth Twist into Substance Misuse Information and Youth Services (#AD207)

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. The workshop recognizes the unique differences between youth and adults who struggle with substance abuse issues. Basic substance misuse information will be reviewed, with emphasis on how to apply the material specifically to youth. Participants will review models of substance misuse, harm reduction, stages of use, and the model of change through a youth lens. Participants will learn how to implement tools that will help youths assess their own substance use and how to create services that are effective with substance-misusing youth.

Date(s): **April 9-10**
 Fee: \$185
 Instructor(s): Snowden, Crabtree

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.

Date(s): **April 27-28**
 Fee: \$185
 Instructor(s): Saville

Facilitating Parenting Groups: Essential Skills (#EP586)

This course will be of interest to anyone currently facilitating parenting groups of any kind. Over the two days, participants will learn more about presenting material creatively that might otherwise elicit defensiveness from the parent or from the group. Emphasis will be given to helping parents separate out two key areas: partner issues from parenting problems, and confusing their own childhood (past) with their children's childhood (present). A wide range of useful techniques will be developed to help facilitators keep parents focused on their choices, not their children's behaviour; clarify parental roles, styles, and approaches; and use the developmental stages of children as a dynamic tool. Participants will develop their creativity and confidence in using spontaneity and identifying the "teachable moment." Finally, participants will learn how to ensure that they are using up-to-date materials by accessing print media, TV/VCRs, and Internet sites.

Date(s): **May 7-8**
Fee: **\$185**
Instructor(s): Stoll

NEW Identifying and Overcoming Racism in the Counselling Relationship (#EP321)

Aboriginal people and people of colour experience racism in the mental health delivery system. Unfortunately, such racism is not new, nor has it been adequately dealt with. Many counsellors are well-intentioned professionals who have strong theoretical foundations, clear ethical standards, and humanistic or feminist values. They are motivated to help people who are hurting and they get personal fulfillment out of their work. Even with these high human ideals, however, racism still manifests itself in the counselling relationship. This workshop is for social workers, mental health practitioners, therapists, and anyone providing counselling or advocacy in their work with Aboriginal people or people of colour.

Date(s): **May 25**
Fee: **\$95**
Instructor(s): MacDougall

Counselling Skills: The Art of Asking Effective Questions (#EP587)

Counsellors and others in the helping role often ask themselves how they can use their limited time more wisely. Skillfully asking questions is not only an art but also an important aspect of your role. In this workshop participants will explore the six essentials of asking good questions: how to ask well-timed questions; themes related to asking questions; discovering what your questioning style is and how to broaden it; making better use of time spent in the role of counsellor/helper, and why having good listening skills is not enough.

Date(s): **May 28-29**
Fee: **\$185**
Instructor(s): Stoll

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 course (#AD112).

Date(s): **May 29-30**
Fee: **\$185**
Instructor(s): Axsen

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 training is offered in two streams using a gender-separate format. If there are not enough participants [male or female], that specific stream may not be offered.)

Date(s): **June 1-2**
Fee: **\$195**
Instructor(s): Roberts

Caught Between Two Worlds: Supporting Culturally Diverse Adolescent Girls (#CY109A)

For a course description, see page 30 in the Violence Against Women section.

Date(s): **June 8-9**
Fee: **\$185**
Instructor(s): Clark, Manhas



PURPOSE

The Integrated Healing Certificate has been designed in response to requests from practitioners in mental health-related fields to have up-to-date information about how to integrate alternative modalities into their existing practices. This new certificate program will facilitate a better understanding of how to do this in an ethical and comprehensive manner.

The nine core courses listed below cover many of the most common areas of alternative and complementary practice. This exciting new program will present a variety of theoretical models used in multidimensional healing approaches and will examine a framework for integrating these approaches into practice. Learning will take place through lecture, demonstration, discussion, panel presentation, and skill-building exercises.

WHO SHOULD ATTEND?

Mental health practitioners, counsellors, social workers, other health practitioners with experience will benefit from the courses in this certificate program.



The admission form may be found on Page 55. For more detailed information on course content, and admission requirements, please contact Cheryl Bell-Gadsby at (604) 528-5626 or e-mail cgadsby@jibc.bc.ca.

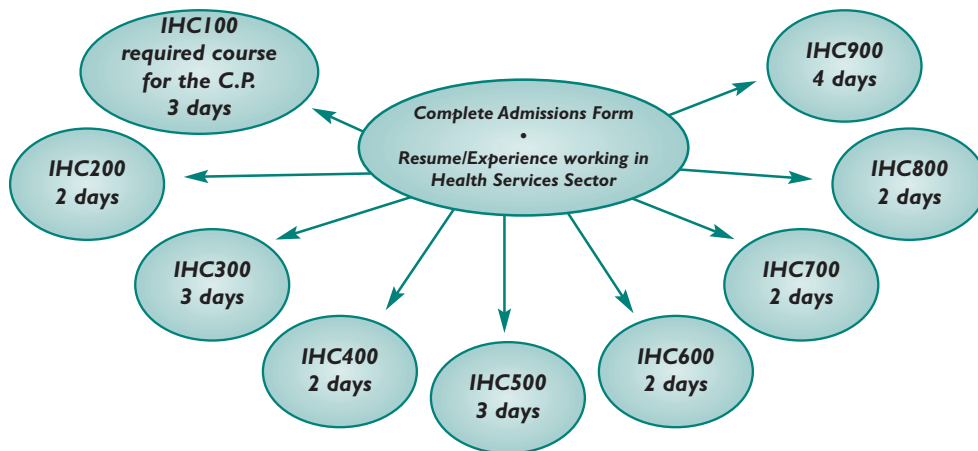
CREATIVE AND EXPRESSIVE THERAPIES

INTEGRATIVE HEALING CERTIFICATE PROGRAM

- 23 days
- Complete within 2 years
- Courses may be taken in any sequence

- Courses may be taken individually as well as for a certificate.
- IHC 100 is the recommended pre-requisite. It may be completed at a later date with the permission of the program coordinator.

RECOMMENDED SEQUENCE OF COURSES:



Core Courses

Introduction to Integrative Therapeutic Approaches (#IHC100)

This three-day course is designed as the prerequisite for the new Integrated Healing Certificate. This exciting and innovative program is for counsellors and practitioners in mental health-related fields. The prerequisite course will present a variety of theoretical models used in multidimensional healing approaches, and examine a framework for integrating these approaches into practice. Participants will learn the principles and strategies for working with an integrative team of professionals, and how to apply a model for treatment decisions according to the needs of the client; discuss special ethical and legal considerations; and understand the content of this new certificate program. Through a panel presentation and case presentations, participants will have the opportunity to experience specialists from areas such as homeopathy/naturopathy, body-centred psychotherapy, Healing Touch, spirituality, energetic healing, and traditional Chinese medicine.

Length: Three days

Date(s): **October 18-20, 2001**

Fee: \$225

Instructor(s): Solanto, Herbert, Laird, Bell-Gadsby, Thomas, Jennings, Bixler, Nestman

NEW Integrating Relaxation Techniques and Guided Imagery into a Healing Practice (#IHC200)

This "how to" course is designed to assist practitioners in utilizing body/mind integrative approaches in their work with clients. A rationale for employing these approaches will be offered, along with ways to help the client understand how they might be helpful in support of their treatment goals. Participants will also review ways of incorporating these approaches into an integrated treatment plan, as well as how to justify these methods to other health professionals. Techniques discussed include: focused breathing, body scans, progressive relaxation, centring, meditation, and guided imagery. The format consists of lecture, discussion, demonstration, and skill practice. The course also provides a review of relevant ethical considerations.

Participants will learn how to:

- incorporate effective body/mind approaches into a client's treatment plan
- create and structure these activities
- describe a rationale for using these methods with clients and fellow professionals
- utilize these approaches toward personal self-care

Date(s): **February 8-9**

Fee: \$195

Instructor(s): Solanto, Herbert

NEW Wisdom in the Wound: An Integrative Approach to Trauma (#IHC300)

This course explores the relationship between traumatic experience and personal growth from a creative and energetic perspective. The course provides an introduction to the notion of trauma as a healing path, paying particular attention to ways of sensing, containing, and expressing traumatic material within a context of safety and trust. Specific skill development areas include: how to assist clients in developing a context for understanding trauma as a healing imperative; how to structure basic containment using strategies for grounding, centring, and boundaries; how to identify, work with, and develop a professional network for dealing with clients' dissociation and feelings of being overwhelmed; and how to apply basic energetic and integrative practices for working with traumatic material.

Length: Three days
Date(s): **March 1-3**
Fee: \$225
Instructor(s): Laird

NEW Integrating Energetic Bodywork into the Counselling Process (#IHC400)

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, solution-focused, and metaphorical approaches. Participants will acquire practical clinical tools for heightening mind-body communication; refine and integrate communication skills with energetic bodywork; develop hands-on skills to reconnect with internal resources and shift the client's internal frame of reference to a healthier, more proactive stance; explore a framework that integrates Healing Touch, hypnosis, guided imagery, and other counselling skills; and examine legal and ethical issues related to touch therapy.

Date(s): **April 5-6**
Fee: \$195
Instructor(s): Bell-Gadsby

NEW Traditional Chinese Medicine, Homeopathy, and Clinical Herbology (#IHC500)

The program will explore the key theoretical and practical concepts of Chinese medicine. We will look at the mystery of Qi, the universal principles of Yin and Yang, and the intricate web of energy flows, or Meridians, that connects and communicates throughout the body; and apply Five Phase Theory as a tool for psychological insights. The locations and functions of potent acupuncture points will be covered, and techniques of manual stimulation taught, so that participants leave with simple tools to help themselves and others.

Length: Three days
Date(s): **May 3-5**
Fee: \$225
Instructor(s): Thomas

NEW Healing and the Human Energy Field (#IHC600)

This two-day course is designed to introduce participants to the human energy field, chakras, and specific energy-based self-care and healing techniques. The focus will be on how human energy field awareness can promote well-being, assist in the management of a wide variety of symptoms, and complement traditional systems of care. This knowledge can be used by those working with adults or children.

Date(s): **May 30-31**
Fee: \$195
Instructor(s): Jennings

NEW Ethical Issues for Integrative Healing Practitioners (#IHC700)

An experiential and non-judgemental inquiry into ethical issues in alternative healing. Participants will be asked to grapple with ethical problems taken from their own experience and develop a model for dealing with ethical issues. We will develop this model by mapping how we apply ethical principles to specific cases. Cases will be presented and role-played in small and large groups. This will include working in a practitioner/client role focusing on areas of concern. This course will emphasize the special issues of intimacy and boundaries evoked by alternative healing practice.

Date(s): **June 1-2**
Fee: \$195
Instructor(s): Bixler

NEW Integration of Spirituality and Counselling (#IHC800)

This course is designed for counsellors and other mental health practitioners who are looking for ways to integrate spirituality with their clinical work. Cognitive and experiential learning will be combined to explore the meaning of spirituality, the purpose of counselling, and how an integration between the two can take place. A model of "counselling as spiritual practice" will be presented, discussed, modelled and applied through skill-building exercises. This workshop offers an inspirational yet practical counselling approach. Participants will learn how to develop an expanded sense of self while simultaneously supporting an essential connection with their clients.

Date(s): **June 22-23**
Fee: \$195
Instructor(s): Nestman

NEW Integrative Healing Clinical Practice Consultation (#IHC900)

This course will provide a forum for participants to evaluate and integrate the concepts and skills presented throughout the Integrative Healing Certificate Program. Participants will present audio - and/or videotaped segments of their work with 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. This course is open to certificate students only.

Length: Four days
Date(s): **September 19-22, 2001**
Fee: \$325
Instructor(s): Program Instructors

Students with a master's degree in a related field may apply for CEU towards registration with the Art and Play Therapy Association. Accreditation opportunities are available with the following courses taught by Marie-José Dhaese. Please contact the Centre for Expressive Therapy Continuing Education at (250) 335-1829 for more details.

Introduction to Art Therapy for Counsellors and Therapists (#CY250)

This workshop will be of interest to therapists, counsellors, and other mental health professionals who integrate some form of art making in their clinical work but who have not yet pursued the formal postgraduate level training required to become a professional art therapist. The course will provide introductory information on the theory and practice of art therapy, enabling participants to use this powerful therapeutic medium with effectiveness, skill, and ethical integrity. Areas covered will include the therapeutic benefits and contraindications of art therapy; ethical and liability issues; creating and maintaining an art therapeutic environment; vicarious traumatization; and boundary management. Opportunities will be provided for experiential exercises and case studies.

Date(s): **March 26-27**
 Fee: \$185
 Instructor(s): Franz

Art Therapy in Early Stages of Addiction Recovery (#AD210)

Art therapy continues to be increasingly recognized in the addictions treatment communities as a clinically valuable intervention. The art therapeutic process is uniquely suited to meet the therapeutic needs of the client in early recovery in terms of psychodynamic, humanistic, cognitive, behavioural, and Bowenian theoretical paradigms. No art making experience is required. Topics will include: art therapeutic principles of practice, specific issues pertaining to art therapeutic clinical dynamics and interventions in early recovery, potential benefits and contraindications of art therapy in general and specific media, techniques, interventions, and directives in particular.

Date(s): **April 23-24**
 Fee: \$185
 Instructor(s): Franz

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.

Date(s): **March 14-15 or July 9-10**
 Fee: \$195
 Instructor(s): Dhaese

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.

Date(s): **March 16-17 or July 11-12**
 Fee: \$195
 Instructor(s): Dhaese

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. If you have not taken these prerequisite courses, please contact Natalie Clark at (604) 528-5627 or e-mail nclark@jibc.bc.ca regarding admission to #CY104B.

Date(s): **April 18-19**
 Fee: \$195
 Instructor(s): Dhaese

Images of Trauma in Children's Art, Play, and Sandplay (#TS518)

This workshop will focus on the role of imagery in helping children come to terms with their traumatic experiences. A variety of expressive therapy methods that encourage children's symbolic expression as well as provide ways of creating healing images to facilitate the recovery process will be considered. Through a slide presentation, the presenter will explore and discuss the images created by traumatized children in their art, play, and sandplay through the various stages of their healing process. The role of the therapist and the challenges of each stage in facilitating such a process will be discussed. The patterns of imagery and symbols created at various stages, depending on the type of trauma, will also be considered. Prerequisite(s): Expressive Play Therapy Methods (#CY104) or equivalent.

Date(s): **April 20-21**
 Fee: \$195
 Instructor(s): Dhaese

NEW Expressive Therapies with Children Who Have Suffered a Loss (#CY104D)

This course is for counsellors, school counsellors, child care workers, social workers, and other practitioners working with children who have suffered a loss due to divorce, death, abuse, hospitalization, immigration, and other traumas. Participants will explore the stages of grieving, examine children's reactions to loss through the developmental stages, and discuss principles of using expressive therapies with grieving children. The needs of children at each stage of the grieving process, and corresponding expressive methods to help these children deal with the issues, will be presented. The recurring images in the art and play of grieving children will be shown in a slide presentation. It is recommended that participants take #CY104 and #CY104A before registering for this course.

Date(s): **May 14-15**
 Fee: \$195
 Instructor(s): Dhaese

The following courses have been approved and funded by the Victim Services Division of the Ministry of Attorney General. There is no fee for police officers, Crown counsel, and victim service workers who wish to attend any of these courses. Other practitioners who are interested should contact Shelley Rivkin at (604)528-5628 or e-mail srivkin@jibc.bc.ca.

Charting New Waters: Responding to Violence Against Women with Disabilities (#EP598)

This course is designed for victim services and anti-violence workers to raise their awareness of the issues faced by women with disabilities who are experiencing or have experienced violence by a partner or a caregiver. Using the video *Charting New Waters*, which tells the story of three women with disabilities who have experienced violence, this workshop will examine the links between the dynamics of violence and the nature of disabilities and explore issues related to vulnerability and disability and systemic and personal barriers to seeking help from the criminal justice system. Participants will learn ways to modify and adapt their existing victim services approaches to meet the support needs of these women as they move through the criminal justice system. The Victim Services Division of the Ministry of Attorney General has provided funding for this workshop.

Date(s): **January 25** (Vancouver)

February 21 (Victoria)

Fee: There is no charge for this workshop. Priority will be given to participants working in funded victim services programs.

Instructor(s): Meister, Robinson

Enhanced Investigative and Interviewing Skills in Violence Against Women Cases

This two-day course will be of interest to police, Crown counsel, and victim service workers. It has been designed to address the social, psychological, investigative, and prosecutorial issues that influence and affect the interview process. Through the use of interactive and experiential activities, as well as simulated interviews using actors, participants will have an opportunity to examine threat assessment approaches and their applicability to working with women who have experienced violence; observe and practice specific interview skills to work with traumatized and reluctant witnesses; and receive instructor and peer feedback on their interviewing skills.

Date(s): **TBA**

Instructor(s): TBA

Enhanced Investigative and Interviewing Skills in Child Sexual Assault Cases

This three-day course is for police, Crown counsel, and victim service workers who are involved in the investigation and prosecution of child sexual assault cases. Content covers Criminal Code provisions, child sexual abuse policy, issues and relationships; developmental and behavioural issues impacting the interview process, the accommodation syndrome, the

stepwise interview process and statement validity, investigation strategies, and managing multiple-victim cases. Each participant will have an opportunity to conduct a 30-minute videotaped interview with a young child. Each participant will receive both peer and instructor feedback on their interviewing skills.

Length: **Three days**

Date(s): **January 30 – February 1;**
Vancouver

March 27-29; Victoria

Instructor(s): Roberts

Critical Incident and Traumatic Stress Management

We are currently revising and updating our certificate programs in this content area. A brochure describing the new program and the scheduled dates for delivery will be available in early February 2001. We will be hosting an information session on February 22, 2001 from 2:00 to 6:00 pm for individuals who are interested in learning more about the training program and accreditation possibilities. If you plan to attend this information session, please leave your name and phone number with the Program Assistant, Meenpal Basi, at (604) 528-5630.



Violence Against Women in Relationships Core Training (#EP193)

Even though no culture or society condones violence, the values and beliefs within her culture determine each woman's experience and options. 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 as well provide an opportunity for participants to examine and explore how this applies to the diverse group of women with whom they work. The course is designed to be highly participatory and many of the exercises draw on the experience of participants. The curriculum is written from a feminist and popular-education perspective. Topics include: historical and cultural perspective of abuse, assessment, crisis intervention and safety planning, men who abuse, and legal and service needs of women. This workshop will be of interest to social workers, counsellors, community health nurses, victim service workers, police, family support workers, and those working in women services agencies.

Date(s): **April 30 & May 1**
 Fee: \$185
 Instructor(s): Kang

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.

Date(s): **May 28-29**
 Fee: \$185
 Instructor(s): Davidson

Charting New Waters: Responding to Violence Against Women with Disabilities (#EP598)

For a course description, see page 29 in the Victim Services section.

Date(s): **January 25** (Vancouver)
February 21 (Victoria)
 Fee: There is no charge for this workshop. Priority will be given to participants working in funded victim services programs.

Instructor(s): Meister, Robinson

Enhanced Investigative and Interviewing Skills in Violence Against Women Cases

For a course description, see page 29 in the Victim Services section.

Date(s): **TBA**
 Instructor(s): TBA

Caught Between Two Worlds: Supporting Culturally Diverse Adolescent Girls (#CY109A)

This workshop is for youth workers, support practitioners, and counsellors in community, private, and school settings who are working with young women. Participants will review current theories of female adolescent development in relation to the experiences of bicultural adolescent girls, and explore cultural and societal constructs of self-identity. The course will present a framework of bicultural development as well as provide relational tools to facilitate a young woman's exploration of self. It will highlight creative strategies to address the diverse developmental issues and crises experienced by adolescent girls, and provide opportunities to develop anti-bias social service skills.

Date(s): **June 8-9**
 Fee: \$185
 Instructor(s): Clark, Manhas

Working with Adolescent Females in Trauma: Innovations in Group Treatment (#TS527)

For a course description, see page 15 in the Child Sexual Abuse section.

Date(s): **May 16-17**
 Fee: \$185
 Instructor(s): Bell-Gadsby, Clark

Woman-to-Woman Partner Abuse (#EP595)

This workshop is for transition house workers, Stopping the Violence counsellors, and other service providers working with women who have experienced abuse in their intimate relationships. On Day 1, participants will examine the social context of same-sex relationships, including heterosexism, homophobia, and the interconnections between these forms of oppression and racism, sexism, classism, and ableism; myths and stereotypes; and the impact of "coming out." On Day 2, participants will have an opportunity to explore definitions, prevalence, and types of woman-to-woman abuse; the myths, realities, similarities, and differences between abuse in heterosexual and same-sex relationships; the impact of abuse on lesbians, bisexual women, and children; and assessment and counselling issues. A brief discussion of key advocacy issues such as custody and access, criminal justice system, and immigration issues will also be addressed. A follow-up workshop to address more complex counselling issues is being planned for those who attend this workshop.

Date(s): **April 6-7**
 Fee: \$185
 Instructor(s): Holmes, Welch

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 or e-mail cgadsby@jibc.bc.ca.




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).

 An admission form may be found on Page 55. For more information, please call the Program Coordinator, Sandra Rice, at (604) 528-5633. For detailed brochures please call the Program Assistant, Nenita Capili, at (604) 528-5631

COURSE TIMES

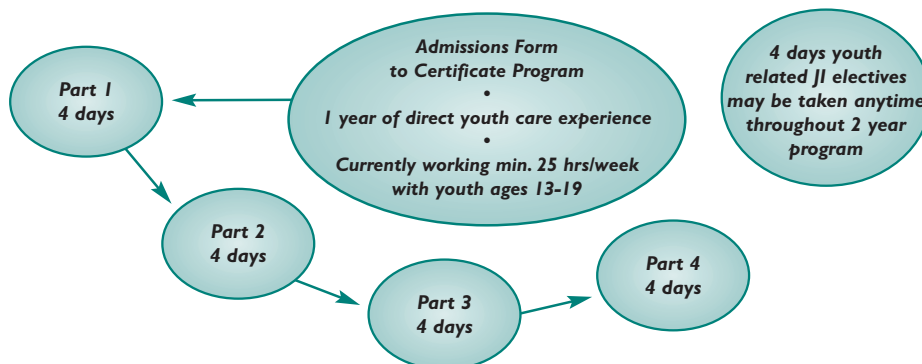
Classes in this certificate program are in session from 9:00 to 4:30.

WORKING WITH YOUTH

WORKING WITH YOUTH IN COMMUNITY SETTINGS

- 20 days (140 hours)
- Complete within 2 years
- Program completed in sequence with same group of participants

REQUIRED SEQUENCE OF COURSES:



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

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

Working With Gay, Lesbian, Bisexual, and Transgender Youth (#CY188)

Increasingly youth-serving agencies and professionals who work with youth are recognizing the sensitive and complex

needs of sexual-minority youth. Gay, lesbian, bisexual, and transgender youth are at an increased risk for harassment/violence/abuse, substance use, suicide, mental health concerns, and isolation. This course is designed to engage participants in a process that raises general awareness, provokes discussion of specific issues related to good youth care practice, and suggests concrete "next steps" for improving support of sexual-minority youth. Participants will explore homophobia versus homohatred; multiple risks and stressors and coping strategies for youth; educational and informational needs; legal and ethical concerns; human rights of youth; health issues; family issues; systemic barriers and challenges; and strategies for improving support to sexual-minority youth.

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

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

Length: Sixteen days
 Fee: \$1050
 Date(s): **Part 2 – January 8-11**
Part 3 – February 19-22
Part 4 – April 2-5
 Instructor(s): Hardy, Joy, Verkerk

New course dates for Fall 2001 TBA.

PURPOSE

SSCSD is pleased to offer the most comprehensive training program in Adventure-Based Learning in western Canada. This model has long been established in the US and eastern Canada. There are very few well-trained program facilitators in this region, and the JI is proud to be at the forefront of developing a core of such leaders. The instructors have been selected from among the foremost leaders in this field. They bring a rich background and diversity from their experiences in programs such as Project Adventure and Outward Bound, and in corporate, educational, and therapeutic settings.

This certificate program will provide an essential foundation in adventure-based learning program design, activity selection, and group leadership which can supplement the skills of child and youth care practitioners, educators, recreational consultants, and professionals involved in counselling and rehabilitation. Emphasis will be placed on the ethical considerations of offering services and functioning only within one's area of expertise and competence. The program will not focus on the "hard skills" and certifications such as rock climbing, wilderness guide, kayaking instruction, etc., which need to be pursued separately and in accordance with current professional standards.

WHO SHOULD ATTEND?

This program is designed for professionals who work with children, youth, and families in a variety of community settings (residential, recreational, educational, corrections, therapeutic, etc.). The program is designed to enhance current work competencies. It is not designed to be pre-employment training.

HOW IS IT OFFERED?

This is a largely experiential program. Some components are offered off-site to take advantage of specialized facilities and wilderness settings. There are some additional costs related to basic personal equipment and travel in these instances.

FEES

\$1675. Participants cannot register for individual courses but must take the entire program. There is a non-refundable \$25 application fee. An admission form may be found on Page 55.

COURSE TIMES

Classes in this certificate program are in session from 9:00 to 4:30.

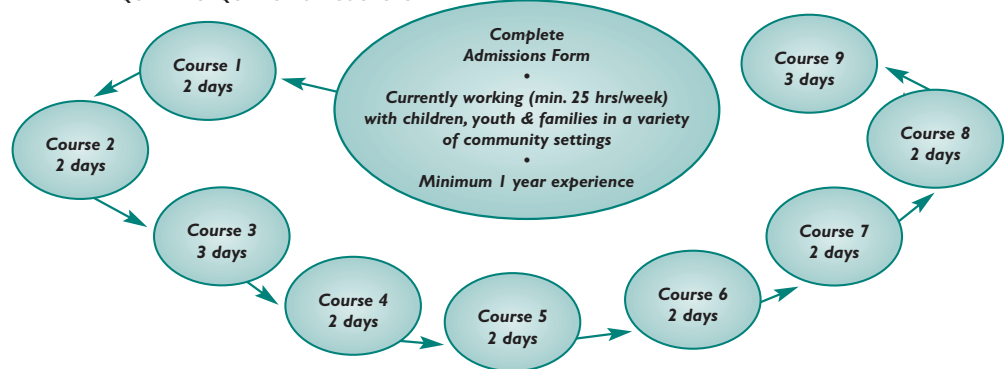
WORKING WITH YOUTH

ADVENTURE BASED LEARNING CERTIFICATE PROGRAM

- 20 days (140 hours)
- Complete within 1 year

- Courses must be completed with same group of participants
- In consecutive order

REQUIRED SEQUENCE OF COURSES:



Adventure-Based Learning Certificate Program (#CY220)

Course 1: Theories and Foundations of Adventure-Based Learning

This course will provide an introduction to the history and application of Adventure-Based Learning and the underlying theoretical models from the fields of psychology and experiential learning. Participants will examine the experiential learning cycle and understand the basis for selecting and sequencing activities and designing programs to address specific goals with various groups. In this largely experiential course, the beginning stages of group formation will be identified and participants will reflect on the professional and ethical standards that need to be considered in order to ensure physical and psychological safety for group members.

Course 2: Facilitation in Adventure-Based Learning – Level I

This course will provide an introduction to the techniques of facilitation often referred to as "processing," "reviewing," or "debriefing" the experience. Participants will come to appreciate the benefits of enriching the experience of their group members by effectively directing discussion following an activity. Techniques for facilitation in both structured and fluid settings will be demonstrated. In Level I the instructors will primarily role-model facilitation techniques that promote active participation in the discussion phase,

develop a positive group culture, and ensure that the learning is transferred to real-life situations. Participants will learn the do's and don'ts of effective facilitation.

Course 3: Experiential Components of Adventure-Based Learning

Participants will experience a wide array of structured activities and will relate them to the various stages of group formation. These activities will include group-building games, cooperative initiative tasks, and trust-building exercises. In addition the group will experience a high-challenge course (rock climb) with a solo component, and will learn how to ensure physical and psychological safety during such activities. Special attention will be paid to decisions of when and when not to use each activity. Professional and ethical considerations will be reviewed.

Course 4: Facilitation in Adventure-Based Learning – Level II

In this course participants will review advanced facilitation techniques, beginning with conducting a thorough needs assessment of a group and individual members. Processing and debriefing techniques will emphasize the use of briefing, frontloading, story-lines, metaphor, and active reviewing to enrich and solidify the learning experience. The use of structured questioning will be examined. Designing these processes specifically in keeping with group make-up and group goals will be discussed.

Course 5: Educational Applications of Adventure-Based Learning

This course will review the wide array of applications of ABL in a school setting. Designing programs to enhance educational goals in academic, affective, and social learning areas will be discussed. Special emphasis will be placed on methods for increasing learner participation and motivation, for creating a positive and safe learning environment, and for addressing challenging group issues as they emerge in educational settings. Integration of ABL principles into educational programs for special school populations will also be discussed.

Course 6: Therapeutic Applications of Adventure-Based Learning

This course will review the history of using ABL to achieve therapeutic goals in a wide variety of settings, including individual, group, and family counselling, whether indoors or in the wilderness. The theoretical bases that ABL and several widely accepted therapeutic models have in common will be explored. The use of diagnostic and assessment strategies and program/treatment planning in keeping with therapeutic goals will be discussed. Particular emphasis will be placed on facilitating structured experiences for youth at-risk in order to overcome tendencies towards resistance, acting-out, and dropping out. Participants will learn how to enhance the likelihood of learning transfer by creating meaningful metaphors between program activities and individual or group treatment issues. Program variations for use

with different populations, e.g., substance misusing, violent offenders, etc., will be reviewed. Finally, literature and research reviews that address program effectiveness will be examined.

Course 7: Designing Adventure-Based Learning Activities

This course will help participants consider the essential elements that constitute a well-designed activity and program. Activity selection and modification from the vast array of published material as well as creation of original designs will be explored. In this course, participants, with the support of their peers and the instructors, will begin to design the activities and the facilitation strategies to be utilized in Facilitation in Adventure-Based Learning – Level III.

Course 8: Facilitation in Adventure-Based Learning – Level III

This course is a practicum in facilitation. Participants will design, conduct, and facilitate a variety of adventure-based learning activities in a format that allows for practice and feedback. This is an opportunity for the group members to demonstrate their knowledge and skills and to receive feedback from their peers and the instructors. Emphasis will be placed on when and when not to use each of the activities. A self-assessment of competencies will help each person identify areas of strength and areas that require continued learning.


Course 9: Wilderness Adventure Project



The certificate program culminates in an overnight wilderness adventure experience. Participants will play a substantial role in selecting, designing, conducting, and debriefing this experience. The experience will be conducted in such a way that the full sequence from group-building initiatives to learning-transfer opportunities will be utilized in a wilderness setting. Core competencies will be evaluated and individuals will receive feedback from their peers and the instructors.

Adventure-Based Learning Certificate Program (#CY220)

Length:	Twenty days
Fee:	\$1675 (\$25 application fee)
Date(s):	Course 1: February 2-3 Course 2: February 16-17 Course 3: March 8-10 Course 4: March 30-31 Course 5: April 20-21 Course 6: May 11-12 Course 7: June 1-2 Course 8: June 15-16 Course 9: July 6-8
Instructor(s):	Cone, Moore, Solanto, Loewen

 To receive a course booklet, please contact the Program Assistant, Nenita Capili, at (604) 528-5631 or e-mail ncapili@jibc.bc.ca.



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 participants 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.

Date(s): **February 26-27**
 Fee: \$185
 Instructor(s): 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 participants 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.)

Date(s): **March 26-27**
 Fee: \$185
 Instructor(s): Govorchin

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 participants who work directly with youth in a variety of community settings. Participants will examine options for facilitating as a third party in situations of 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.)

Date(s): **May 7-8**
 Fee: \$185
 Instructor(s): Govorchin

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.

Date(s): **April 9-10**
 Fee: \$185
 Instructor(s): Hardy

Putting a Youth Twist into Substance Misuse Information and Youth Services (#AD207)

For a course description, see page 24 in the Counselling section.

Date(s): **April 9-10**
 Fee: \$185
 Instructor(s): Snowden, Crabtree

Advanced Level: Developing Effective Interventions with Moderate to High At-Risk Youth (#CY225)

This one-day course is specifically designed for participants who have completed CY189, Developing Effective Interventions with Moderate to High At-Risk Youth. Participants will focus on practice sessions to strengthen their intervention skills in challenging situations with at-risk youth. Only 16 participants will be accepted into this course so that there is ample opportunity for individual instructor assessment.

Date(s): **May 28**
 Fee: \$125
 Instructor(s): Hardy

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

For a course description, see page 25 in the Counselling section.

Date(s): **June 1-2**
 Fee: \$195
 Instructor(s): Roberts

Caught Between Two Worlds: Supporting Culturally Diverse Adolescent Girls (#CY109A)

For a course description, see page 30 in the Violence Against Women section.

Date(s): **June 8-9**
 Fee: \$185
 Instructor(s): Clark, Manhas

■ 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 the following categories:

- Management Skills Training
- Residential Care Management
- Trainer Development

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 42 are open for enrollment 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 enrollment. 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.

For information on Trainer Development courses, see page 43.

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



*The people who make it work -
the staff of Social Services and Community Safety Division.*

Our Team:

Top: Roberta Stewart, Nadine Wolitsky, Meenpal Basi, Heather Olson, Patricia McNeill

Middle: Tamar Levi-Bandel, Cheryl Bell-Gadsby, Shelly Rivkin, Natalie Clark, Sandra Rice

Front: Neenita Capili, Mary Smithurst, Amber Hall, Charlene Pennington

Absent: Cori Wong-Hemmings, Kate Hill, Renee Nyberg-Smith



Social Services
& Community
Safety Division



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.



For further information, please contact the Program Coordinator, Patricia McNeill, at (604) 528-5623 or e-mail pmcneill@jibc.bc.ca.

To request 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.

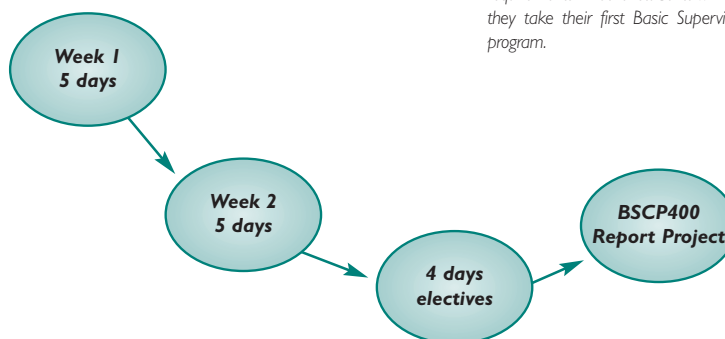
MANAGEMENT SKILLS TRAINING

BASIC SUPERVISORY CERTIFICATE PROGRAM

- 14 days
- Complete within 3 years*
- Full attendance is required

- All courses are open to both certificate program and non-certificate program participants

RECOMMENDED SEQUENCE OF COURSES:



*Students who took their first course in the program prior to January 2000 will have until January 2003 to complete the certificate requirements. All other students will have three years from the date they take their first Basic Supervisory course to complete the program.

Core Courses

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. Enrollment is limited to 16.

Length: Five days
 Date(s): **January 29 – February 2**
March 12-16
May 14-18
 Time: 8:30 am – 4:30 pm
 Fee: \$500
 Instructor(s): Ryane Consulting Inc.

Basic Supervisory Program, Week 1, Part A (#BSCP210)

This course covers the first two days of the Week 1 program described previously. Specific topics to be addressed are the role of a supervisor, leadership, and motivation and delegation.

Length: Two days
 Date(s): **June 11-12**
 Time: 8:30 am – 4:30 pm
 Fee: \$200
 Instructor(s): Ryane Consulting Inc.

Basic Supervisory Program, Week 1, Part B (#BSCP220)

This course covers the last three days of the Week 1 program described previously. Specific topics to be addressed are effective communication, problem solving and decision making, managing diversity, and managing conflict. Prerequisite(s): Basic Supervisory Program, Week 1, Part A (#BSCP210).

Length: Three days
 Date(s): **July 9-11**
 Time: 8:30 am – 4:30 pm
 Fee: \$300
 Instructor(s): 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 super-visors: 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. Enrollment is limited to 16.

Length: Five days
Date(s): **April 2-6**
Time: 8:30 am – 4:30 pm
Fee: \$500
Instructor(s): A consultant with Ryane Consulting Inc.

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

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. Certificate program requirements must be completed within three years. Students who took their first course in the program prior to January 2000 will have until January 2003 to complete the certificate requirements. All other students will have three years from the date they take their first Basic Supervisory course to complete the program.

Fee: \$150

ELECTIVES

The following courses are open for general enrollment. 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.*

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.

Date(s): **January 29-30**
Fee: \$200, two-day course
Instructor(s): Hannah, Zimmerman

NEW Coaching for Improved Performance: Follow-up (#MGMT338)

This follow-up course is for those who have completed Coaching for Improved Performance (#MGMT332) and want to solidify the learning from that course, further develop their coaching skills, and learn advanced coaching skills. Participants in this session will have the opportunity to describe the overall effects of their workshop action plans to take their coaching skills into their workplace on individual and team performance, team building, etc. Plans for further application of coaching skills will be discussed, including the benefits of maintaining a coaching "buddy."

Date(s): **March 28**
Fee: \$125
Instructor(s): Hannah, Zimmerman

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.

Date(s): **February 19-20**
Fee: \$200
Instructor(s): Zimmerman, 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).

Date(s): **February 21**
Fee: \$125
Instructor(s): Zimmerman, Noble

Handling Grievances Effectively (#MGMT335)

This half-day course focuses on the skills and techniques supervisors and managers need in order to facilitate problem-solving methods 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 as the employer's representative in handling grievances; and develop problem-solving strategies to successfully resolve them. Opportunities will be provided for participants to practise conducting a grievance meeting, review various collective agreements and individual participants' situations, and focus on problem-solving strategies. Participants are invited to bring their individual collective agreements.

Date(s): **February 22**
 Time: 9:00 am – 12:00 noon
 Fee: \$75
 Instructor(s): Fru

Managing 'Round the Clock (#MGMT358)

This course is designed to provide participants with an understanding of the unique issues that face shiftworkers and managers in 24-hour operations. These issues include: the hazards of shift work, the physiological basis of circadian rhythms, factors that influence physiological adaptability to shift work, risk factors and signs of overexposure to shift work, the impact of the working environment, shift schedules and policies, and direct and indirect cost implications, including issues of employer liability. The course will provide general guidelines and specific strategies for protecting against shift work stress.

Date(s): **February 22**
 Time: 9:00 am – 5:00 pm
 Fee: \$125
 Instructor(s): Severn

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.

Date(s): **February 26**
 Fee: \$125
 Instructor(s): T. Keenan

Project Management: Fundamentals and Application (#MGMT378)

This two-day course is for managers and others who need to manage projects while tending to day-to-day operations in an organization. Participants will become familiar with, and apply, techniques for determining the scope of projects; planning and initiating the project; selecting, motivating, and managing the project team; controlling the project through data, especially using Microsoft Project; and evaluating and closing out a project.

Date(s): **March 5-6**
 Time: 9:00 am – 5:00 pm
 Fee: \$200
 Instructor(s): T. Keenan

Presentation Skills (#MGMT370)

This highly interactive one-day course is filled with the kind of information you need to make your presentations a success. Content includes clarifying the purpose of your presentation, organizing your material and visual aids, tips on how to be persuasive and memorable, and how to involve your audience. Enrollment is limited to 16.

Date(s): **March 8**
 Fee: \$125
 Time: 9:00 am – 5:00 pm
 Instructor(s): Caldwell

NEW Coaching for Improved Performance: Follow-up (#MGMT338)

For a course description, see page 37.

Date(s): **March 28**
 Fee: \$125
 Instructor(s): Hannah, Zimmerman

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.

Date(s): **March 29-30**
 Fee: \$200
 Instructor(s): E. Robinson

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

This course is for supervisors and managers who face 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.

Date(s): **April 11-12**
 Fee: \$200
 Instructor(s): Ryane Consulting Inc.

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

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.

Date(s): **May 7-8**
 Fee: \$200
 Instructor(s): Heath

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.

Date(s) **May 8**
 Fee: \$125
 Instructor(s): Fru

Self-Directed Work Teams (#MGMT345)

This course is for individuals who are currently working in a self-directed work team, and for those who are considering implementing self-directed teams in their workplace. Self-directed work teams are highly trained, committed teams of employees who are fully responsible for a final product or service. The team performs not only the work itself but also many of the management duties needed to get the work done. These teams can operate without supervisors; they schedule their own work and make their own problem-solving decisions. This course explores the concept of Self-Directed Work Teams (SDWTs) and what the criteria might be to begin a process of creating SDWTs. Barriers to SDWTs will also be a focus. Participants will have an opportunity to analyze the readiness of their own teams to implement a SDWT, and will develop a plan to implement a SDWT.

Date(s): **May 10**
 Fee: \$125
 Instructor(s): E. Robinson

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. Enrollment is limited to 18.

Length: Three days
 Date(s): **June 25-27**
 Fee: \$275
 Instructor(s): Ryane Consulting Inc.

Mastering the Art of Feedback (#MGMT375)

Giving and receiving feedback effectively is a leadership skill that can improve all our working and personal relationships. In this interactive course, participants will learn and practise the skills of giving positive feedback and feedback for improvement. In addition, the ability to receive feedback constructively is equally important to our development. Content of this course will include: best practice models of giving positive feedback and feedback for improvement; the skills of receiving feedback constructively; tools to manage challenging feedback situations, e.g., resistance to feedback, when feedback turns to confrontation, and when feedback results in no behaviour change. Participants are requested to come to the course with feedback situations they would like to use in practice scenarios.

Date(s): **Fall 2001, TBA**
 Time: 9:00 am – 5:00 pm
 Fee: \$125
 Instructor(s): Hamilton



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).



For more information, call the Program Coordinator, Sandra Rice, at (604) 528-5633 or e-mail srice@jibc.bc.ca.

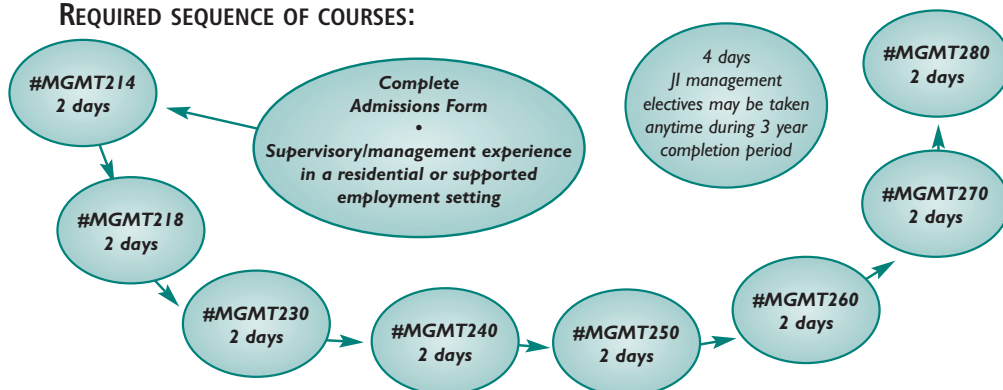
An admission form may be found on Page 55. For a detailed brochure, please contact the Program Assistant, Nenita Capili, at (604) 528-5631 or e-mail ncapili@jibc.bc.ca

RESIDENTIAL CARE MANAGEMENT

MANAGEMENT DEVELOPMENT FOR RESIDENTIAL SETTINGS CERTIFICATE PROGRAM

- 20 days (140 hours)
- Complete within 3 years
- Courses must be completed in sequence unless approved by coordinator
- 4 seats open to non-supervisors

REQUIRED SEQUENCE OF COURSES:



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.

Date(s): **January 30-31 or
May 2-3**

Fee: \$185

Instructor(s): 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.

Date(s): **February 19-20 or
June 11-12**

Fee: \$185

Instructor(s): L. Keenan

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.

Date(s): **March 12-13**

Fee: \$185

Instructor(s): Joy

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.

Date(s): **April 5-6**
Fee: \$185
Instructor(s): Cohen, Malcolmson

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.

Date(s): **April 30 – May 1**
Fee: \$185
Instructor(s): L. Keenan

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.

Date(s): **May 22-23**
Fee: \$185
Instructor(s): 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.

Date(s): **February 1-2 or June 13-14**
Fee: \$185
Instructor(s): Robinson

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.

Date(s): **March 14-15 or July 4-5**
Fee: \$185
Instructor(s): Robinson

ELECTIVES

Four days of Justice Institute electives are required in the Management Development for Residential Settings Certificate Program. They may be taken at any time during the 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 Residential Care Courses on page 42. Electives must be Justice Institute courses.

- 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)
- Facilitating for Results: Helping Groups to Succeed (#MGMT306)
- Fundamentals of Instructional Planning (#TD300)
- Ideas for Active Learning (#TD100)
- Instructional Skills, Level 1 (#TD200)
- Integrating Occupational Competencies in the Workplace: The Manager's Role (#MGMT117)
- Managing 'Round the Clock (#MGMT358)
- People Problems: How to Supervise Challenging Employees (#MGMT315)
- Project Management Fundamentals and Applications (#MGMT378)
- Quality Assurance, Best Practice, and You: The Manager's Role (#MGMT380)
- Risky Business: Risk Management Skills for Managers (#MGMT111)
- Self-Directed Work Teams (#MGMT345)
- 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)

Integrating Occupational Competencies in the Workplace: The Manager's Role (#MGMT117)

This course is for managers who are facing an ever-changing workplace where issues of accreditation, outcome measures, labour mobility, and lack of coordinated training make it essential to understand the role of occupational competencies in the workplace. Occupational competencies were developed by the Multilateral Task Force on Training, Career Pathing and Labour Mobility for each of the six community social service subsectors. The competencies describe the values, functions, activities, performance indicators, and knowledge specifications for "best practice." This course will help you gain a clearer understanding of occupational competencies and how they interface with recruitment, job descriptions, performance appraisals, and professional development plans. Participants will also use these competencies to evaluate their own skills for mobility into other sectors of social services and to evaluate the experience and skills of applicants from these sectors.

Date(s): **April 3-4**
 Fee: \$185
 Instructor(s): Eni, Mercer

Quality Assurance, Best Practice and You: The Manager's Role (#MGMT380)*

This course is designed to help managers who are facing the reality of accreditation, monitoring, and licensing requirements. Participants will gain a thorough understanding of the role of informal and formal quality assurance systems in service delivery; examine these systems in their own workplace; and increase the use of effective formal and informal monitoring. Practical skill development will include ways to identify, develop, and implement "best practices" within an organization's service; how to design action plans to address areas where "best practice" is not being achieved; and how to implement systems to improve service quality.

Date(s): **April 25-26**
 Fee: \$185
 Instructor(s): Hawkins, McClellan

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.

Date(s): **May 7-8**
 Fee: \$185
 Instructor(s): L. Keenan

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.

Date(s): **June 4-5**
 Fee: \$185
 Instructor(s): Barnett, Scott

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

We regret that we can no longer offer the Management Development for Residential Settings Certificate Program in Victoria on a fee-for-service basis. If you are currently enrolled in the Victoria program, please contact the coordinator, Sandra Rice, to discuss alternative ways for you to complete the certificate requirements at the Vancouver campus. This certificate program will continue to be offered on a contract basis for Vancouver Island.



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 a 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.



For further information, please contact the Program Coordinator, Patricia McNeill, at (604) 528-5623 or e-mail pmcneill@jibc.bc.ca.

To request a booklet with additional information about the certificate program, contact the Program Assistant, Nadine Wolitski, at (604) 528-5619 or e-mail nwolitski@jibc.bc.ca.

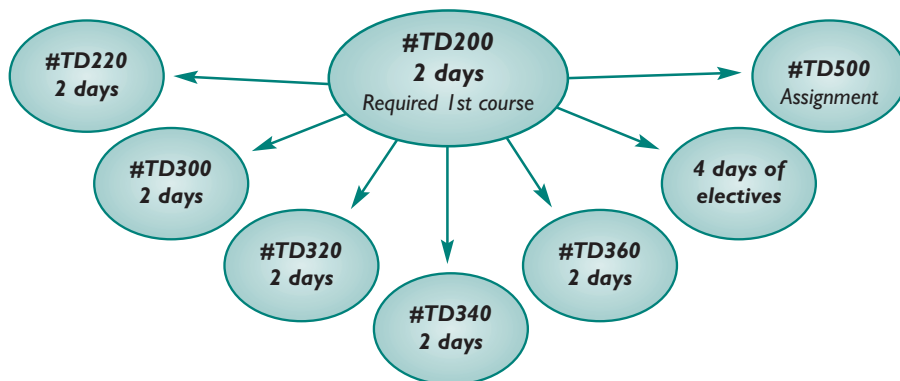
TRAINER DEVELOPMENT

TRAINER DEVELOPMENT CERTIFICATE PROGRAM

- 16 days
- Complete within 3 years*
- Full attendance is required
- All courses are open to both certificate program and non-certificate program participants

* Students who took their first course in the program prior to January 2000 will have until January 2003 to complete the certificate requirements. All other students will have three years from the date they take their first Basic Supervisory course to complete the program.

RECOMMENDED SEQUENCE OF COURSES:



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. Enrollment 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.

Date(s): **January 29-30**, Kalef;
Vancouver Maritime Museum,
1905 Ogden Avenue, Vancouver

February 21-22, Owens

April 4-5, Vaughan

May 17-18, Margolis

Fee: \$250

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 styles; 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. Enrollment is limited to 16. Prerequisite(s): Instructional Skills, Level 1 (#TD200). If you have not taken #TD200, 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.

Date(s): **March 5-6**;
Vancouver Maritime Museum,
1905 Ogden Avenue, Vancouver

June 28-29

Fee: \$240

Instructor(s): Kalef



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. Enrollment is limited to 16. Prerequisite(s): Instructional Skills, Level 1 (#TD200). If you have not taken #TD200, 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.

Date(s): **March 26-27**,
Vancouver Maritime Museum,
1905 Ogden Avenue, Vancouver
Fee: \$240
Instructor(s): Kalef

Conducting a Training Needs Assessment (#TD340)

Needs assessment is an important tool for planning relevant, high-quality training programs. This course is for trainers who would like to learn about the role of needs assessment in planning, how to design needs assessments, the limitations of needs assessment, and alternatives to needs assessment. The course uses cases from the experience of participants to illustrate the process. Participants will plan several different kinds of assessments and will learn how to determine when it is better to use an alternative to needs assessment. Enrollment is limited to 16. Recommended: Fundamentals of Instructional Planning (#TD300).

Date(s): **May 3-4**
Fee: \$240
Instructor(s): Sork

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. Enrollment is limited to 16. Prerequisite(s): Instructional Skills, Level 1 (#TD200). If you have not taken #TD200, 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.

Date(s): **May 28-29**
Fee: \$240
Instructor(s): Kalef

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. Enrollment 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.


Date(s): **June 18-19**
Fee: \$240
Instructor(s): Owens

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. Certificate program requirements must be completed within three years. (Students who took their first course in the program prior to January 2000 will have until January 2003 to complete the certificate requirements. All other students will have three years from the date they take their first Trainer Development course to complete the program.)

Fee: \$150

 For further information or to request a registration package for the assignments, please contact the Program Assistant, Nadine Wolitski, at (604) 528-5619 or e-mail nwolitski@jibc.bc.ca

ELECTIVES

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

Creating Instructional Materials (#TD120)

This interactive course is for people who create instructional materials for adults. It focuses on principles of design and plain language to meet the special needs of the adult learner and instructional designer. Participants will be able to apply the skills and knowledge to their own materials. Topics include creating effective overheads, flipcharts, handouts, workbooks, and other materials used to plan and design instructional events. Manuals and other "stand-alone" materials will be discussed; however, the focus of the course is on material used for classroom-style instruction. Please bring samples of your materials to the course.

Date(s): **February 8-9**
Fee: \$240
Instructor(s): Cahill, Westgard

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 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. Enrollment is limited to 10. Prerequisite(s): Instructional Skills, Level 1 (#TD200). If you have not taken #TD200, 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.

Date(s): **February 12**
Time: 9:00 am – 5:00 pm
Fee: \$150
Instructor(s): Owens

NEW Contentious to Comfortable: Strategies for Training Difficult Topics (#TD180)

This course is for people who instruct difficult topics in the health, education, and social service sectors such as sexual health, grief and loss, harassment, and related subjects. The course will be an interactive, skill-building training session. Participants will use examples and situations from their own experience to build and enhance the skills they already possess. The course will cover: how to create safety and comfort in your group, set the tone, and establish a non-judgmental environment for learning; how to facilitate controversial issues in a non-threatening way, handling potentially emotional issues that arise from the topic; the impact of language; how to increase class participation with difficult issues; content delivery skills – how to “frame” and contextualize sensitive issues to increase learning; and how to facilitate and handle peoples’ personal, moral, and cultural beliefs. There will be opportunities for presentation and feedback.

Date(s): **March 19-20**
Fee: \$200
Instructor(s): Brown

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, and developing strategies to successfully team-teach. Enrollment is limited to 16.

Date(s): **April 19-20**
Fee: \$240
Instructor(s): Cahill, Westgard

Training that Works for Everyone: The Impact of Culture and Gender Factors on the Learning Process (#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.

Date(s): **April 25**
Fee: \$125
Instructor(s): Margolis

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. Enrollment is limited to 16. Prerequisite(s): Instructional Skills, Level 1 (#TD200). If you have not taken #TD200, 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.

Date(s): **April 26-27**
Fee: \$240
Instructor(s): Kalef

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).

Date(s): **May 31**
Fee: \$125
Instructor(s): Vaughan

The Art of the Silver Tongue: Storytelling in Training (#TD170)

This one-day course is for trainers who want an introduction to the art of storytelling in training. Trainers will experience how they can use this powerful instructional tool to provide impact to their course design and build true connections with their participants. Research has shown that storytelling in education/business courses creates impact and meaningful learning opportunities. Content includes: story structures, how to build stories for impact into your training design, and exploring delivery formats, i.e., words, pictures, movement. Each participant should come to the course with a personal story (either through work or life experience) that illustrates a key learning and can be told in no more than five minutes.

Date(s): **Fall 2001**
Time: 9:00 am – 5:00 pm
Fee: \$125
Instructor(s): Hamilton

■ COMMUNITY SAFETY

Critical Incident and Traumatic Stress Management

We are currently revising and updating our certificate programs in this content area. A brochure describing the new program and the scheduled dates for delivery will be available in early February 2001. We will be hosting an information session on February 22, 2001 from 2:00 to 6:00 pm for individuals who are interested in learning more about the training program and accreditation possibilities. If you plan to attend this information session, please leave your name and phone number with the Program Assistant, Meenpal Basi, at (604) 528-5630.

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

PURPOSE

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 License Inspectors Association of B.C., the Building Officials' Association of B.C., and the Municipal Officers' Association of B.C.

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.

WHO SHOULD ATTEND?

This intensive five-day course is for current bylaw enforcement officers; license, building, plumbing, electrical, and gas inspectors; and other local government employees responsible for the administration and enforcement of municipal bylaws. It is also a course that can be taken by those who aspire to become Bylaw Enforcement Officers and need to qualify for a competitive position.

HOW IS IT OFFERED?


The certificate program is offered in a five-day format. After attending the five days, which include quizzes and an examination, the successful candidate will be awarded a certificate of achievement.

Lawyers with experience in prosecuting and defending cases in the British Columbia

court system conduct all enforcement and investigation courses. Assistance is provided to the primary instructor by other instructors with experience in specific fields related to the topics presented.

Length: Five days
Date(s): **May 7-11** or **October 8-12**
Time: 8:30 am - 4:30 pm
Fee: \$640
Instructor(s): TBA

This certificate program is offered on a contract basis (#EP209C) and can be modified to suit the specific needs of your organization or agency.

 For further information, contact the Program Assistant, Meenpal Basi, at (604) 528-5630 or e-mail mbasi@jibc.bc.ca.

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

PURPOSE

This course is offered in response to requests for an intensive and advanced level course for experienced Bylaw Enforcement Officers. It is co-sponsored by the same associations and agencies listed under Bylaw Enforcement and Investigative Skills, Level I.

Course content is designed 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.

WHO SHOULD ATTEND?

This certificate program is for experienced bylaw enforcement officers; license, building, plumbing, electrical, and gas inspectors; and other local government employees who have responsibility for bylaw code and regulatory enforcement. Registrants must have successfully completed Level I one year prior to attending this level.

HOW IS IT OFFERED?

The certificate program is offered in a five-day format. After attending the five days, which include quizzes and an examination, the successful candidate will be awarded a certificate of achievement.

Lawyers with experience in prosecuting and defending cases in the British Columbia court system conduct all enforcement and investigation courses. Assistance is provided to the primary instructor by other instructors with experience in specific fields related to the topics presented.

Length: Five days
Date(s): **January 22-26** or **April 2-6** or **November 12-16**
Time: 8:30 am - 4:30 pm
Fee: \$640
Instructor(s): TBA

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 can 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 is currently available on contract for Aboriginal communities and agencies. Contact Roberta Stewart for more information at the contact numbers above.

First Nations Advising

Renée Nyberg-Smith and Roberta Stewart, the First Nations Program Staff, are both of Aboriginal ancestry. Renée is from the Secwepemc (Shuswap) Nation and Roberta is from the Nisga'a Nation. Both have worked with Aboriginal communities and agencies in social development, and are experienced counsellors, trainers, and curriculum developers. Part of their duties at the Justice Institute includes 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. They also work closely with other JI Academies and Divisions on the programs they provide to Aboriginal people.

Renée Nyberg-Smith and Roberta Stewart can be reached at:

Office: A226

Phone: (604) 528-5621

Fax: (604) 528-5640

E-mail: rnyberg@jibc.bc.ca or rstewart@jibc.bc.ca

Web: <http://www.jibc.bc.ca>

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 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 First Nations Programs 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 First Nations Programs to identify content, select instructors, schedule dates, choose locations, and advertise the event.



Renata Aebi, M.A. (Cand.), is an educator, community developer, and social activist. She has worked in the child and youth serving sector for over ten years specializing in child rights advocacy. She is currently the Executive Director of the Alliance against the Commercial Sexual Exploitation of Children and Youth.

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 the field of violence against women. She provides support, resources, and training to health and social services providers working with women who are pregnant and using substances.

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 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 extensive experience in Canada and the U.S. as a feminist therapist, clinical supervisor, and educator. She has specific expertise in issues of trauma, family violence, sexual exploitation, child and adolescent development, and hypnotherapy with children, adolescents, and adults. Cheryl has recently co-authored *Reclaiming Herstory: Ericksonian Solution-Focused Therapy for Sexual Abuse*.

Giles Bixler, M.A. (Counselling Psych.), is a Registered Clinical Counsellor in private practice in Victoria and Vancouver. He is also a certified bioenergetic therapist and has taught courses in body-focused psychotherapy and ethics in counselling at Wild Rose College in Vancouver.

Gregg Brown is a trainer and consultant specializing in translating complex concepts and topics into dynamic training programs. He has designed and facilitated over 500 training sessions on issues ranging from sexual health to palliative care for nurses, criminal justice professionals, teachers, social service providers, and professionals from many sectors.

Cheryl Cahill, B.B.A., has an educational background in commerce and adult education. As a trainer, she specializes in the development of managers 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.

Rhonda Caldwell is a consultant and trainer in the areas of marketing and customer service, communications, and presentation skills. As a business owner, Rhonda has recruited, trained, and supervised others to achieve optimal results. As a consultant, she has addressed groups both large and small, including television audiences.

Tulia Castellanos works as a family and child counsellor and coordinator. She 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.

Wendy Chandler has specialized in evaluating and treating sexual abuse survivors for the past 18 years. She has led many groups for traumatized adults, adolescents, and children, trained group leaders, and facilitated numerous workshops.

Ray Chapman, M.S.W., is a social worker with 15 years of experience in a clinical private practice, and a part-time instructor in the Douglas College Child and Youth Care program.

Natalie Clark, M.S.W., R.S.W., 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 doing art therapy groups via the Internet. Kate is a professional artist who specializes in art therapy. She facilitates art therapy groups for cancer patients at the Hope House.

Conrad Cone, director of Pacific Adventure Learning, specializes in using adventure counselling and experiential learning with students and youth at risk. He is a consultant for The Duke of Edinburgh's Award Program Youth at Risk Initiative in B.C. and completed a Princeton University internship in adventure-based learning techniques.

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, as well as providing training and 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.

Marie-José 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.

Janet Douglas, M.S.W., is a child protection social worker with Car 86, a collaborative social work/police emergency response child protection program. She is the co-author of a book on safety for front-line staff engaged in fieldwork.

Christina Dunsmuir, M.S. (Clinical Psychology), did her graduate work at San Jose State University in California. She has worked for four years in addiction services, with experience in forensic, youth, and family work. She currently works at SAFER (Suicide Attempt Follow-up, Education, and Research) and is part of the Education Committee for Greater Vancouver Mental Health Service.

Cameron Egyeda, M.A.(Ps), is a Clinical Member and Approved Supervisor of the AAMFT 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 extensive management experience working in preschool, residential, and vocational settings for people with developmental disabilities. Jacinta is a long-time member of the Multilateral Task Force for Training, Career Pathing and Labour Mobility.

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.

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 with Aboriginal populations in the Northwest Territories and Nunavut. Elizabeth has an interest in exploring the relationship between intercultural transitions and trauma.

Monica Franz, B.A., RCAT, BCATR, is a professional art therapist registered with both the Canadian Art Therapy Association and the British Columbia Art Therapy Association and serves as vice president and ethics chair for the latter. She has over 10 years of experience working with art therapeutically primarily with people who have experienced abuse, loss, grief, and trauma.

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.

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.

Monique Gray-Smith is a mixed heritage woman, Cree, Lakota Sioux, and Scottish. She is a psychiatric nurse and consultant in her own business, Little Drum Consulting, and has been facilitating workshops for over 10 years. She brings a strong belief in the strength, resiliency, and humour of Indigenous people around the world to her work. Monique has experience working with youth and women in the areas of Family Violence, Suicide Prevention, Addictions, and Personal Wellness.

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.

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.

Julie Hamilton, LL.B., is a training and performance consultant with 12 years consulting experience in the private, public, and not-for-profit sectors. She brings a broad range of international experience to her work, having consulted in organizations in England, Ireland, and Australia.

Maureen Hannah, M.B.A. (Managerial and Organization Leadership), B.Sc. (Management), C.P.C.C., is a leadership coach, organization development/training consultant and facilitator who, for the past 23 years, has trained and coached over 10,000 people in leadership development, coaching, advanced communication, and conflict resolution skills.

Bruce Hardy, B.A., M.Ed., Ph.D. (Cand.), is the executive director of West Coast Family Resources. He instructs in the Child and Youth Care Department at the University of Victoria and Douglas College. Bruce is a tribunal member for the B.C. Children's Commission, a board member of Experience Canada, and an active chair of the National Council of Welfare.

Jeanne Richard Harris, 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. She currently teaches in the field of substance use/misuse at Douglas College and the University College of the Fraser Valley.

Michael Hawkins is a consultant with Quality Assurance Systems Inc., and has extensive experience in the field of community living. He coordinates the activities of the Provincial Monitoring Group in the Lower Mainland and the North. Michael has presented monitoring workshops throughout the province and at the Ellensburg conference in Washington.

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.

Lisa Herbert is a holistic counsellor and certified hypnotherapist, holistic bodyworker, trained in Reiki, Therapeutic Touch, and Massage. She is also a yoga and meditation instructor. Lisa is now an associate practitioner at the Centre for Integrated Healing in Vancouver.

Cindy Holmes, M.A., is a community educator and organizer. She currently works with community organizations in the areas of anti-oppression education, program planning, evaluation, and research.

Marlene Jennings, R.N., C.H.T.P., has experience in critical care, the bone marrow transplant unit, and palliative nursing. She is an associate practitioner at the Centre for Integrated Healing and with the Vancouver Hospital Healing Centre. She is also an instructor with Langara College Centre for Holistic Health Studies and has a private practice.

Margaret Jones-Callahan, M.A., is a counsellor in private practice with over 20 years of clinical experience with children, adults, and families. She has particular expertise in the treatment of sexual abuse, grief and trauma, human sexuality, creativity, the expressive arts, and Buddhist psychology.

Martha Joy, B.S.W., M.C.E. (Leadership and Workplace Learning), has extensive experience working in the field of youth services and program management. During the last 25 years, she has worked as a front-line worker, residential program director, educator, and policy analyst for government.

Reva Kalef, M.Ed., 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, cross-cultural issues, and anti-racism.

Leslie Keenan 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.

Thomas F. Keenan, M.A., is a consultant and trainer specializing in organizational change and systems development. He has expertise in both experimental and clinical psychology, and has worked as a manager and practising clinician in private industry and government throughout North America.

Ross Laird, Ph.D., has an interdisciplinary background that includes a B.A. in English Literature from UBC, an M.A. in Psychology (with an emphasis on somatics) from Antioch University, and a Ph.D. in Creative Process from the Union Institute. He has explored health and healing modalities throughout the world.

Ramona Loewen, B.A., M.A., is a director with Pacific Adventure Learning and a training consultant. Ramona has extensive experience as a project director and manager with Outward Bound. She has successfully led adventure-based learning experiences in North America and Costa Rica.

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.

Angela Marie MacDougall has been a counsellor and advocate in anti-violence services for women and children for the past 11 years and has worked as a facilitator, educator, and consultant with community organizations in the areas of counselling skills, anti-racism, violence against women and children, and anti-oppression. She is currently program coordinator for a second-stage transition house program for battered women and their children.

Marion Malcolmson, M.S.W., R.S.W., works in cross-cultural settings as the Coordinator of Counselling Services at Invergary Adult Learning Centre. She has been employed in both direct service and administration, and currently maintains a private practice.

Sonia Manhas, M.S.W. (Cand.), currently works in Portland, Oregon, evaluating and developing child abuse prevention services with the county's Health Department. She facilitates Kids' Turn, an educational program for children experiencing divorce, separation, or custody changes. Her graduate research relates to the experiences of girls of colour, focusing on identity formation, anti-oppression education, and culturally competent group work.

Rhonda Margolis, M.A., works as a cross-cultural training facilitator 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.

Janeen McClellan, B.A., is a consultant with Quality Assurance Systems Inc. and a coordinator of the Provincial Monitoring Group for Vancouver Island and the interior of B.C. She has worked in residential and day services for people with developmental disabilities in Toronto, Edmonton, Vancouver, and England.

Colin Mercer is program director with the Affiliation of Multicultural Societies and Services, and is a long-time member of the Multilateral Task Force for Training, Career Pathing and Labour Mobility. He has conducted workshops across British Columbia on occupational competencies for immigrant service workers.

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 has over 15 years of training experience in the field of Adventure Learning. Chris is Accreditation Coordinator and past chair of the International Association for Experiential Education Council 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.

Mahmud Nestman, M.Ed., R.C.C., C.C.H., has been integrating spirituality and counselling for the 30 years he has been working in the counselling field. The growth and development of counsellors has been his interest for 25 years and he has created training and supervision programs for many helping agencies in BC. Currently he has a private counselling practice in Vancouver; directs the CURA Institute for Integrated Learning, which offers one- and two-year certificate programs in Integrated Clinical Counselling; and leads intensive personal growth workshops.

Bobbi Noble has worked in the field of organizational development and adult education for 25 years, including 9 years as a consultant specializing in strategic planning, policy development, small group facilitation, and workplace mediation. She works in both BC and Yukon with non-profit societies, government, and hospitals.

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.

Nancy Poole, M.A., is a provincial research consultant on women's substance use issues at the Aurora Treatment Centre in Vancouver. Nancy has developed gender-specific programming and evaluation of women's treatment and prevention programming, and has helped develop the B.C. FAS Community Action Guide and the Alcohol and Drug Problems of B.C. Women report.

Anita Roberts has been working in the field of assault prevention since 1977. Her Safe Teen program, endorsed by the Vancouver School Board in 1987, is currently taught in school districts throughout the province of British Columbia.

Scott Robertson, M.S.W., R.S.W., 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 17 years.

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.

Brenda Rudko, M.A., has extensive experience working in a variety of settings with children and families, including residential care, schools, and mental health centres. She has worked for the past seven years with Act II Child and Family Services in the SHIFT (Sexual Health in Family Treatment) Program.

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.

Yvonne Savard, R.P.N., R.N., B.Sc.N., has extensive mental health background ranging from individual/group therapy to acute psychiatry. Yvonne works as a Psychiatric Nurse Clinician as well as teaches the mental health component to third-year B.Sc.N. students at two local universities. Yvonne is actively involved in numerous community/hospital committees related to mental health quality of care.

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.

Sally Scott, M.A., C.C.C., is a private practitioner with over 15 years of experience 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.

Joanne Severn, B.A., Psych/SW, is a Strategic Interventionist with Eclectic Bull Management Consulting and Contingency Services. A former shift worker herself, she is the only seminar leader for Shiftwise™ in B.C.

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 with Act II Child and Family Services in the Sexual Abuse Clinical Counselling Program. She is also in private practice, specializing in childhood trauma, child development, and adult trauma recovery. Lisa teaches at City University in Vancouver and is director of Wolf Song Centre, Bowen Island.

Marilee Sigal, M.A., R.C.C., is a family therapist, trainer, and consultant in Vancouver. She has been working with couples, families, individuals, and organizations since 1980.

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.

Joe Solanto, Ph.D., is a therapist, clinical supervisor, and educator in private practice. He has more than 20 years of experience working with high-risk youth, and is the for 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 Professor of Adult Education at UBC. He has presented needs assessment workshops to dozens of practitioner groups from Vancouver to St. John's and Winnipeg to Fort Smith. His research and publications focus on educational planning and professional ethics.

Elaine Stoll, B.A., R.C.C., is a counsellor and trainer in private practice and has been working with violence and abuse issues for 20 years. In addition to facilitating weekly groups for survivors, she also works with teen moms and leads parenting groups for adult survivors. Elaine is an accredited instructor with the William Glasser Institute, I.A.

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.

Ted Thomas, DTCM, CSP, OBT, is co-founder and director of Sourcepoint Shiatsu Centre, where he has been practising and teaching shiatsu therapy since 1987. A graduate of the International College of Traditional Chinese Medicine, he has incorporated acupuncture and Chinese herbalism into his clinical practice. He currently teaches his two-year Shiatsu Practitioner Program in partnership with Langara College, and is a faculty member of the Holistic Health Practitioner Program and a guest instructor with the Acupuncture and TCM Program, both at Langara College.

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 seven 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 and mental health field. He is currently employed with the Adolescent Crisis Response Program and also provides consultation and relief to the Youth Crisis Response Program.

Debbie Verkerk, B.A., M.A. (Cand.), is a consultant and trainer with extensive experience with adolescents in residential and school settings. She is the chairperson of the Advisors Committee, School of Child Care, Douglas College, and former program coordinator, Avalon School.

Rosalie Walls, M.S.W., R.S.W., has 25 years of experience working in the field of counselling with children and families. Currently she works part time for Nisha Child and Family Services as the Manager of Clinical Support and Quality Assurance and part time teaching, doing clinical supervision, and working with the Ministry for Children and Families.

Cathy Welch is a feminist counsellor who has worked in community anti-violence agencies and within the mental health system for over 14 years. Currently she works as a counsellor and program supervisor in a rural community-based sexual assault/woman assault centre and as an anti-oppression educator.

Tanyce Westgard, M.Ed., has facilitated, designed, developed, and evaluated workshops, seminars, and courses for more than 12 years. She has worked extensively with front-line managers, directors, and senior executives in business and industry.

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.

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., C.P.C., 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.

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RISK MANAGEMENT: WE'RE ALL IN THIS TOGETHER*Video with Facilitator and Participant Guide*

This 20-minute video with accompanying facilitator and participant guides has been designed to raise awareness of risk management principles for caregiving professionals. The video features Red Green from CBC's "The New Red Green Show." Red guides participants through a series of humorous scenarios which are followed by "real caregivers" who offer their tips for managing risk. The facilitator guide to a four-hour workshop, or four one-hour workshops, includes lesson plans, content notes, overheads, suggested activities, and a participant guide. The video and materials guide participants through the process of assessing potential risk to their clients in care and developing preventative strategies as well as suggested improvements to their care systems, the physical environment, and staff education, which could lead to a significant decrease in serious incidents. Available on open caption.

Price in B.C.: **\$135**

Price out-of-province: **\$155**

FACING DIVERSITY: RESPONDING TO VIOLENCE AGAINST WOMEN FROM DIVERSE CULTURES*Video and Instructor's Guide*

This 42-minute video is intended primarily for use by those who work with women from diverse cultures who are trying to end violence/abuse in their lives. Through the voices of three women from different cultural communities, the video illustrates some of the barriers to seeking help faced by these women and highlights a selection of best practices to assist them. The 53-page Instructor's Guide to a six-hour workshop, 2 three-hour workshops, or video debriefing includes sample lesson plans, content notes, 5 overheads, suggested activities, and handouts for participants.

Funding for the development of the video and support materials was provided by the Ministry of Attorney General, Victim Services Division, and the Ministry of Multiculturalism and Immigration.

Price in B.C.: **\$75**

Price out-of-province: **\$100**

**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**

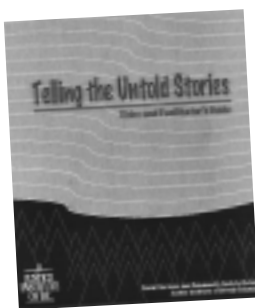
**CRITICAL INCIDENT STRESS DEBRIEFING***Video and Facilitator's Guide*

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**





TELLING THE UNTOLD STORIES

Video and Facilitator's Guide

This 36-minute video builds on the Critical Incident Stress Debriefing video by illustrating the impact of a traumatic event on the workplace and demonstrating the stages of a group debriefing and the effective use of external resources. 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

Warning: This video contains language that may be offensive to some viewers.



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.

Price in B.C.: \$40

Price out-of-province: \$65

To learn more about any of these packages, please contact the Social Services & Community Safety Division at (604) 528-5637.

To order, please complete the order form below and mail it, together with a cheque or purchase order for the correct amount, to the address on the order form.

ORDER FORM

Date: _____
 Name: _____
 Company/agency: _____
 Mailing address: _____

 Phone/fax: _____

- | | |
|--|-------|
| <input type="checkbox"/> Risk Management: We're All in this Together | _____ |
| <input type="checkbox"/> Facing Diversity | _____ |
| <input type="checkbox"/> Charting New Waters | _____ |
| <input type="checkbox"/> Critical Incident Stress Debriefing | _____ |
| <input type="checkbox"/> Telling the Untold Stories | _____ |
| <input type="checkbox"/> Balancing Conflicting Interests | _____ |

No. of copies

Total: _____

PST: _____

GST: _____

Amount enclosed: _____

Please send orders to:

Social Services & Community Safety Division
 Justice Institute of B.C.
 715 McBride Boulevard
 New Westminster, B.C. V3L 5T4

A cheque or purchase order for the correct amount must be enclosed with your order. Make cheque payable to the Justice Institute of B.C.

For more information about any of these packages, please contact the Social Services & Community Safety Division at (604) 528-5637 or fax your request to (604) 528-5640.

SOCIAL SERVICES & COMMUNITY SAFETY DIVISION

Certificate Program Admission Form

Upon completion please return to: Social Services and Community Safety Division, Justice Institute of BC

715 McBride Boulevard New Westminster, BC V3L 5T4 Fax: (604) 528-5640

**PLEASE TICK THE APPROPRIATE BOX
FOR THE PROGRAM YOU ARE APPLYING FOR:**

- ☐ Adventure-Based Learning with Youth Certificate Program ☒
☐ Child Abuse & Neglect Support Worker Certificate Program
☐ Child Sexual Abuse Intervention Certificate Program ☆
☐ Couple & Family Therapy Certificate Program ☆
☐ Integrative Healing Certificate Program ☆
☐ Management Development for Residential Settings Certificate Program
☐ Substance Use Certificate Program ☆ ☒
☐ Supporting Adult Survivors Certificate Program
☐ Trauma Counselling and Clinical Intervention Certificate Program ☆
☐ Working with Youth in Community Settings Certificate Program ☒

PLEASE NOTE: ☆ ☒ ☒

Programs marked with the ☆ symbol require a resumé in addition to the admission form.

The program marked with the ☒ symbol also requires a letter of reference in addition to the admission form and resumé.

The program marked with the ☒ symbol requires additional information: Ages of the youth you support; current working hours per week (minimum 25 hours).

NAME: ☐ Mr. ☐ Ms. ☐ Miss ☐ Mrs. First Name:

Last Name:

MAILING ADDRESS:

Street:

City:

Postal Code:

DAY TIME TELEPHONE#: ()

E-mail:

LEVEL OF EDUCATION: ☐ Grade 12 ☐ Diploma ☐ Degree () ☐ Other

PLEASE DESCRIBE THE PROGRAM YOU CURRENTLY WORK OR VOLUNTEER IN, YOUR POSITION AND PRIMARY CLIENT GROUP:

HOW LONG HAVE YOU VOLUNTEERED OR WORKED IN THIS PROGRAM:

DATE STARTED:

DIRECT SUPERVISOR:

WHAT ARE YOUR CURRENT WORK RESPONSIBILITIES?

PREVIOUS POSITION (Complete or attach a resumé)

Date(s):

From:

To:

Organization:

Position:

Responsibilities:

Please also complete page 2 of the admission form



[illegible]

SPECIAL EVENT REGISTRATION FORM

A Holistic Approach to Working with Women Who Experience Violence

DATE & TIME	TOPIC	FEE	✓
January 16, 2001 Tuesday 9 am – noon	The Intersectionality of Oppressions: Racism, Sexism, Classism, Heterosexism, Ableism, Violence and Substance Use	\$15	
February 20, 2001 Tuesday 9 am – noon	Impacts of Violence: Disordered Eating, Anxiety/Depression, Social Control, and Substance Use	\$15	
March 27, 2001 Tuesday 9 am – noon	Sex, Violence, and Substance Use	\$15	
April 10, 2001 Tuesday 9 am – noon	Violence, Substance Use, and Health Issues	\$15	
May 1, 2001 Tuesday 9 am – noon	Prison, Violence, and Substance Use	\$15	
June 5, 2001 Tuesday 6 pm – 9 pm	Parenting, Violence, and Substance Use	\$15	
TOTAL FEES:			

Moderator: Janice Abbott

Presenters to include: Janet Amos, Lynn Redenbach, Niki Antonopoulou, Linda Djadidi, Jolie Ellison, Ninu Kang, Sarah Leavitt, Angela MacDougall, Sheila Nyman and Lisa Rupert, Dean Dubick.

HOW TO REGISTER

Complete the following information and fax it to (604)528-5640 or mail to:
Heather Olson, SSCSD, Justice Institute of BC, 715 McBride Blvd., New Westminster, BC V3L 5T4.

FIRST & LAST NAME		ORGANIZATION	
MAILING ADDRESS			
PHONE NUMBER	FAX NUMBER	E-MAIL ADDRESS	
<p>WE WILL BE ACCEPTING ONLY CASH OR CHEQUES IF YOU ARE PAYING AT THE DOOR.</p> <p>PLEASE INDICATE YOUR METHOD OF PAYMENT:</p> <p><input type="checkbox"/> CHEQUE MAILED IN WITH REGISTRATION FORM. CHEQUE NUMBER: _____</p> <p><input type="checkbox"/> VISA/MasterCard: _____ Expiry Date: _____</p> <p><input type="checkbox"/> I WILL BE PAYING AT THE DOOR .</p> <p style="text-align: center;">We request that for both payment options you fax your reply as soon as possible as space will be limited.</p> <p style="text-align: center;">A confirmation letter will not be sent. No tax receipt will be issued for these events.</p>			

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 registering in a course.

COURSE NAME	COURSE NO.	START DATE	COURSE FEE
Note: Courses are GST-exempt. Fee payment should be submitted with this form.			TOTAL FEE

ENCLOSED IS MY COURSE FEE PAYMENT BY:

☐ Cheque or money order. Cheque issued by: _____

☐ MasterCard

☐ VISA

Authorization Number _____

Name of Cardholder _____

☐ Please check this box if you already receive this calendar from another source or 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.

REGISTRATION

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.

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 2002 for all 2001 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, please 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 Registration Services Advisor at (604) 528-5588 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.

Out of consideration for the environment and to reduce costs, we continually update our mailing lists. If you receive duplicate copies of the calendar, please send us the bottom half of this page (original or photocopy) from each extra calendar. Mark the labels you want deleted, or indicate any corrections to your name or address you want made.

Send labels to:

**SSCSD Mailing List
Justice Institute of BC
715 McBride Boulevard
New Westminster, B.C. V3L 5T4**

or fax to: **(604) 528-5640**



Social Services & Community Safety Division
Justice Institute of BC
715 McBride Boulevard
New Westminster, B.C. V3L 5T4

ADDRESS CHANGE REQUESTED

