



JUSTICE
INSTITUTE
of BC

Centre for Leadership and Community Learning

September 2004 – August 2005



Instructor Development • Management Development
Critical Incident Stress Management • Bylaw Enforcement
Working with Youth • Creative and Expressive Therapies
Mental Health • Substance Use • Adventure Based Learning
Foundations of Effective Management • Trauma Counselling
Child Abuse and Neglect • Child Sexual Abuse Intervention
Justice and Public Safety Leadership

The Centre for Leadership and Community Learning (CLCL) develops and delivers innovative training programs for executive directors, managers, practitioners, and front-line supervisors. Our clients include government ministries, Crown corporations, private sector businesses, and community-based organizations and agencies.

Courses, Certificates, and Degree Programs

The CLCL offers a wide range of enhanced learning opportunities:

- Counselling and Capacity Building. We provide practitioners with essential skills to protect, support, and empower children, youth, families, and communities.
- Management and Leadership Development. Managers and executive directors come to us for education that maximizes their leadership performance.
- Instructor Development. Our programs equip instructors and facilitators with the tools they need to create effective and accessible workshops and presentations.
- Community Safety. Our diverse programs give staff skills to assist individuals in coping with the consequences of crime and trauma, and the knowledge and tools to enforce community bylaws.
- Justice and Public Safety Leadership. We have developed a unique partnership with Royal Roads University to provide practical graduate degree programs for professionals in the justice, public safety, and human services sectors.

Did You Know?

- The CLCL and the JIBC have an established reputation for innovative training and professional education. Our programs help professionals advance in their careers and increase their earning power.
- The CLCL's programs evolve quickly to respond to industry trends and new initiatives and provide students with up-to-date knowledge and skills.
- Our instructors are working professionals and leaders in their fields. Students can immediately apply CLCL training to the workplace.
- Small class size, one-to-one attention, and creative instructional methods mean that students stay engaged and focused in the learning process and have the opportunity to make important professional contacts.
- Our new downtown Victoria campus and flexible course offerings enable even the busiest professionals to attend our programs.
- Many of our certificates will earn you credits that can be applied to other educational institutions.

Customized Solutions

In these rapidly changing times, organizations and communities rely on our expertise and innovation in training design and delivery, curriculum development, and project management. We work closely with our clients to meet their diverse and specific training needs.



Director's Message

Putting out the calendar is always an exciting and, at times, frantic event around the Centre for Leadership and Community Learning. We start the process in late February with a "new concepts" meeting. The program coordinators and I get together to review all the new ideas that have been brought forward over the past year. The ideas come from a number of sources: our own review of gaps in our current offerings, suggestions from student evaluations, new proposals presented by instructors or consultants, or emerging issues that have been identified by the program staff. As a group, we examine each new concept or idea. Does it fit with our programming focus? Do we have enough information to proceed? Is there a market for the course at this time? Do we have the appropriate resources to support the course development? At a subsequent meeting, each coordinator reviews which courses met the needs of learners, which courses reached full enrollment, which courses would do better on contract, and which courses are no longer relevant.

One of our quality assurance goals is to update our certificate programs every five years. Therefore we also determine at this time which courses or certificate programs need revising and updating, and whether they can continue to be offered in a transition period or whether they need to be discontinued until they are updated.

By late April, the array of courses and certificate programs we plan to offer is set. Then the frenzy begins as coordinators select dates, juggling instructors' busy schedules with classroom availability and other CLCL offerings. We are committed to offering a wide range of courses that meet the needs of long-term and new students and not competing with each other for dates and rooms. This can be a challenge!

Finally, we arrive at one of the more enjoyable aspects of putting out our calendar, determining the design, selecting the photographs, and choosing colours. We always seek a look that is inviting and respectful and that reflects the diversity of our learners and the programs we offer. Until we began using photographs, I never realized how difficult it was to reach consensus on the best look for the Centre. Suddenly the frenzy is over. The calendar moves to the production phase and we sit back and wait for the final product to hit the doorstep. Until that day, we keep our fingers crossed. Have we selected courses that meet the needs of front-line and management staff? Does our content reflect current reality? Is there a good balance between the old and the new? Have we missed an important theme or topic? Will the dates work for people?

Only you can answer these questions for us. We look forward to hearing from you through your enrollment in our courses, your feedback on the course evaluations, or your suggestions for how we can improve or enhance our current offerings. In the meantime, I encourage you to look through our array of courses and sample some of our new offerings. Only then will we know whether our planning has hit the mark.

Shelley Rivkin, Director

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CENTRE FOR LEADERSHIP AND COMMUNITY LEARNING



The Centre for Leadership and Community Learning is a provincial and national leader in providing customized training, curriculum development, project management, and best practice development. Our clients include government ministries, Crown corporations, private sector businesses, and community-based organizations and agencies. We also host a regular series of special events (workshops, conferences, and forums), and have created a number of print and video resources.

For more information, please contact Shelley Rivkin, CLCL Director, at 604.528.5628 or e-mail srivkin@jibc.bc.ca.

Customized Training

Bring the innovation and creativity of the Centre for Leadership and Community Learning to your workplace with our customized training. In consultation with your agency, CLCL trainers will develop sessions tailored to your unique needs and context.

For further information on how we can bring training to your workplace, please contact Janet Amos, Program Coordinator, at 604.528.5623 or e-mail jamos@jibc.bc.ca.

QLT Inc.

CLCL has provided management and leadership training to QLT Inc. staff for over a year. QLT Inc. is a global biopharmaceutical company dedicated to the discovery, development, and commercialization of innovative therapies to treat eye diseases, cancer, and dermatological conditions. Courses such as Coaching for Improved Performance and Creating a Healthy Workplace: The Manager's Role have been well received, and we are currently delivering our Foundations of Effective Management Level 1 to over 30 staff.

Specialized Training for Aboriginal Communities

We are committed to designing and delivering culturally relevant training to meet the needs of Aboriginal learners and communities. Wherever possible, Aboriginal instructors deliver this training.

To bring a CLCL program or course to your Aboriginal agency or community, please contact Roberta Stewart, Aboriginal Programs and Services Coordinator for the Justice Institute of BC, at 604.528.5621 or e-mail aboriginal@jibc.bc.ca.

Courses and programs designed and delivered by CLCL in consultation with Aboriginal clients include:

- Child Sexual Abuse Certificate
- Critical Incident Stress Debriefing
- Responding to Family Violence
- Substance Misuse

Curriculum Development

Responding to requests from government ministries, community agencies, and private sector organizations, the CLCL develops curricula in a number of different content areas. Working closely with employees and employers, we identify the required competencies, develop instructional plans, design curricula, and field-test new developed materials.

Curriculum for Managers in Women and Victim-Serving Organizations

The Justice Institute of BC worked in partnership with the BC/Yukon Society of Transition Houses and the BC Association of Specialized Victim Assistance and Counselling Programs to create a 20-day curriculum for managers in women- and victim-serving organizations. The curriculum content brought together feminist principles and management theory. Content included: human resources management, labour relations, organizational development, change management, financial management, and clinical supervision within a feminist framework. The curriculum was piloted in October 2003 with a group of 20 managers from a variety of women-serving organizations located around the province.

Project Management

Our project management activities range from managing high-profile events on a one-time basis to coordinating major training initiatives on an ongoing basis. We have the capacity to manage all of the required tasks, from developing curriculum to evaluating program effectiveness.

Diversity and Harassment Training

CLCL was the successful bidder to develop and deliver a one-day diversity and harassment training program to driver examiners and customer service representatives employed by ICBC. Divisional staff developed the instructional plan, recruited instructors, designed and produced a Leader's Guide and Participant Workbook, scheduled the courses, and delivered 15 offerings of the program throughout BC over a six-week period.

Best Practice Development

An essential part of our work is to strengthen skills and best practices in key areas. Recent best practices projects undertaken by CLCL include the development of a toolkit for counsellors to use in supporting children whose parents are mentally ill. Working closely with a variety of stakeholders, staff conducted focus groups, researched the current literature, produced a variety of child-centered tools, and created a manual for distribution to social service agencies.

CLCL has developed two manuals promoting best practices, one focusing on child sexual exploitation and the other on the prevention of eating disorders. Input was received from key community stakeholders through focus groups held with a wide range of community service providers, youth, and parents across BC. This community forum provided an opportunity to promote best practices and innovative programs with respect to these issues.

Special Events

Do you have an idea for a special event? Is there a speaker or trainer you would love to hear? Our staff have the creativity, persistence, and expertise to undertake and manage high-profile events on new and emerging issues in the field. Please contact Shelley Rivkin, CLCL Director, at 604.528.5628 or e-mail srivkin@jibc.bc.ca with your ideas.

Check our Special Events section on page 5 for upcoming offerings.

Publications and Videos

Many of the CLCL's projects have led to the development of resources for use by individuals and agencies. See page 61 for information on videos, facilitator guides, and manuals – yet another way through which we bring the CLCL expertise to your workplace.



TRAINING AND PROFESSIONAL EDUCATION FOR THE REAL WORLD



Today's organizations face complex and constantly shifting challenges. Fundamental strategic questions need to be asked. Do our people have the right knowledge and skills to succeed? Are we taking advantage of the shifts in the marketplace or environment? Are we headed in the right direction?

You want to be the best, and you need help getting there. At CLCL we specialize in helping organizations deal with change by identifying and addressing knowledge and skills gaps in your organization. We work with you to develop the training and professional education your organization needs. Our programs and workshops are leading-edge, relevant, cost-effective, accessible, and flexible.

Our top selling courses include:

- Foundations of Effective Management, Parts 1 to 4
- Coaching for Improved Performance
- Critical Incident Stress Management Certificate Courses
- Instructional Skills, Levels 1 and 2
- Understanding Substance Use
- Expressive Play Therapy
- Everything You Wanted to Know About the DSMIV
- Facilitating Parenting Groups
- Advanced Motivational Interviews

- Leading with Emotional Intelligence
- People Problems: How to Supervise Challenging Employees

Either as part of a certificate program or as a stand-alone professional development workshop, our courses will enhance your organizational capacity by providing relevant training that has immediate practical application for your employees.

Here's what our clients have said:

"A most stimulating and enjoyable course. I now feel I have the skills and strategies to make the changes I need both individually and organizationally."

"Excellent course! Well presented with great material. This will help all our managers be on the same frequency to enhance work efficiency."

"Instructor was very effective. This was a challenging group of individuals facing some real issues within the organization. The instructor was very capable and knowledgeable. She took the time to listen and modified the course content to best suit the group. It was a fantastic learning experience."

Whether you work for private industry or federal, provincial, regional, or municipal government, our expertise and wide range of courses will strengthen your organization.

Our Faculty

Each member of our instructional and design team has an outstanding reputation for being a leader in their field. Every customized course is designed and taught by a content expert who works closely with your organization to identify the training outcomes.

Location

Because you pick the location, you save on transportation and accommodation costs, time away from work, and productivity gaps. We come to you whether it's at the office, a conference centre, or a hotel meeting room. Or you can choose to have the course delivered at our New Westminster or Victoria campus.

Our Collaborative Approach

We believe in collaboratively creating and delivering programs that are tailored to your organization. Our clients have told us that the unique, collaborative way in which we help them solve their problems through customized training solutions is what sets us apart from the competition. We work in partnership to identify and assess your training needs.

We can assist you to:

- Clarify your training goals and objectives so that they complement the operational plan of your organization
- Design curriculum
- Develop and provide career-laddering strategies and opportunities
- Provide training impact assessments
- Conduct follow-up evaluations

Read through our outstanding lineup of over 150 courses. You won't be disappointed.

For more information on our customized programs and services, contact:

Natalie Clark, Program Coordinator
(Counselling and Capacity Building)
604.528.5626 or nclark@jibc.bc.ca

Sandra Rice, Program Coordinator
(Management and Leadership, Instructor Development; Critical Incident Stress Management)
604.528.5633 or srice@jibc.bc.ca

special events



REFLECTIVE LEADERSHIP AND THE LABYRINTH A PROFESSIONAL DEVELOPMENT RETREAT (#MGMT136)

Leaders in today's world give themselves little time for reflection. Join us in a two-day retreat. Refresh, rejuvenate, reflect – learn to lead with passion.

Create magic in your leadership approach through a meditative practice using the Labyrinth at St. Paul's Church in downtown Vancouver. The Labyrinth is an ancient tool used for meditative practice. Participants will reflect on their leadership; set specific goals to strengthen their leadership capacity; create a new vision for their leadership; and discover the benefits of a balanced approach to leading others. The retreat environment will be comfortable and healthy meals will be provided throughout.

Special guest Lori Pappajohn, harpist, and/or Kira Van Deusen, cellist, will perform for the group during a leadership meditation walk on Friday evening.

Date(s): November 19, 2004;
9:00 a.m. - 9:00 p.m. *and*
November 20, 2004;
9:00 a.m. - 5:00 p.m.
April 22, 2005,
9:00 a.m. - 9:00 p.m. *and*
April 23, 2005,
9:00 a.m. - 5:00 p.m.

Fee: \$595 (includes all meals,
supplies, and evening
performance)

Instructor(s): Joan McArthur-Blair,
Vice-President, Vancouver
Community College; Jeanie
Cockell, senior consultant
and educator; Rev. April
Stanley, former director of
St. Paul's Labyrinth

For more information

Sandra Rice, Program Coordinator
604.528.5633 or srice@jibc.bc.ca

Nenita Capili, Program Assistant
604.528.5631 or ncapili@jibc.bc.ca

WORKING MORE EFFECTIVELY WITH ABORIGINAL PEOPLE (#ABL100)

Developed in collaboration with the corporate sector and Aboriginal people, this seminar is designed to help individuals and organizations work more effectively with Aboriginal people. Treaty negotiations and self-government represent some of the significant changes, challenges, and exciting opportunities for organizations. With tried and proven approaches, individuals and organizations can position themselves to take advantage of the major changes underway in Canada today.

Presenter **Bob Joseph Jr.**, founder of Indigenous Corporate Training, has provided training on Indigenous or Aboriginal Relations since 1994. His career began in the Aboriginal Relations Department of BC Hydro, where he worked in a variety of areas, including communications, negotiations, consultation, business development, and training. As Manager of Cultural Relations and Corporate Training, he designed, delivered, and facilitated three levels of cross-cultural awareness training programs to many of the 5,500 BC Hydro employees and to over 100 external organizations. In 1999 Bob received an award from BC Multiculturalism for his work in promoting cross-cultural understanding. Bob is also an associate professor at Royal Roads University, in the Indigenous Corporate Relations Program.

Topics will include:

- Individual and organizational strategies for enhancing relationships
- Business reasons for developing Aboriginal relationships

- Historical events and major court cases and their implications today
- Cultural, linguistic, and demographic information about Aboriginal people
- Cross-cultural perspectives
- Terminology and its usage in different situations
- Creative solutions to workplace challenges, by sifting through rhetoric
- Key considerations and use of language; what to say and not say when working in a complex environment

This seminar is open to the community and would be beneficial to senior managers, board members, members of the justice, public safety, and human services fields, educators, people in customer relations, and community members.

Date(s): October 28, 2004;
9:00 a.m. - 4:00 p.m.
Fee: \$175

For more information



Roberta Stewart, Coordinator,
Aboriginal Programs and Services
604.528.5621 or aboriginal@jibc.bc.ca

To register for these special events, follow our usual registration procedures, as described on page 58.

STOP THE SEXUAL EXPLOITATION OF CHILDREN AND YOUTH COMMUNITY FORUM

Every March, the province declares a "Stop the Sexual Exploitation of Children and Youth Awareness Week" in BC. During the week, communities and government work together to increase the awareness of the sexual exploitation of children and youth in prostitution, and educate the public about how it can be prevented. A key event will be a community forum to showcase the ongoing work and best practices of community action teams throughout the province of BC.

The Centre for Leadership and Community Learning (CLCL) together with our community partners will once again host the forum. Past forums addressed topics such as Internet safety and media awareness. The theme for 2005 will be identified through a community planning process. Sponsorship for the community forums has been provided through the support of the National Strategy on Community Safety and Crime Prevention together with the Ministry of Public Safety and Solicitor General.

Visit the CLCL website at www.jibc.bc.ca/clcl for conference dates in March 2005. Registration is free.

To add your name to our e-mail list, or for more information contact:
Natalie Clark, Program Coordinator
604.528.5627 or nclark@jibc.bc.ca

HAVING OUR VOICES HEARD: IMPLEMENTING MEASURES OF EMPOWERMENT FOR WOMEN WHO ARE VICTIMS OF VIOLENCE

The Justice Institute of BC, the National Crime Prevention Initiative, and Victim Services Division are pleased to offer the following training workshops for police, Crown counsel, victim service workers, and others working with women who have experienced violence in their relationships:

Date(s):	September 21, 2004 (Nelson) September 28, 2004 (Kelowna) October 20, 2004 (Victoria)
Time:	9:00 a.m. - 4:30 p.m.
Fee:	\$50. There is no charge for victim service workers employed in funded programs.

In 2001, Victim Services Division funded the development of measures of empowerment for women victims of violence who have had contact with the justice system. This workshop will:

- Share the findings of the Measures of Empowerment Study, in particular the approaches and strategies women who experienced violence found empowering
- Examine the meaning of the empowerment for women who are victims of violence
- Explore empowerment strategies that can be used to support women involved in the justice system
- Encourage a collaborative approach among justice system personnel, victim services, and other support systems working with women to facilitate empowerment practices

To receive a copy of the workshop brochure, please e-mail Tesa Dolzanski at tdolzanski@jibc.bc.ca or phone 604.528.5632.

master's degree in public safety and leadership



The Centre for Leadership and Community Learning is pleased to offer a degree program specifically designed for professionals in the justice and public safety sectors. This program provides a unique opportunity to develop and enhance leadership skills within a flexible schedule that enables students to continue working in their chosen field.

Master of Arts in Leadership and Training

The Master of Arts degree in Leadership and Training, offered in partnership with Royal Roads University, is the first of its type in Canada. This program provides executive leadership education to professionals with 7 to 10 years of experience in policing, fire service, corrections, emergency management, paramedic services, courts, or social and human services. The program begins with a three-week residency at the Royal Roads campus in Victoria. After completing this residency, participants take courses through Internet-based distance education. A second three-week residency occurs at the beginning of year two of the program, after which participants undertake an applied major project for their thesis, leading to graduation.

For more information

Janet Amos, Program Coordinator
604.528.5623 or jamos@jibc.bc

Sue Sharma-White, Program Assistant
604.528.5619 or
ssharma-white@jibc.bc.ca



COUNSELLING AND CAPACITY BUILDING

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Contract Only

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Supporting Adult Survivors Certificate	30
Supporting Child, Adolescent, and Adult Survivors Certificate	30
Couple and Family Therapy Certificate	31
Aboriginal Trauma Certificate	31

COUNSELLING AND CAPACITY BUILDING



If you are in the helping professions, you will find a certificate or course here that will enhance your skills and knowledge. Our programs range from substance use and harm reduction to adventure-based learning, and from alternative healing techniques to counselling survivors of abuse. Most courses can be taken as part of a certificate or on an individual basis. Certificates and courses can also be customized for your agency or group. For training options, contact Susan Forest at 604.528.5685 or sforest@jibc.bc.ca.

Downtown Victoria Campus

We are pleased to announce that five of our courses are now offered at the Justice Institute of BC's Victoria campus, located at 910 Government Street. All Counselling and Capacity Building courses are available on a contract basis. For more information or to request other offerings for Victoria, call Susan Forest at 604.528.5685 or e-mail sforest@jibc.bc.ca.

The following courses are offered at the Victoria campus:

- Transformative Community Practice: [Re]Moving the Margins (#COUNS104)
- Everything You Ever Wanted to Know about the DSM-IV-TR (#EP204)
- Using the DSM-IV-TR with Children and Youth – Introductory Level (#MH008)
- Expressive Play Therapy Methods Level I (#CY104) and Level II (#CY104A)
- Introduction to Trauma and Post-Traumatic Stress Reactions (#EP251)

Group Rates for New Courses

A group rate is available for NEW COURSES ONLY for three or more persons from the same organization. This rate applies only if all persons register at the same time.

Be sure to look for our innovative new courses in working with boys, sex therapy, multicultural approaches, and much more. As well, take a look at our new certificate program, "Enhancing Family and Community Capacity."

INDIVIDUAL COURSES



COUNSELLING AND CAPACITY BUILDING

These courses are designed for counsellors and other professionals who are currently working with clients and are interested in building and refining their counselling skills. There is no application process, and participants may register for these courses as they choose. Some courses may be used as electives in certificate programs.

Advanced Innovative Practices in Clinical Supervision (#EP378)

New!

This one-day course provides an opportunity to further evolve the concepts presented in Clinical Supervision: Innovative Practices (#EP278) to another level through role-play, in-depth discussion, and self-reflection.

Participants are invited to bring audio/videotapes of past work for group review and feedback. **Prerequisite(s):** #EP278 or experience.

Date(s): May 24, 2005
Fee: \$125; group rate \$115
Instructor(s): Monica Franz

Becoming a More Effective Counsellor (#EP508)

In this course, participants 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. Topics include: 18 characteristics of effective counsellors; modelling congruency of

thoughts, feelings, and actions; and differentiating between support, counselling, and therapy. Demonstrations, video clips, and discussions are used.

Date(s): September 29-30, 2004
Fee: \$235
Instructor(s): Elaine Stoll

Building Bridges – A Multicultural Approach (#COUNS103)

New!

This two-day course is for professionals who work in a multicultural environment. Emphasis is on an experiential understanding of privilege imbalances and the pivotal relationship between professionals and multicultural clients. The course provides an introduction to constructivism in individual and family therapy as it can be applied to so-called minority clients.

Date(s): February 17-18, 2005
Fee: \$235; group rate, \$215
Instructor(s): Geoffrey Ayi-Bonte

Building on Client Strengths (#EP196)

Clients bring their specific problems and, in some cases, destructive behaviours to their relationships with helping professionals. It is often difficult for the client and the worker to consider the strengths underneath these behaviours. In this course, 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 is on avoiding common pitfalls for support workers, and on supporting clients to strengthen internal responsibility for their behavioural choices.

Date(s): November 25-26, 2004
Fee: \$235
Instructor(s): Elaine Stoll

Clinical Supervision: Innovative Practices (#EP278)

The course is for a wide range of mental health care and social service practitioners. It focuses on how clinical supervision is conceptualized from a theoretical point of view, delivered as a practical service, evaluated for effectiveness, and developed as a professional praxis. Current research informs the theoretical component of the course, and there is ample opportunity for discussion, self-evaluation, and group exercises. An extensive bibliography is included in the handouts for further research.

Date(s): February 7-8, 2005
Fee: \$235
Instructor(s): Monica Franz

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 their role. In this course, 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): March 3-4, 2005
Fee: \$235
Instructor(s): Elaine Stoll

Facilitating Parenting Groups – Essential Skills (#EP586)

This course provides facilitators of parenting groups with a range of useful techniques for clarifying parental role, styles, and approaches; keeping parents focused on their choices, not their children's behaviour; and using the developmental stages of children as a dynamic tool. Emphasis is on helping parents distinguish partner issues from parenting problems, and their own childhood from their children's childhood.

Participants will develop their confidence in using spontaneity and identifying the “teachable moment,” and learn creative ways of presenting material that minimizes defensive reactions from individuals or the group. The course also examines how to access the most current print, video, and Web-based resources.

Date(s): January 21-22, 2005
Fee: \$235
Instructor(s): Elaine Stoll

Fostering and Encouraging Client Responsibility (#EP524)

In this course, participants will learn how to effectively encourage clients 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.

Date(s): June 9-10, 2005
Fee: \$235
Instructor(s): Elaine Stoll

Mask and Mirror: The Many Faces of Shame (#EP214)

Shame is a primal human response to loss of mutuality or power within relationships to family, groups, or community. Participants will examine the central role of shame in the dynamics of trauma, abuse, addictions, attachment, eating disorders, and dissociative states of consciousness. They will gain knowledge and skills for addressing clients' shame.

Date(s): July 14-15, 2005
Fee: \$235
Instructor(s): Margaret Jones-Callahan

The Place of Meditation in Capacity Building (#COUNS106)

New!

Designed for the Justice Institute of BC this exciting new skills based course is not to be missed. Counsellors and mental health practitioners alike will have a unique opportunity to gain an understanding of how to assist clients through the art of meditation. Participants will learn meditation techniques geared for the western mind and how these systems help clients to help themselves through a deeper understanding of their own identity. Emphasis is placed on providing tools to help build client strengths, and assist with anxiety disorders. The course offers an opportunity to shift perspective and gain an understanding of the root causes of today's anthropological dilemma: Our inhumanity to one another.

Date(s): October 22 -23, 2004
May 11-12, 2005
Fee: \$245; group rate, \$225
Instructor(s): Faye Fitzgerald

Sex Therapy for Non-Sex Therapists (#COUNS101)

New!

Counsellors often feel understandably unprepared to deal with the sexual concerns of their clients. This course provides accurate, non-judgmental sexuality information and familiarizes clinicians with appropriate intervention techniques; reviews current sex therapy models; discusses sexual dysfunctions and their treatments; and identifies methods that counsellors can use to assess their competence to address (or refer) various sexual issues. Sexually explicit materials are viewed and discussed. Participants will gain the comfort and knowledge they need in order to address their clients' sexual issues, and will restructure their own sexual attitudes in order to become more approachable, understanding, and inclusive therapists.

Date(s): September 20-21, 2004
Fee: \$245; group rate, \$225
Instructor(s): Pega Ren



Transformative Community Practice: [Re]Moving the Margins (#COUNS104)

New!

This course is for those who work with members of marginalized populations or are involved in developing programs and policies to support members of marginalized groups. It introduces participants to a specific form of community practice known as Transformative Community Practice, which is built on a foundation of engagement and community capacity building. This method of working in community requires a new understanding of the professional practitioner's role in facilitating and supporting community involvement when working with marginalized communities. Participants will learn how to, in Adrienne Rich's words, "build from the ground up."

Date(s): November 29-30, 2004
July 5-6, 2005 (Victoria)
Fee: \$245; group rate, \$225
\$294 (Victoria);
group rate \$274
Instructor(s): Jannit Robinovitch

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

This course is for any helping professional interested in expanding their knowledge of pharmacology and how it pertains to clinical counselling situations. Topics include the central nervous system, anti-depressant medications, anti-anxiety medications, and drugs used to treat schizophrenia and bipolar disorder. Special emphasis is 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 medications, including their effects, side effects, lethality, and interactions with street medications.

Date(s): November 26-27, 2004
Fee: \$245
Instructor(s): Munir Velji

Values of Inclusion: Collaborative Ethics in Multicultural Counselling (#COUNS105)

New!

As we work in increasingly culturally diverse contexts with multiple, and at times contradictory, perspectives and values, the practice of skilled reflection on ethical praxis is crucial to fostering meaningful and respectful interpersonal, professional, and therapeutic environments. Among our many challenges, particularly in multicultural contexts, is our professional commitment to enriching our ethical practice. Collaborative ethics invites us, through deep understanding of others and personal reflective practices, to develop insights and skills that reflect the value of inclusion.

This course is for therapists, counsellors, social workers, and other social service and mental health professionals. An extensive bibliography is provided for further research.

Date(s): December 13-14, 2004
Fee: \$235; group rate, \$215
Instructor(s): Monica Franz

Working with Complicated Grief (#COUNS102)

New!

This one-day course explores challenging clinical situations in which the "normal" process of grief does not seem to apply, such as violent crime and symbolic loss. It describes factors that complicate grief, and presents a model for evaluating when a client's process ought to be cause for alarm, as opposed to being a normal process. The course also examines the relationship between post-traumatic stress disorder (PTSD) and grief, and offers a model for distinguishing the two.

Date(s): March 4, 2005
Fee: \$125; group rate, \$115
Instructor(s): Kathy Priest-Peries



MENTAL HEALTH AND TRAUMA

These courses provide mental health practitioners and counsellors with the opportunity to analyze and synthesize current issues and practices in the field of mental health and trauma counselling, including intervention skills, differential diagnosis, and treatment planning.

Everything You Ever Wanted to Know about the DSM-IV-TR (#EP204)

This introductory course is for professionals interested in increasing their understanding of psychiatric concepts and processes in order to better serve their clients who are receiving medical/clinical services within the mental health system. Participants will examine the *Diagnostic and Statistical Manual of Mental Disorders: DSM-IV-TR* (4th edition), review basic psychiatric diagnostic terminology, and explore the Multi-Axial Evaluation according to DSM-IV-TR 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): December 6-7, 2004
June 13-14, 2005 (Victoria)
Fee: \$245, \$306 (Victoria)
Instructor(s): Joe Solanto

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

This course brings together a broad range of trauma responders, including counsellors, front-line workers, support workers, victim service workers, peer personnel from high-risk professions, and other service providers working with survivors in a variety of contexts. All aspects of trauma and its consequences are addressed, including critical incidents and the acute and long-term impacts of trauma. Interventions for recovery at all levels are reviewed.

Date(s): September 30 - October 1, 2004
January 24-25, 2005 (Victoria)
Fee: \$245, \$306 (Victoria)
Instructor(s): Joe Solanto

Resiliency Across the Life Span (#MH007)

This course provides mental health professionals with skills for enhancing clients' resiliency. Developing clients' resiliency ensures that stressful life challenges are not merely survived or endured but become psychological resources for the future. The ability of

mental health professionals to maintain and enhance their own resiliency may contribute to their longevity and vitality in the field and help avoid unskilled reactions to stress such as burnout, stagnation, or despair. This course attends to the parallel process of developing and maintaining resiliency for those in the mental health care professions.

Date(s): November 8-9, 2004
Fee: \$235
Instructor(s): Monica Franz

Using the DSM-IV-TR with Children and Youth – Introductory Level (#MH008)

This introductory course is for any professional working in a mental health or school setting who wants to develop a basic understanding of and facility with mental health diagnoses for children and youth. It provides an introduction to the organization and content of the DSM-IV-TR and to the relevant diagnostic theories and applications in mental health practice with children and youth. It provides a balanced presentation of the benefits and pitfalls of mental health diagnoses for children and youth as well as the ways in which the *Diagnostic and Statistical Manual of Mental Disorders* can be used responsibly.

Date(s): October 18-19, 2004
April 18-19, 2005 (Victoria)
Fee: \$245; \$306 (Victoria)
Instructor(s): Joe Solanto

Understanding Children and Youth Who Have Experienced Trauma (#CY240)

This course provides an understanding of the impact of trauma across the developmental lifespan of children and adolescents, and examines the resulting coping mechanisms. Participants will explore the support needs of children and adolescents who have experienced trauma and examine specific skills for meeting these needs.

Date(s): April 5-6, 2005
Fee: \$245
Instructor(s): Natalie Clark,
Cheryl Bell-Gadsby

CREATIVE AND EXPRESSIVE THERAPIES

Complementary healing practices and art and play therapy can provide valuable tools for addressing client needs. The following courses were developed for workers in "mainstream" agencies as well as counsellors in private practice.

Art and Play Therapy Series



The courses in this series are designed to provide practitioners with a basic understanding of art therapy, play therapy, and other expressive therapies. There is no application process; students may register for courses individually or register for the whole series.

For courses taught by Marie-Jose Dhaese, students with a master's degree in a related field may apply for Continuing Education Units towards registration with the Association for Play Therapy International. Please contact the Centre for Expressive Therapy at 250.335.1829 or visit www.centreforexpressivetherapy.com for more details.

Expressive Play Therapy Methods Level I (#CY104)

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

Date(s): October 18-19, 2004
July 5-6, 2005
January 24-25, 2005 (Victoria)
Fee: \$250 (includes materials);
\$312 (Victoria)
Instructor(s): Marie-Jose Dhaese

Expressive Play Therapy Methods Level II (#CY104A)

This course is for practitioners who use play and various expressive therapies in their work with children. The course includes guiding principles of child-centered 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 are illustrated by a videotape of excerpts from sessions and practised through role-plays.

Prerequisite(s): Expressive Play Therapy Methods (#CY104) or one year of experience in play therapy at work or school. Include your resume with the registration form.

Date(s): October 20-21, 2004
July 7-8, 2005
January 26-27, 2005 (Victoria)
Fee: \$250 (includes materials);
\$312 (Victoria)
Instructor(s): Marie-Jose Dhaese

Expressive Play Therapy Methods with Abused and Neglected 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 and illustrates ways of addressing the main clinical issues of neglected and abused children. **Prerequisite(s):** Expressive Play Therapy Methods Level I (#CY104) or Expressive Play Therapy Methods Level II (#CY104A).

Date(s): April 21-22, 2005
Fee: \$280 (includes materials)
Instructor(s): Marie-Jose Dhaese

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

This course focuses 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 are considered. Through a slide presentation, the presenter explores and discusses 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 are discussed. The patterns of imagery and symbols created at various stages, depending on the type of trauma, are also considered. **Prerequisite(s):** Expressive Play Therapy Methods Level I (#CY104) or equivalent.

Date(s): May 19-20, 2005
Fee: \$280 (includes materials)
Instructor(s): Marie-Jose Dhaese

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

Art therapy is 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. Topics in this course include art therapeutic principles of practice; issues in art therapeutic clinical dynamics and interventions in early recovery; potential benefits and contraindications of art therapy in general and specific media and techniques, interventions, and directives. No art-making experience is required.

Date(s): June 2-3, 2005
Fee: \$250 (includes materials)
Instructor(s): Monica Franz

Integrating Energetic Bodywork into the Counselling Process (#IHC004)

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 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): March 15-16, 2005
 Fee: \$245 (includes materials)
 Instructor(s): Cheryl Bell-Gadsby

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

This course is for therapists, counsellors, and other mental health professionals who integrate some form of art making into their clinical work but who are not certified art therapists. 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 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): December 9-10, 2004
 Fee: \$250 (includes materials)
 Instructor(s): Monica Franz

The Place of Meditation in Capacity Building (#COUNS106)

New!

Designed for the Justice Institute of BC this exciting new skills based course is not to be missed. Counsellors and mental health practitioners alike will have a unique opportunity to gain an understanding of how to assist clients through the art of meditation. Participants will learn meditation techniques geared for the western mind and how these systems help clients to help themselves through a deeper understanding of their own identity. Emphasis is placed on providing tools to help build client strengths, and assist with anxiety disorders. The course offers an opportunity to shift perspective and gain an understanding of the root causes of today's anthropological dilemma: Our inhumanity to one another.

Date(s): October 22-23, 2004
 May 11-12, 2005
 Fee: \$245; group rate, \$225
 Instructor(s): Faye Fitzgerald

Metaphor, Imagery and Relaxation: Tools for Health and Healing (#IHC102)

New!

Metaphorical communication is central to therapy and change. Metaphor, energetic bodywork, imagery, and hypnotic techniques share a powerful complementary relationship. Our state of mind can dramatically influence our health and creative potential. This course introduces participants to the use of guided imagery, metaphor, and specific energy-based healing and relaxation techniques. These skills help practitioners and their clients replenish the mind and the body as well as manage trauma and a wide variety of symptoms, including chronic pain, anxiety, and depression. The format consists of lecture, demonstration, discussion, and skill practice.

Date(s): November 2-3, 2004
 Fee: \$235; group rate, \$215
 Instructor(s): Cheryl Bell-Gadsby

Wisdom in the Wound: An Integrative Approach to Trauma (#IHC002)

This course explores the relationship between traumatic experience and personal growth from a creative and energetic perspective, and introduces the notion of trauma as a healing path, paying particular attention to sensing, containing, and expressing traumatic material within a context of safety and trust. Specific skill development areas include assisting clients in understanding trauma as a healing imperative; basic energetic and integrative practices for working with traumatic material; basic containment strategies for grounding, centering, and boundaries; and developing a professional network for dealing with clients' dissociation and feelings of being overwhelmed.

Date(s): October 8-9, 2004
 May 6-7, 2005
 Fee: \$235
 Instructor(s): Ross Laird

WORKING WITH CHILDREN AND YOUTH

These courses address the special issues related to providing innovative support and counselling to children and youth, including the impact of and relationship between gender, violence, substance misuse, and trauma on the experiences of child and adolescent development. A variety of professionals such as youth and child care workers, alcohol and drug counsellors, teachers, social workers, and other practitioners who work with children and youth in a range of community settings will benefit from these courses.

Theories and Foundations of Adventure-Based Learning (#CY221)

This largely experiential course provides an introduction to the history and application of adventure-based learning and the underlying theoretical models from the fields of psychology and experiential learning. The beginning stages of group formation will be identified and participants will reflect on the professional and ethical standards for ensuring physical and psychological safety for group members.

Date(s): January 21-22, 2005
Fee: \$ 235
Instructor(s): Chris Moore

Therapeutic Applications of Adventure-Based Learning (#CY222)

This course reviews the history of the use of adventure-based learning to achieve therapeutic goals in a wide variety of settings. The common theoretical basis of adventure-based learning and several widely accepted therapeutic models are described. The use of diagnostic and assessment strategies and program/treatment planning in keeping with therapeutic goals are discussed. Particular emphasis is placed on facilitating structured experiences for youth at risk in order to overcome tendencies towards resistance, acting out, and dropping out. Program variations for use with different populations,

such as substance misusers, violent offenders, and so on, are reviewed. Literature and research reviews that address program effectiveness are examined.

Date(s): April 4-5, 2005
Fee: \$245
Instructor(s): Joe Solanto

A Strengths-Based Approach to Working with Challenging and High-Risk Youth Behaviour (#MH010)

This course is for therapists, social workers, mental health professionals, child care counsellors, teachers, and other practitioners working with youth. Participants will develop skills to identify and assess risk factors and indicators for suicidal ideation, self-harm, and other high-risk behaviours often exhibited by youth. Current theories of male and female adolescent development and resilience are reviewed, and innovative, practical interventions applicable to both everyday work and crisis situations are provided.

Date(s): November 23-24, 2004
Fee: \$245
Instructor(s): Cheryl Bell-Gadsby,
Natalie Clark

Children Exposed to Family Violence (#CY232)

This course is for those involved in assessing or working with children, youth, or families where violence has been an issue. Participants will examine the behaviour and coping styles of children exposed to violence, and effective strategies for responding. The course also offers an overview of working with families from culturally diverse backgrounds, including Aboriginal and immigrant families. Through case studies, participants will learn about appropriate interventions, including how to handle disclosures of witnessing abuse. They will also look at the impact of abuse on parenting and strategies for supporting parents to better help their children.

Date(s): February 14-17, 2005
Fee: \$460
Instructor(s): Tulia Castellanos,
Monique Gray-Smith

Dealing with Self-Mutilative Behaviour In Young People (#CY224) New!

Self-mutilative behaviour in young people in care is a major cause of concern. Not only can it often cause long-term physical damage to the young person but it is also quite distressing to caregivers, family members, and other clients. It can also cause severe disruption in residential programs and community settings. Self-mutilation is difficult to understand and even more difficult to treat successfully. This course examines the dynamics and treatment of self-mutilative behaviour in young people. It provides definitions of the behaviour, explores the differences between self-mutilation and suicide, and discusses the prevalence of the problem. It also examines various interventions and staff reactions to the behaviour, and looks at the possible contagion factors within the therapeutic milieu and community settings.

Date(s): June 17-18, 2005
Fee: \$245; group rate, \$225
Instructor(s): Grant Charles

Getting Girls Off the Scale, Off the Couch and on with Their Lives (#CY255)

This one-day course is for public health nurses, nutritionists, counsellors, teachers, youth workers, fitness instructors, and others working with girls. It examines the spectrum of weight concerns that girls struggle with – disordered eating, eating disorders, and childhood obesity – and provides practical skills to address these issues. Participants will consider female development, gender, and socialization; explore their beliefs and attitudes about body size; debunk the myths around obesity; and develop an understanding of the barriers to girls' participation in physical activity. They will learn skills for responding to girls who "feel" fat; ideas for integrating eating disorder prevention into their practice; and ideas for creating a body-friendly environment and a non-dieting approach.

Date(s): November 24, 2004
Fee: \$125
Instructor(s): Sandra Friedman

Grief and Loss and Attachment Issues in Working with Children in Care (#WCY101)

New!

This two-day course explores the layers of loss implicit for children by virtue of being in foster care. An examination of attachment and its relationship to grief is presented as well as a model for understanding the grief process. Specific emphasis is placed on the unique grief process of children and the relationship between grief and child development. The course also presents a framework for working with natural parents in the context of grief and for planning in a way that balances safety issues with the preservation of attachments. The course explores the losses experienced by foster caregivers by virtue of their role as care providers and presents a model for self-care.

Date(s): October 14-15, 2004
 Fee: \$235; group rate, \$215
 Instructor(s): Kathy Priest-Peries

Making Connection with Male Youth (#WCY102)

In this course, those working and/or living with boys or young men will acquire practical skills in preventing and resolving interpersonal conflict patterns typical to male youth. Exploring the effects of male socialization processes, fatherless families, and the absence of intentional rites of passage, will increase participants understanding of the dynamics of young male's interpersonal relations. Through experiential learning and simple arts-based practices participants will increase their ability to use interaction and language styles specifically amenable to make youth. This is a focus on how to pass on these same skills to make youth themselves.

Date(s): September 27-28, 2004
 Fee: \$235; group rate \$215
 Instructor(s): David Hatfield

Putting a Youth Twist into Substance Use Information and Youth Services (#AD207) **New!**

This course is for those who work with, or are interested in working with, substance-misusing youth. Basic substance use information will be reviewed, with an emphasis on the unique needs of youth and how they differ from those of adults. Participants will review models of substance use, harm reduction, stages of use, and the model of change through a "youth lens"; learn how to implement tools that will help youths assess their own substance use; and learn how to create effective youth services.

Date(s): January 10-11, 2005
 Fee: \$245
 Instructor(s): Kathy Snowden,
 Mary Anne Crabtree

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

This course presents SafeTeen, a dynamic and highly successful skill-based violence prevention program that has been endorsed by the BC Teachers' Federation. SafeTeen introduces a youth-specific assertiveness model that offers gender-specific strategies for managing fear and anger, as well as giving youth a way of standing up for themselves and for what they believe in without violence. Grounded in theory on socialization and gender, this training addresses the roots of violence and exposes the dynamics of power and powerlessness as the underlying factors in harassment, bullying, and assault. Participants will gain concrete harassment and violence prevention strategies to pass on to the youth they work with. The course is valuable for youth workers, teachers, and counsellors, and is ideal for a woman and a man to attend as a team.

Date(s): November 22-23, 2004
 June 23-24, 2005
 Fee: \$270
 Instructor(s): Anita Roberts

Understanding Children and Youth Who Have Experienced Trauma (#CY240)

This course provides an understanding of the impact of trauma across the developmental lifespan of children and adolescents, and examines the resulting coping mechanisms. Participants will explore the support needs of children and adolescents who have experienced trauma and examine specific skills for meeting these needs.

Date(s): April 5-6, 2005
 Fee: \$245
 Instructor(s): Natalie Clark,
 Cheryl Bell-Gadsby

Using the DSM-IV-TR with Children and Youth – Introductory Level (#MH008)

For a course description, please see page 13.

Date(s): October 18-19, 2004
 April 18-19, 2005 (Victoria)
 Fee: \$245; \$306 (Victoria)
 Instructor(s): Joe Solanto

CERTIFICATE PROGRAMS



In this section, you will find the following certificate programs:

- Child Sexual Abuse Intervention Certificate for Practitioners
- Enhancing Family and Community Capacity Certificate **New!**
- Substance Use Certificate
- Trauma Counselling and Clinical Intervention Certificate
- Working with Youth Certificate

CHILD SEXUAL ABUSE INTERVENTION CERTIFICATE FOR PRACTITIONERS

Who should attend

Counsellors and other practitioners working in a therapeutic setting with child, adolescent, and adult survivors of childhood sexual abuse.

What participants learn

This certificate prepares participants to work therapeutically with child, adolescent, or adult survivors of child sexual abuse. Sessions cover treatment and self-care techniques as well as legal information.

How to apply

- We recommend that you apply at least two months before the certificate begins, because:
 - It can take up to five working days to process an application.
 - Once an applicant is accepted, we recommend registering at least 10 days before the classes begin.
- Complete the application form on page 65.
- Include your resume with your application form.
- Application forms are valid for one year only. Students will be required to reapply if courses are not taken within one year of acceptance into the program.

- Once your application has been approved, please register directly with the Registration Office at 604.528.5590.
- There is a \$25 non-refundable admission fee.

How the certificate and courses are offered

Courses are open to certificate students only. Courses are divided into two streams: child and adolescent, and adult. Availability of each stream is based on enrollment.

How to complete the certificate

Full attendance is required.

STEP: 1

Complete the Integrated Core Module
(see course description starting on this page).

STEP: 2

Choose either the child and adolescent stream or the adult stream
(see course descriptions beginning on page 19).

STEP: 3

Complete two days of electives in your designated area of specialization.

For more information

Program Assistant
604.528.5875 or cacb@jibc.bc.ca

Integrated Core Module (5 days) (#CSA204)

Date(s): March 7-11, 2005
Fee: \$600

Day 1: Overview

Sexual abuse is explored as a systemic and societal problem, and as exploitation of a child's vulnerability and powerlessness. Participants learn 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.

Instructor(s): Heather 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. Participants learn 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.

Instructor(s): Heather Whiteford

Day 3: Family Dynamics

Victims, family members, and clinicians struggle together to make sense of the wounding that comes from sexual abuse. This course covers typical family dynamics and presents skills for assessing individual families. Participants develop 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.

Instructor(s): Heather Whiteford

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. Participants explore a theoretical model that can guide their interventions and bring predictability to the chaotic world of the survivor. Participants learn to integrate specific models developed to treat trauma and child abuse into their existing approaches to psychotherapy.

Instructor(s): Lisa Shatsky, Maggie Ziegler

Day 5: The Therapeutic Relationship

Part of the treatment model conceptualizes sexual abuse as a relational injury. Participants explore how that injury impacts the therapeutic relationship, and examine how careful negotiation of the therapeutic relationship and an understanding of the complex feelings, thoughts, and defences victims bring to the therapy setting can lead to successful treatment outcomes.

Instructor(s): Natalie Clark, Maggie Ziegler

Child and Youth Stream (#CSA206)

Date(s): June 6-10, 2005

Fee: \$600

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. Participants will gain both a theoretical understanding of dissociation, memory, and development and the practical skills for recognizing and treating dissociation in children and youth.

Instructor(s): Cheryl Bell-Gadsby

Day 7: Legal Issues

This course 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. The clinician's role in providing "non-contaminating" support to the child or adolescent through the court process is explored.

Instructor(s): Wendy van Tongeren Harvey

Days 8 and 9: 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. Participants will gain a working knowledge of the beginning, middle, and end stages of treatment, and practical skills to support each stage.

Instructor(s): Lisa Shatsky

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 streams for completion of the core modules.

Instructor(s): Natalie Clark, Lisa Shatsky

Adult Survivor Stream (#CSA207)

Date(s): June 6-10, 2005

Fee: \$600

Day 6: 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 helps clinicians understand the legal system, legal precedents, and consequential implications for clinical intervention and case management.

Instructor(s): Maureen McEvoy

Day 7: Dissociation and Memory

Dissociation is a key defence of the adult survivor of childhood sexual abuse. This course examines neurological, emotional, and behavioural understandings of dissociation, as well as the complex relationship of dissociation to memory and development. Participants gain a basic knowledge of how dissociation functions for adult survivors, and basic assessment skills.

Instructor(s): Maureen McEvoy

Days 8 and 9: Treatment Approaches

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

Instructor(s): Maureen 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 streams for completion of the core modules.

Instructor(s): Maureen McEvoy

SUGGESTED ELECTIVES



Expressive Play Therapy Methods with Abused and Neglected Children (#CY104B)

For a course description, please see page 14.

Date(s): April 21-22, 2005
Fee: \$280 (includes materials)
Instructor(s): Marie-Jose Dhaese

Integrating Energetic Bodywork into the Counselling Process (#IHC004)

For a course description, please see page 15.

Date(s): March 15-16, 2005
Fee: \$245 (includes materials)
Instructor(s): Cheryl Bell-Gadsby

Mask and Mirror: The Many Faces of Shame (#EP214)

For a course description, please see page 11.

Date(s): July 14-15, 2005
Fee: \$235
Instructor(s): Margaret Jones-Callahan

Metaphor, Imagery and Relaxation: Tools for Health and Healing (#IHC102) New!

For a course description, please see page 15.

Date(s): November 2-3, 2004
Fee: \$235; group rate, \$215
Instructor(s): Cheryl Bell-Gadsby

The Place of Meditation in Capacity Building (#COUNS106) New!

For a course description, see page 15.

Date(s): October 22 -23, 2004
May 11-12, 2005
Fee: \$245; group rate, 225
Instructor(s): Faye Fitzgerald

Therapeutic Applications of Adventure-Based Learning (#CY222)

For a course description, please see page 16.

Date(s): April 4-5, 2005
Fee: \$245
Instructor(s): Joe Solanto

Understanding Children and Youth Who Have Experienced Trauma (#CY240)

For a course description, please see page 17.

Date(s): April 5-6, 2005
Fee: \$245
Instructor(s): Natalie Clark,
Cheryl Bell-Gadsby

Working with Complicated Grief (#COUNS102) New!

For a course description, please see page 12.

Date(s): March 4, 2005
Fee: \$125; group rate, \$115
Instructor(s): Kathy Priest-Peries

ENHANCING FAMILY AND COMMUNITY CAPACITY CERTIFICATE

New!



Over the past ten years government funded services and resources available to support and assist families have been dramatically reduced. Increasingly families and the communities they live in are being called upon to provide necessary supports and resources.

This certificate program is designed to enhance the knowledge and skills of a broad range of service providers supporting children, youth and families. The content focuses on family and community capacity building through the lens of resiliency and community action to build safe and healthy community environments in which families can grow. This program uses a variety of learning formats to present this knowledge and accompanying skills.

Through seven courses and two days of electives, consisting of thirty-one days of classroom and on-line training, learners will acquire a comprehensive understanding of the issues and challenges faced by families. Specific skills to increase and enhance the problem solving and coping skills of families and their communities will be explored. Content includes the historical development and current functioning of the family, diversity within families, parenting styles, services available to families, developing effective relationships with diverse families

and communities community development and intervention, and measuring success in work with families and communities. This program blends theory, current issues and skill development. The final course integrates course learning with participants' own practice through a final on-line project.

Who should attend

This program is for front-line workers, counsellors, therapists, clinical social workers, psychologists, and other mental health practitioners currently working in the field with families and communities. It is also open to those with post-bachelor's and master's-level education who seek to update their knowledge in the field of working with families and communities.

What participants learn

The courses focus on family and community capacity through the lens of building resiliency and the ability of communities to take action around the needs of the families within them. The goal is to build safe and healthy community environments in which families can grow.

How the certificate and courses are offered

The program consists of seven core courses and two days of electives. Participants can complete the program in 10 months and must complete the program in three years. The introductory course is a prerequisite to online learning and to the general subject area, and it is highly recommended that the remaining courses be taken in sequence. Non-certificate students may register for any course that interests them. All courses can also be customized for your organization, agency, or group.

How to apply

- We recommend that you apply at least two months before the certificate begins, because:
 - It can take up to five working days to process an application.
 - Once an applicant is accepted, we require registering at least 5 days before the classes begin to ensure WebCT access.
- Prior to acceptance into the certificate program, applicants must be a front-line worker, counsellor, therapist, clinical social

worker, psychologist, or other mental health practitioner currently working in the field with families and communities, or have a bachelor's or master's degree in a relevant field.

- Complete the application form on page 65.
- Include a resume with your application form outlining relevant work experience, past training in the field, academic background, and/or volunteer experience.
- Once your application has been approved, please register directly with the Registration Office at 604.528.5590.
- There is a \$25 non-refundable application fee.

How to complete the certificate

STEP: 1

It is recommended that participants complete required courses in the following order

(see course descriptions beginning on page 22):

- Introduction to Capacity Building and Online Learning (2 days) (#EFCC100)
- The Changing Face of the Family (4 days, including two days online) (#EFCC110)
- Developing Effective Relationships with Diverse Communities and Families (#EFCC114)
- Building Parenting and Family Capacity (5 days, including two online) (#EFCC120)
- Outcome-Based Approaches: Tools and Evaluations (#EFCC117)
- Building Community Capacity (#EFCC130)
- Final Project (#EFCC140)

STEP: 2

Complete two days of elective credit courses in an area relevant to your clinical practice offered at the Justice Institute of BC.

For more information

Program Assistant
604.528.5875 or cacb@jibc.bc.ca



COURSES

Introduction to Capacity Building and Online Learning (#EFCC100)

More and more courses are completely available online or integrate online learning and face-to-face classroom learning. This certificate program is no exception. While much of the certificate will be in JIBC classrooms, aspects of each course will have online activities. This two-day course will therefore take place in one of the JIBC computer labs and will familiarize you with using a WebCT virtual classroom; accessing the JI online library; expanding levels of information literacy; using this certificate's website; and completing some online assignments. Participants will be introduced to all instructors.

Date(s): October 4-5, 2004
January 6-7, 2005
Fee: \$250
Instructor(s): Emily Renoe

The Changing Face of the Family (#EFCC110)

In this course, participants will have an opportunity to explore the historical development of the family, then and now. The course examines the many contradictions family life presents and the question of whether the Canadian family is in crisis today. It compares and contrasts trends, quick fixes, and problem-solving styles employed by families, as well as those offering services to families. Topics include the elements of the helping dynamic that continue through time; how helping families currently requires expanded knowledge and practical skills; and six resiliency factors. Participants will be encouraged to assess how they can play a stronger role in assisting families to build and extend their capacity to cope during times of change. The course starts and ends with one day of working online from a location of your choosing using a virtual WebCT classroom. Participants will also meet for two consecutive days of classroom work at the JIBC. **Prerequisite(s):** Introduction to Capacity Building and Online Learning (#EFCC100).

Date(s): November 18-19, 2004
(classroom) + 2 days online
Fee: \$490
Instructor(s): Elaine Stoll

Developing Effective Relationships with Diverse Communities and Families (#EFCC114)

In this four-day course, participants will consider effective strategies for engagement with diverse families and communities, and for overcoming barriers to connection. Practical skills will be considered within a social justice model, and participants will develop their own working theoretical framework. In addition tools for dealing with conflict and the development of relational resilience with families and communities will be considered. Participants will also address building relationships across differences and will develop effective strategies to deal with challenges that they may encounter in their work. This course will start and end with one day of online instruction, using a virtual WebCT classroom. In addition, we will meet for two consecutive days of classroom work at the JI.

Date(s): February 3-4, 2005
(classroom) + 2 days online
Fee: \$490
Instructor(s): Natalie Clark, Sarah Hunt

Building Parenting and Family Capacity (#EFCC120)

In this course, participants will first consider the question "Do parents really matter?" The course examines the relationship between the developmental stages of children and the developmental stages of *parents*, and explores the interplay between discipline, parenting, and the changes families experience over their lifetime. A second question participants will consider is "What is meant by 'short-/long-term parenting outcomes?'" Parenting styles and intervention programs are compared and assessed through the lens of building capacity and resiliency. This course starts and ends with one day of working online using a virtual WebCT classroom. In addition, participants will meet for three consecutive days of classroom work at the JIBC.

Prerequisite(s): Introduction to Capacity Building and Online Learning (#EFCC100); The Changing Face of the Family (#EFCC110).

Date(s): April 7-9, 2005
(classroom) + 2 days online
Fee: \$600
Instructor(s): Elaine Stoll

Outcome-Based Approaches: Tools and Evaluations (#EFCC117)

With the move to accreditation for agencies and the increasing demand from funding bodies for measurable program results, it is important for both agencies and individual practitioners to be able to define specific goals with demonstrable results. This course provides practitioners with examples of best practice, assessment tools, and outcome statements that address the demands of funding bodies. Participants will learn to write measurable goals and outcome statements for their work with families or communities. The course starts and ends with one day of working online using a virtual WebCT classroom. In addition, participants will meet for two consecutive days of classroom work at the JIBC.

Prerequisite(s): Introduction to Capacity Building and Online Learning (#EFCC100).

Date(s): May 13-14, 2005
(classroom) + 2 days online
Fee: \$490
Instructor(s): Mike Stockdale

Building Community Capacity (#EFCC130)

The course deals with conceptual and practical considerations for community action involving the general public, community organizations, and service providers in a united effort to build safe and healthy community environments for families and children. Topics include the characteristics of healthy communities and research on community factors associated with resiliency in children, particularly in relation to more vulnerable populations. The course addresses several ways of assessing

community needs, including information on the range of various community approaches. It reviews key factors associated with successful community building within various cultural contexts. Through panel discussions, participants are provided with an opportunity to hear from individuals currently involved in urban and rural initiatives in BC, and to learn about lessons that have been gained through these efforts. Through group discussion and exercises, participants will explore the variety of ways of engaging themselves and others in community action. **Prerequisite(s):** Introduction to Capacity Building and Online Learning (#EFCC100); Developing Effective Relationships with Diverse Communities and Families (#EFCC114).

Date(s): June 27-29, 2005
(classroom) + 2 days online
Fee: \$600
Instructor(s): Clement Meunier

Final Project (#EFCC140)

Early in the process of completing the Enhancing Family and Community Capacity Certificate, participants will be encouraged to consider how they will make the course material relevant to their work. The only restriction is that the themes of the projects fall under two streams: Family or Community. Participants will be free to complete a mini research project, conduct focus groups, pilot a new program, and so on. They will have access to all the JIBC library resources, both online and offline, as well as consulting with all certificate instructors. There will be no face-to-face classroom time involved, but all of the projects will be posted in the virtual classroom, where concerns can be presented to the two supervising instructors.

Prerequisite(s): Participants must have completed all other courses in this certificate program before doing the final project.

Date(s): 5 days online July-August
(to be completed by August 12, 2005)
Fee: \$600
Instructor(s): Clement Meunier, Elaine Stoll

SUGGESTED ELECTIVES

Children Exposed to Family Violence (#CY232)

For a course description, see page 16.

Date(s): February 14-17, 2005
Fee: \$460
Instructor(s): Tulia Castellanos,
Monique Gray-Smith

Facilitating Parenting Groups – Essential Skills (#EP586)

For a course description, see page 11.

Date(s): January 20-21, 2005
Fee: \$235
Instructor(s): Elaine Stoll

Grief and Loss and Attachment Issues in Working with Children in Care (#WCY101)

New!

For a course description, see page 17.

Date(s): October 14-15, 2004
Fee: \$235; group rate, \$215
Instructor(s): Kathy Priest-Peries

Transformative Community Practice: [Re]Moving the Margins (#COUNS104)

New!

For a course description, see page 12.

Date(s): November 29-30, 2004
July 5-6, 2005 (Victoria)
Fee: \$235; group rate, \$215
\$294; group rate, \$274 (Victoria)
Instructor(s): Jannit Robinovitch



SUBSTANCE USE CERTIFICATE

Courses in this area are grounded in a harm-reduction approach. Sessions are led by experienced professionals with a focus on understanding substance use within a bio-psycho-social-spiritual framework; the application of current research and knowledge about interventions; and the exploration of social justice issues such as race, class, gender, poverty, and violence.

Who should attend

Management and staff of health, criminal justice, and social service agencies whose clients include people who are using substances.

What participants learn

Participants gain an understanding of the key concepts, policy, and intervention models that guide the prevention, assessment, and treatment of substance use. Specific assessment and treatment approaches, including motivational

interviewing, are covered in depth. Through class discussion, participants develop approaches to substance use issues that can be applied to a range of settings. Participants come away with a clearer understanding of their own values and practice framework.

How to apply

- We recommend that you apply at least two months before the certificate begins, because:
 - It can take up to five working days to process an application.
 - Once an applicant is accepted, we recommend registering at least 10 days before the classes begin.
- Complete the application form on page 65.
- Include your resume and a letter of reference with your application form.
- Once your application has been approved, please register directly with the Registration Office at 604.528.5590.
- There is a \$25 non-refundable application fee.

How the certificate and courses are offered

Courses may be taken individually or as part of the certificate. All courses can also be customized for your organization, agency, or group.

How to complete the certificate

Participants must complete the courses within a two-year period. Full attendance is required.

STEP: 1

Complete the prerequisite:
Understanding Substance Use
(#AD400)
(see course description on page 25).

STEP: 2

Complete the required courses in any order. The following sequence is recommended
(see course descriptions beginning on page 25).

- A Continuum of Care: Prevention to Harm Reduction (#AD401)
- Concurrent Disorder Planning (#AD410)
- Assessment Practices (#AD403)
- Case Planning (#AD404)
- Interconnected Risk (#AD405)
- Overview of Prevention and Intervention on Fetal Alcohol Spectrum Disorder (#AD409)
- Community Voices/Contemporary Issues (#AD407)
- Compassion and Policy: The Heart and Mind of Drug Policy Reform (#AD408)
- Advanced Motivational Interviewing (#AD204)

STEP: 3

Complete two days of electives selected from an area of study relevant to your substance use practice.
Suggested electives can be found on page 26.

STEP: 4

Complete the final assignment within six weeks of completing the final core course.

For more information

Program Assistant
604.528.5875 or cacb@jibc.bc.ca

CORE COURSES

These courses can be taken individually or as part of the Substance Use Certificate.

Understanding Substance Use (#AD400)

This course provides participants with an overview of current practice theories and models in the field of substance use. Topics include: the bio-psycho-social-spiritual model; applying a harm-reduction approach to practice; impact of substance use on the individual, family, and community; identification of barriers to accessing help; and ethical issues and challenges for practitioners. **This course is a prerequisite for all courses in the Substance Use Certificate.**

Date(s): September 24-25, 2004
January 28-29, 2005
Fee: \$245
Instructor(s): Heidi Furrer

A Continuum of Care: Prevention to Harm Reduction (#AD401)

This course provides participants with an understanding of the continuum of care in BC. Topics include: an introduction to the risk continuum; mapping the continuum of care; harm-reduction strategies and practices; risk management and relapse prevention. **Prerequisite(s):** Understanding Substance Use (#AD400).

Date(s): October 1-2, 2004
February 11-12, 2005
Fee: \$245
Instructor(s): Barbara Plumstead

Concurrent Disorder Planning (#AD410)

Working with people who struggle with problems related to mental health and addiction can be frustrating, challenging and rewarding. This course covers key issues in treatment planning and service delivery to assist you in your work with this vulnerable, and frequently marginalized population. Topics will include understanding the interaction between mental health and addiction, principles of assessment and treatment planning, and strategies for intervention. The format of the course will include a focus on experiential learning, and emphasize the role of service providers as agents of change. (This course replaces Mental Health Issues and Substance Use #AD402. Individuals who have completed AD402 as part of the Substance Use Certificate are not required to complete this course.)

Date(s): October 20-21, 2004
February 23-24, 2005
Fee: \$245; group rate \$225
Instructor(s): Judy Burtnick, Debbie Suian

Assessment Practices (#AD403)

This course provides participants with an understanding of current assessment models and assessment tools. Topics include: the identification of the core values and key characteristics of effective helpers; assessment methods and instruments; motivational interviewing; and treatment planning.

Prerequisite(s): Understanding Substance Use (#AD400).

Date(s): November 5-6, 2004
March 11-12, 2005
Fee: \$245
Instructor(s): Rob Axsen

Case Planning (#AD404)

This course provides participants with an overview of the case planning process. Topics include: current case management approaches; characteristics of successful substance use-related case plans; benefits and barriers of case planning (professional and systemic); and strategies to identify and reduce systemic and professional barriers. **Prerequisite(s):** Understanding Substance Use (#AD400).

Date(s): December 1, 2004
May 5, 2005
Fee: \$125
Instructor(s): Tom Hetherington

Interconnected Risk (#AD405)

This course provides participants with an understanding of the interconnected risks of substance use and violence, trauma, sexuality, mental health, marginalization, and poverty. Topics include: building your own model/approach for doing multi-diagnosis, integrated care planning, and implementation of safety strategies. **Prerequisite(s):** Understanding Substance Use (#AD400).

Date(s): November 19-20, 2004
March 31 - April 1, 2005
Fee: \$245
Instructor(s): Heidi Furrer

Overview of Prevention and Intervention on Fetal Alcohol Spectrum Disorder (#AD409)

This course provides participants with an overview of current research and knowledge on Fetal Alcohol Spectrum Disorder (FASD). Topics include: diagnostic definitions, models of prevention for working with women, and models of intervention for working with those affected with FASD. Current resources outlining relevant and effective strategies are presented and discussed. **Prerequisite(s):** Understanding Substance Use (#AD400).

Date(s): October 19, 2004
February 22, 2005
Fee: \$125
Instructor(s): Nancy Poole



Community Voices/Contemporary Issues (#AD407)

This course provides participants with an understanding of contemporary issues facing clients and practitioners. Topics include: acupuncture and other alternative treatment methods; ethics and methadone; supervised injection sites; and other current issues.

Prerequisite(s): Understanding Substance Use (#AD400).

Date(s): November 4, 2004
March 10, 2005
Fee: \$125
Instructor(s): Barb Plumstead

Compassion and Policy: The Heart and Mind of Drug Policy Reform (#AD408)

This course provides participants with an understanding of the international drug policy reform movement by examining both the American "War on Drugs" and the European movement towards more balanced drug policies. Topics include: the role of the police and treatment providers in a "four-pillars" approach; research on supervised injection sites and the prescribing of heroin; and a public health approach to drug use.

Prerequisite(s): Understanding Substance Use (#AD400).

Date(s): December 2, 2004
April 14, 2005
Fee: \$125
Instructor(s): Mark Haden, Gillian Maxwell

Advanced Motivational Interviewing (#AD204)

The course provides participants with an overview of motivational interviewing and how this system of techniques can be used to assist clients in building motivation to change and in strengthening and maintaining behaviours. Topics include: how people change; specific strategies for working with clients at each level of readiness to change; Decisional Balance Grids; and 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 Practices course (#AD403).

Date(s): December 3-4, 2004
April 15-16, 2005
Fee: \$245
Instructor(s): Rob Axsen

SUGGESTED ELECTIVES

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

For a course description, see page 14.

Date(s): June 2-3, 2005
Fee: \$250 (includes materials)
Instructor(s): Monica Franz

The Place of Meditation in Capacity Building (#COUNS106)

New!

For a course description, see page 15.

Date(s): October 22 -23, 2004
May 11-12, 2005
Fee: \$245; group rate \$225
Instructor(s): Faye Fitzgerald

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

For a course description, see page 17.

Date(s): January 10-11, 2005
Fee: \$245
Instructor(s): Kathy Snowden,
Mary Anne Crabtree

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

For a course description, see page 12.

Date(s): November 26-27, 2004
Fee: \$245
Instructor(s): Munir Velji, Yvonne Savard

Wisdom in the Wound: An Integrative Approach to Trauma (#IHC002)

For a course description, see page 15.

Date(s): October 8-9, 2004
May 6-7, 2005
Fee: \$235
Instructor(s): Ross Laird

TRAUMA COUNSELLING AND CLINICAL INTERVENTION CERTIFICATE

Who should attend

Counsellors, therapists, clinical social workers, psychologists, and other mental health practitioners with a master's degree or equivalent who are working with survivors of trauma.

If you are working with adult survivors of sexual abuse and troubled attachment, we suggest that you consider the Child Sexual Abuse Intervention Certificate for Practitioners or contact the Program Coordinator. This program does not focus on the complicated developmental, attachment, and familial issues that are involved in the treatment of sexual abuse.

What participants learn

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

How to apply

- We recommend that you apply at least two months before the certificate begins, because:
 - It can take up to five working days to process an application.
 - Once an applicant is accepted, we recommend registering at least 10 days before the classes begin.
- A master's degree in counselling, social work, or equivalent is required, together with relevant work and academic experience in the area of traumatic stress.
- Complete the application form on page 65.
- Include your resume with your application form.
- Students will be required to reapply if courses are not taken within one year of acceptance into the program.
- Once your application has been approved, please register directly with the Registration Office at 604.528.5590.
- There is a \$25 non-refundable application fee.

How the certificate and courses are offered

Courses may be taken individually or as part of the certificate program, except for Trauma Counselling Consultation Group (#TS223), which is open only to participants who have completed all of the required courses in the certificate program.

How to complete the certificate

Participants must complete the certificate within three years. Full attendance is required.

STEP: 1

Complete the prerequisite, Introduction to Trauma and Post-Traumatic Stress Reactions (#EP251)
(see course description on this page).

STEP: 2

Complete the required courses in any order. It is preferred that students take them in order, if possible.
(see course descriptions beginning on this page).

- Trauma Assessment and Treatment Planning (#TS210)
- Trauma and the Therapeutic Relationship (#TS221)
- Trauma Intervention (#TS222)
- Trauma Counselling Consultation Group (#TS223)

STEP: 3

Complete two days of electives in an area of trauma study relevant to your clinical practice.
Suggested electives are found on page 28.

For more information

Program Assistant
604.528.5875 or cacb@jibc.bc.ca

CORE COURSES

These courses can be taken individually or as part of the Trauma Counselling and Clinical Intervention Certificate, except for Trauma Counselling Consultation Group (#TS223).

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

This course brings together a broad range of trauma responders, including counsellors, front-line workers, support workers, victim service workers, peer personnel from high-risk professions, and other service providers working with survivors in a variety of contexts. All aspects of trauma and its consequences are addressed, including critical incidents and the acute and long-term impacts of trauma. Interventions for recovery at all levels are reviewed.

Date(s): September 30 - October 1, 2004
January 24-25, 2005 (Victoria)
Fee: \$245, \$306 (Victoria)
Instructor(s): Joe Solanto

Trauma Assessment and Treatment Planning (#TS210)

This course provides participants with the basic theory, assessment tools, and treatment planning skills necessary to find a path through the complex issues facing trauma survivors. Topics include: current theories; the socio-political dimensions of survivors; an integrated model for treatment; exploration of assessment and treatment planning requirements; and objective and subjective assessment approaches. Case studies are used to apply theory, assessment, and treatment material to specific trauma populations and client presentations.

Prerequisite(s): Introduction to Trauma and Post-Traumatic Stress Reactions (#EP251).

Date(s): October 27-30, 2004
Fee: \$550 (includes materials)
Instructor(s): Maggie Ziegler, Joe Solanto

Trauma and the Therapeutic Relationship (#TS221)

The relational injury of trauma has many implications for the therapeutic relationship. Topics include: the context in which the therapeutic relationship occurs; self as therapist and trauma-based counter-transference and vicarious traumatization; and theory and practical solutions to common clinical impasses relating to relational difficulties such as boundaries, ethical dilemmas, belief systems, and the intensity of traumatic stress symptoms that pull clinicians off balance. **Prerequisite(s):** Introduction to Trauma and Post-Traumatic Stress Reactions (#EP251).

Date(s): November 25-27, 2004
Fee: \$365
Instructor(s): Maggie Ziegler, Natalie Clark

Trauma Intervention (#TS222)

This course provides participants with a wide range of tools applicable to in-session work with traumatized clients. Participants gain hands-on experience of practice intervention skills through the use of exercises, demonstrations, and role-plays. Topics include: an overview of trauma treatment and theory; symptom management and containment techniques; trauma-processing methods; and approaches for managing the complex relational dynamics between clinician and survivor. **Prerequisite(s):** Introduction to Trauma and Post-Traumatic Stress Reactions (#EP251).

Date(s): February 22-26, 2005
Fee: \$485
Instructor(s): Maggie Ziegler, Joe Solanto with guest instructor Maureen McEvoy

Trauma Counselling Consultation Group (#TS223)

Participants are provided with a unique opportunity to integrate previous trauma theory and practice taught in the program. Selecting a client from their own practice, participants present a detailed assessment and treatment plan and a video or audiotape selection. The in-depth, small-group exploration and feedback on clinical work is a highlight for participants. Full participation in this course is required for candidates to receive the certificate of achievement. **This course is open only to certificate students who have completed prior courses.**

Date(s): April 20-23, 2005
Fee: \$550
Instructor(s): Maggie Ziegler, Joe Solanto

SUGGESTED ELECTIVES

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

For a course description, see page 14.

Date(s): May 19-20, 2005
Fee: \$280 (includes materials)
Instructor(s): Marie-Jose Dhaese

Grief and Loss and Attachment Issues in Working with Children in Care (#WCY101)

For a course description, see page 17.

Date(s): October 14-15, 2004
Fee: \$235
Instructor(s): Kathy Priest-Peries

Integrating Energetic Bodywork into the Counselling Process (#IHC004)

For a course description, see page 15.

Date(s): March 15-16, 2005
Fee: \$245 (includes materials)
Instructor(s): Cheryl Bell-Gadsby

Mask and Mirror: The Many Faces of Shame (#EP214)

For a course description, see page 11.

Date(s): July 14-15, 2005
Fee: \$235; group rate, \$215
Instructor(s): Margaret Jones-Callahan

Metaphor, Imagery and Relaxation: Tools for Health and Healing (#IHC102) New!

For a course description, see page 15.

Date(s): November 2-3, 2004
Fee: \$235; group rate \$215
Instructor(s): Cheryl Bell-Gadsby

The Place of Meditation in Capacity Building (#COUNS106) New!

For a course description, see page 15.

Date(s): October 22 -23, 2004
May 11-12, 2005
Fee: \$245; group rate, \$225
Instructor(s): Faye Fitzgerald

Understanding Children and Youth Who Have Experienced Trauma (#CY240)

For a course description, see page 17.

Date(s): April 5-6, 2005
Fee: \$245
Instructor(s): Natalie Clark, Cheryl Bell-Gadsby

Working with Complicated Grief (#COUNS102) New!

For a course description, please see page 12.

Date(s): March 4, 2005
Fee: \$125; group rate, \$115
Instructor(s): Kathy Priest-Peries

WORKING WITH YOUTH CERTIFICATE (#CY168)



The certificate program was developed with the help of managers and front-line staff working with children, youth, and their families. The certificate program is based on several theoretical frameworks with a focus on the practical application of these theories to the workplace.

Who should attend

Professionals who are currently working with children over the age of 10, youth, and families in a variety of community settings, such as outreach, education, foster care, residential, street work, recreation, and treatment.

What participants learn

Participants practise skills and increase confidence in relationship building, ethical decision making, and conflict resolution, and create lifelong networks to share the latest information and resources available in their field. There will be many opportunities to apply new knowledge, skills, and techniques to strengthen your practice.

When you take the Working with Youth Certificate, you earn 4.5 units of unassigned credit towards child and youth care diplomas and degrees in other BC colleges and universities.

How to apply

- We recommend that you apply at least two months before the certificate begins, because:
 - It can take up to five working days to process an application.
 - Once an applicant is accepted, we recommend registering at least 10 days before the classes begin.
- Applicants must have six months of experience in working with children, youth, and families, and must be working 20-25 hours per week with youth between the ages of 10 and 19.
- Complete the application form on page 65.
- Include your resume with your application form.
- Once your application has been approved, please register directly with the Registration Office at 604.528.5590.
- There is a \$25 non-refundable application fee.

How to complete the certificate

Complete all four parts of the program in order with the same group of participants (see course descriptions below). Successful completion of all graded assignments and full attendance is required to receive a certificate.

Fee: \$1,735 (includes materials)

Date(s): Part 1: January 31 - February 4, 2005
Part 2: March 7-11, 2005
Part 3: April 25-29, 2005
Part 4: June 6-10, 2005

Instructor(s): Martha Joy, Debbie Verkerk

PART: 1

This course introduces theoretical approaches such as resiliency and the psycho-education model. One of the fundamental principles in this program is the importance of practitioners' ability to examine their values, attitudes, and belief systems and how these affect their work. Participants will clarify the influence of gender, culture, and risk factors in their practice; examine family systems theory and the practical applications to their work with families; and practise skills for building relationships and setting clear boundaries.

Date(s): January 31 - February 4, 2005

PART: 2

Participants will develop an understanding of lifespan development and the practical applications of this model to their practice. Participants will focus on linking the theories of resiliency and psycho-education to practical application; practise different approaches to challenging behaviours depending on the situational factors; and examine systems approaches within the context of families, community, culture, and society.

Date(s): March 7-11, 2005

PART: 3

Participants will focus on current events that influence their work and their role with supporting children, youth, and families. Participants will examine the importance of their role as a resource person and advocate; practise counselling and problem-solving skills; and explore group dynamics and how to work effectively with groups.

Date(s): April 25-29, 2005

PART: 4

Participants will examine personal conflict styles and practise specific approaches to resolving conflict within the context of their work with children, youth, and families; review ethical and professional standards for workers; create and present case plans for group feedback; and explore ways to create effective self-care in their practice.

Date(s): June 6-10, 2005

For more information

Program Assistant
604.528.5875 or cacb@jibc.bc.ca

CONTRACT CERTIFICATE PROGRAMS



The Centre for Leadership and Community Learning is a leader in providing trauma and abuse training for workers throughout BC and across Canada. We also offer specialized courses on such topics as working with Aboriginal clients, addressing sexual exploitation, and other emerging trauma issues.

CHILD ABUSE AND NEGLECT SUPPORT WORKER CERTIFICATE

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 develop basic competency skills in the area of child abuse and neglect to meet training standards required in the accreditation process.

Core Courses

- Understanding and Preventing Child Abuse and Neglect (#EP260)
- The Impact of Child Abuse and Neglect: Child Development and Resiliency (#EP261)
- Supporting Children Who Have Been Abused and Neglected (#EP262)
- Safety and Risk: Support Worker Self-Care(#EP263)

This certificate program is currently being updated to reflect new and emerging theories and issues in the field, and to incorporate new learning technologies such as online learning. Please watch for it in the 2005-2006 calendar. The core courses are all available on contract during this time.

SUPPORTING ADULT SURVIVORS CERTIFICATE (#CSA134A)

This program explores a societal and historical framework for understanding child sexual abuse and examines the impact of childhood sexual abuse throughout the life cycle. Participants will define the support needs of sexually abused adults from disclosure to completion of treatment; 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; and define an appropriate support role and strategies for working with the survivor of sexual abuse in the context of a larger treatment system. Participants develop and practise skills within an empowerment framework.

Course duration: 6 days

SUPPORTING CHILD, ADOLESCENT, AND ADULT SURVIVORS CERTIFICATE (#CSA134B)

This certificate program is available for delivery on a contract basis only. It is designed for front-line staff and others working with children, youth, and their families where sexual abuse is an issue. This certificate can be customized for your agency, organization, or group. It has been delivered in Williams Lake, Ahoushat, Fort Nelson, Dease Lake, and Skidegate, BC.

Course duration: 9 days

For more information

Program Assistant
604.528.5875 or cacb@jibc.bc.ca

COUPLE AND FAMILY THERAPY CERTIFICATE

This certificate program is available for delivery on a contract basis only. Courses in this certificate program can be delivered on an individual contract basis. The program consists of the following courses:

- Introduction to Theories and Models of Couples and Families (#CFT100)
- Couple and Family Assessment (#CFT120)
- Ethical, Legal, and Professional Issues (#CFT130)
- Treatment Methods of Couple and Family Therapy, Level I (#CFT140)
- Treatment Methods of Couple and Family Therapy, Level II (#CFT150)
- Couple and Family Therapy Practice Supervision (#CFT160)

Treatment Methods of Couple and Family Therapy, Levels I and II, are currently being offered.

For more information

Program Assistant
604.528.5875 or cacb@jibc.bc.ca

ABORIGINAL TRAUMA CERTIFICATE

Introduction

The Supporting Aboriginal Survivors of Trauma Certificate is a 20-day program delivered in one- or two-week modules. The training is delivered in Aboriginal communities to enable participants to remain close to their home community while attending the program, and to enable the curriculum to be tailored to meet the needs of the community or agency where it is being offered. The learning objectives for this program may include:

- Nature of trauma and traumatic stress reactions
- Post-traumatic stress, including multigenerational effects
- Impact of trauma on Aboriginal communities, families, individuals, and helpers



- Aboriginal healing practices in trauma recovery
- Comparison and contrast between western therapies and Aboriginal healing practices
- Support strategies for working with Aboriginal clients
- Individual and community strategies for wellness

All participants who attend the entire 20-day program and successfully complete a final assignment will receive a certificate of completion.

Prerequisites

Applicants to the program must meet the following prerequisites:

- Have a minimum amount of experience in support work (if the minimum is not met, the option of a one- or two-week prequel training is available to communities)
- Be actively working on their own wellness prior to taking the training
- Have a support system in place while taking the training

Applicants will be screened jointly by the client and the Justice Institute of BC in order to ensure that all participants have met the prerequisites.

Program support staff

The Supporting Aboriginal Survivors of Trauma Certificate Program is coordinated by Susan Forest, Program Coordinator in the Centre for Leadership and Community Learning. The program is also supported by Roberta Stewart, the Aboriginal Programs and Services Program Coordinator.

Instructors and any additional curriculum developers are chosen based on their experience and qualifications in the field of traumatic stress. All the instructors and consultants involved in this program have at least a bachelor's degree in a related discipline, at least five years of experience working in the field, and at least two years of experience instructing. We use a team-teaching approach, with an Aboriginal instructor and a non-Aboriginal instructor delivering the training.

If you have any questions or would like further information, please contact:

Susan Forest
604.528.5685, sforest@jibc.bc.ca or

Roberta Stewart
604.528.5621, aboriginal@jibc.bc.ca



MANAGEMENT AND LEADERSHIP DEVELOPMENT

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CERTIFICATE PROGRAMS



Customized Solutions for Busy Managers and Executives

Do you want to promote healthy working relationships in your workplace? Do your staff need training in creating and operationalizing a strategic plan? Are you developing quality assurance systems? Do you manage in a unionized environment? The Centre for Leadership and Community Learning can work with you to create dynamic solutions to the unique issues faced by your organization. For more information, contact Janet Amos, Program Coordinator, at 604.528.5623 or e-mail jamos@jibc.bc.ca.

Our Management and Leadership Development courses are designed for both new and seasoned supervisors and managers, and focus on the practical application of knowledge and skills to increase on-the-job effectiveness.

FOUNDATIONS OF EFFECTIVE MANAGEMENT CERTIFICATE

This certificate program reflects current thinking and practices in business and management education, with a particular focus on the necessary skills for effective leadership. The program has been revised based on input from professionals currently practising in the field, and feedback from participants who have attended earlier supervisory programs.

Earn transfer credit to BCIT Management Certificate programs

Our Foundations of Effective Management Certificate has a transfer credit agreement in place with the British Columbia Institute of Technology. For details, see our website at www.jibc.bc.ca/clcl.

Who should attend

The certificate program is designed for current and future supervisors and managers in the private, public, and non-profit sectors.

What participants learn

Participants will gain a thorough understanding of the dynamics of leadership,

and come away with practical strategies for performance management, planning, human resource development, and employee relations.

How to apply

- We recommend that you apply at least two months before the certificate begins, because:
 - It can take up to five working days to process an application.
 - Once an applicant is accepted, we recommend registering at least 10 days before the classes begin.
- Complete the application form on page 65.
- Once your application has been approved, please register directly with the Registration Office at 604.528.5590.
- There is a \$25 non-refundable application fee.

How the certificate and courses are offered

Core courses in the certificate are offered in four parts and are designed to be taken in order.

The Foundations of Effective Management Certificate is available on a contract basis and can be delivered anywhere in the province.

How to complete the certificate

Full attendance is required. The 14-day certificate program must be completed within three years.

STEP: 1

The following core courses in the certificate program have been developed sequentially and must be completed in the order shown (see course descriptions beginning on page 34).

- Foundations of Effective Management 1 (#FMGMT100)
- Foundations of Effective Management 2 (#FMGMT200)
- Foundations of Effective Management 3 (#FMGMT301)
- Foundations of Effective Management 4 (#FMGMT401)

STEP: 2

Complete four days of electives from the Professional Development Series (see course descriptions beginning on page 38).

STEP: 3

Complete the final assignment (#FMGMT500) within six months.

For more information

Sandra Rice, Program Coordinator
604.528.5633 or srice@jibc.bc.ca
Nenita Capili, Program Assistant
604.528.5631 or ncapili@jibc.bc.ca

CORE COURSES

Foundations of Effective Management Part 1: Leading the Way (#FMGMT100)

Success depends on leadership skills at all levels of our organizations. This three-day course is designed to encourage new, seasoned, and future leaders to examine their "personal" leadership and communication styles and determine their effectiveness. Supervisors and managers will explore their key roles and responsibilities, and review key leadership and management theories and their practical application back in the workplace. Several assessment tools will be used to help participants determine how to best increase their leadership capacity.

Date(s): October 25-27, 2004
May 16-18, 2005
Fee: \$370 (includes materials)
Instructor(s): Gina Buchanan,
Georganne Oldham

Foundations of Effective Management Part 2: Leading through Effective Conflict and Change (#FMGMT200)

Unresolved conflict leads to employee dissatisfaction, lower productivity, and ultimately poor team morale. Managers and supervisors are responsible for leading others through a solid problem-solving and decision-making process that helps

employees resolve conflict and gain "buy-in" to change processes. In this two-day course, participants will examine their personal conflict styles, understand the causes and patterns of conflict in their organizations; examine their role in the change management process; and enhance their decision-making and problem-solving capabilities.

Date(s): November 15-16, 2004
June 13-14, 2005
Fee: \$250 (includes materials)
Instructor(s): Gina Buchanan,
Georganne Oldham

Foundations of Effective Management Parts 1 and 2 (#FMGMT250)

We are offering Foundations of Effective Management 1 and 2 together for those who are able to attend a five-day course.

Date(s): November 1-5, 2004
Fee: \$620 (includes materials)
Instructor(s): Gina Buchanan,
Georganne Oldham

Foundations of Effective Management Part 3: The Leaders' Role in Effective Employee Relations (#FMGMT301)

Managing employees whose performance is ineffective can be demanding and time consuming. Having the skills to deal with performance issues makes the job of supervisor or manager more rewarding. This course will enable participants to more effectively manage employee relations in their workplace. Content includes an overview of relevant employment and labour legislation and the opportunity to apply it to workplace scenarios; knowledge of relevant industry standards; and the principles of due process. The course focuses on specific guidelines and techniques to help meet the challenge of ineffective performance. Practical exercises and case studies are used. **Prerequisite(s):** Foundations of Effective Management 1 and 2 (#FMGMT100 and 200 or 250).

Date(s): February 7-8, 2005
Fee: \$250 (includes materials)
Instructor(s): Sandi Case, Patricia Galaczy

Foundations of Effective Management Part 4: The Leaders' Role in Human Resource Management (#FMGMT401)

This course will provide supervisors and managers with a conceptual framework, technical skills, and practical tools to successfully develop and manage human resources within their organizations. Course content includes recruitment, selection, and retention of employees; writing competency-based job descriptions with performance goals, measures, and action plans; identification and application of ways to enhance staff performance and development; and writing and completing performance appraisals. **Prerequisite(s):** Foundations of Effective Management 1, 2, and 3 (#FMGMT100, 200 or 250, and 301).

Date(s): February 28 - March 2, 2005
Fee: \$370 (includes materials)
Instructor(s): Patricia Galaczy

Foundations of Effective Management Parts 3 and 4 (#FMGMT350)

We are offering Foundations of Effective Management 3 and 4 together for those who are able to attend a five-day course. **Prerequisite(s):** Foundations of Effective Management 1 and 2 (#FMGMT100 and 200 or 250).

Date(s): March 7-11, 2005
Fee: \$620 (includes materials)
Instructor(s): Sandi Case, Patricia Galaczy

Foundations of Effective Management Certificate Report Project (#FMGMT500)

To receive a Foundations of Effective Management Certificate, participants must successfully complete a written assignment that shows they have integrated the learning from the program. The project is designed to benefit both the participant and the organization. Participants will have eight topics to choose from. The assignment must be completed within six months.

Fee: \$150

Former Students of Management Development for Residential Settings

Students who are currently enrolled in the former Management Development for Residential Settings Certificate Program and wish to complete their certificate, please contact Sandra Rice, coordinator at 604.528.5633. Students must complete their requirements within three years from the time they first registered for the Management Development for Residential Settings Program.

MANAGEMENT DEVELOPMENT FOR COMMUNITY SETTINGS CERTIFICATE

Introduction

After extensive community consultation, leading business practice, literature review, and examination of current accreditation and quality standards used in this sector, we are pleased to offer our new Management Development for Community Settings Certificate. Our former Management Development for Residential Settings Certificate successfully met the needs of over 1,500 learners. Our newly revised certificate addresses the ongoing changes and the competencies, skills, and knowledge that managers in a wider variety of community settings must have in order to be effective in their workplace.

Who should attend

The program is designed for current and future supervisors and managers who support clients in a variety of community settings.

What participants learn

This program will appeal to people who have management or supervisory responsibilities and are interested in being leaders in their community care and support organizations. Some seats will be available for those who aspire to take on these responsibilities. The program covers both foundational and advanced supervision and

management topics from the perspective of service and advocacy. It addresses unique concerns such as maintaining a person-centered approach while upholding standards and quality; balancing client needs with staff concerns; and sustaining a passion for advocacy amid funder regulations and requirements. Managers who must balance service for others with bottom-line realities and who want to be effective and efficient leaders will benefit from this program. The program modules are consistent with and support the Council of Accreditation (COA) and Commission on Accreditation of Rehabilitation Facilities (CARF) accreditation standards in the areas of training and supervision, financial management, human resource management, and team-delivered services. The courses must be taken in sequence unless otherwise approved by the Program Coordinator.

How to apply

- We recommend that you apply at least two months before the certificate begins, because:
 - It can take up to five working days to process an application.
 - Once an applicant is accepted, we recommend registering at least 10 days before the classes begin.
- Complete the application form on page 65.
- Once your application has been approved, please register directly with the Registration Office at 604.528.5590.
- There is a \$25 non-refundable application fee.

How the certificate and courses are offered

Core modules in the certificate are offered in sequence and are designed to be taken in module order.

This certificate is available on a contract basis anywhere in the province of British Columbia.

How to complete the certificate

Full attendance is required. The 20-day certificate program must be completed within three years.

STEP: 1

The following core courses in the certificate program have been developed sequentially and must be completed in the order shown (see course descriptions beginning on page 36).

- The Leadership Challenge and You (#MDCS110)
- Leading Through Effective Communication (#MDCS120)
- Leading Effective Teams (#MDCS230)
- Mastering Effective Employee Relations (#MDCS240)
- Managing Human Resources (#MDCS250)
- Leading the Way to Continuous Quality Improvement and Workplace Wellness (#MDCS260)
- Managing Scarce Resources (#MDCS270)
- Managing a Change Environment (#MDCS280)

STEP: 2

Complete four days of electives from the Professional Development Series (see course descriptions beginning on page 38).

STEP: 3

Complete the final assignment projects 1 and 2 (#MDCS245 and 285) within six months.

For more information

Sandra Rice, Program Coordinator
604.528.5633 or srice@jibc.bc.ca

Nenita Capili, Program Assistant
604.528.5631 or ncapili@jibc.bc.ca

CORE COURSES

Module 1: The Leadership Challenge and You (#MDCS110)

Building on a belief that true leadership emerges from a clearer understanding of self in relation to others, participants will have several opportunities to examine their own personal styles and leadership attributes. This course is a foundation for the others in the Management Development for Community Settings Certificate. Participants will learn two leadership models and practise their application to improve their effectiveness in their workplace. They will engage in a mind-mapping process to identify their key roles and responsibilities in their unique community setting. Several assessment tools will be used to help participants determine how best to enhance their leadership capacity.

Date(s): September 30 - October 1, 2004
January 31 - February 1, 2005
Fee: \$245; group rate \$225 (includes materials)
Instructor(s): Rob Goodall

Module 2: Leading Through Effective Communication (#MDCS120)

Workplace satisfaction surveys frequently highlight communication as the number one source of employee concern. To communicate more effectively, managers need to understand the nature of communication, the value of two-way communication, and how to apply communications skills in specific situations. Participants will have opportunities to further develop skills in several management competency areas, such as active listening, delegation, motivation, coaching, and conflict management. Through presentations, examples, questionnaires, case studies, and practice sessions, this module helps prepare managers to become better communicators at work.

Date(s): November 1-2, 2004
February 17-18, 2005
Fee: \$245; group rate \$225 (includes materials)
Instructor(s): Janice Barr

Module 3: Leading Effective Teams (#MDCS230)

Leaders of successful agencies and organizations understand the importance of dynamic and effective teams. For teamwork to occur, team members need to learn more about team leadership styles, communication among team members, working in meetings and team discussions, and helping the team learn together. This module is intended to help participants establish and maintain a productive team atmosphere in the workplace. Participants will learn more about their leadership role in creating a team with effective problem-solving and critical thinking skills. They will learn through short presentations, style inventories, coaching sessions, and case studies with a focus on practical application of their learning in teamwork situations in their own workplace.

Date(s): March 14 - 15, 2005
Fee: \$245; group rate \$225 (includes materials)
Instructor(s): Martha Joy

Module 4: Mastering Effective Employee Relations (#MDCS240)

Mastering effective employee/management relations is one of the key roles of a successful leader. This course is designed to help participants develop a methodology for effective employee/management relations specific to working in a community setting. Participants will have an opportunity to clarify existing policies and legal obligations such as collective agreements and employment standards that govern employee/management relations, and identify discrepancies between policies and practice; practise the skills required in an effective disciplinary process; explore the principles of clarity, consistency, and fairness that constitute due process; and examine the legal and ethical responsibilities of the employer/manager regarding employee relations. Specific topics include the progressive discipline process, the application of the Employment Standards Act, collective agreements, and WCB regulations.

Date(s): April 4-5, 2005
Fee: \$245; group rate \$225 (includes materials)
Instructor(s): Parveen Mann

Module 5: Managing Human Resources (#MDCS250)

Managing human resources in today's dynamic work environment is another key role for a successful leader. This course uses a competency-based approach to provide supervisors and managers in community settings with the conceptual framework, technical skills, and practical tools necessary to successfully develop and manage their human resources. Using a combination of practical, hands-on experience and contemporary theory, the course explores an introduction to the competency-based model of human resource management; the development of competency-based job descriptions; behaviourally based interviewing; and competency-based performance management.

Date(s): April 28-29, 2005
Fee: \$245; group rate \$225 (includes materials)
Instructor(s): Patricia Galaxy

Module 6: Leading the Way to Continuous Quality Improvement and Workplace Wellness (#MDCS260)

Maintaining and improving quality in community settings means understanding and sticking to accepted quality standards, focusing on the needs of clients, diagnosing and resolving quality "gaps," and supporting continuous quality improvement within the workplace. Participants will define their leadership role in the continuous quality improvement process, licensing requirements, best practices, and other sources of quality measurement. Managers and supervisors will learn approaches needed to engage staff members in quality improvement initiatives. In support of creating a safe and healthy environment for clients and staff, participants will learn key features of healthy organizations, including occupational health and safety issues, workplace wellness, critical incident stress debriefing, and emergency response planning.

Date(s): May 16-17, 2005
Fee: \$245; group rate \$225 (includes materials)
Instructor(s): Laurie Pearce



Module 7: Managing Scarce Resources (#MDCS270)

Never has there been a stronger challenge for managers and supervisors in community settings to make the best use of the time and money available to them. Participants will learn about clarifying goals and priorities, strategies and plans to guide their actions, maintaining strength and persistence to stay on course, and resiliency to face the inevitable surprises and setbacks. They will also learn about funding sources, budgeting and simple financial control measures, diversified funding, fundraising, and grantsmanship.

Date(s): June 13-14, 2005
 Fee: \$245; group rate \$225 (includes materials)
 Instructor(s): Bruce Hardy

Module 8: Managing a Change Environment (#MDCS280)

To survive in the modern world, the community sector, like most of our society, must demonstrate ever-increasing levels of adaptability and resiliency. This course focuses on the most recent changes in a variety of community settings, such as regionalizations, new governance models, and emerging service trends. It incorporates the lessons of transition models, systems thinking, and complexity science into the management of change. Through self-assessment, discussions, case assignments, and real on-the-job examples, participants will learn how to maintain personal integrity, moral purpose, and client service in a constantly changing work environment.

Date(s): July 7-8, 2005
 Fee: \$245; group rate \$225 (includes materials)
 Instructor(s): Jacinta Eni

Management Development for Community Settings Assignment Project 1 (#MDCS245)

To integrate the learning from Modules 1 to 4, participants must successfully complete a written assignment that will benefit both their role as manager and the organization. The assignment must be completed within four months.

Fee: \$150

Management Development for Community Settings Assignment Project 2 (#MDCS285)

To integrate the learning from Modules 5 to 8, participants must successfully complete a written assignment that will benefit both their role as manager and the organization. The assignment must be completed within four months.

Fee: \$150

INDIVIDUAL MANAGEMENT AND LEADERSHIP DEVELOPMENT COURSES



PROFESSIONAL DEVELOPMENT COURSES

Students may register for any of the following courses; there is no application process. These courses may be used as electives for the Foundations of Effective Management Certificate or the Management Development for Community Settings Certificate. These courses can also be customized for your organization, agency, or group.

Group Rate for New Courses

A group rate is available for NEW COURSES ONLY for three or more persons from the same organization. This applies only if all persons register at the same time.

Appreciative Inquiry (#MGMT135)

New!

Appreciative Inquiry (AI) is an energizing organizational change and group development approach that works well with workplace or classroom groups. Unlike the traditional problem-based approaches, which

focus on what is *not* working well, Appreciative Inquiry focuses on what is working well (appreciative) by engaging people in asking questions and telling stories (inquiry). This shift in focus to the positive generates life within the organization/group, enabling it to move more effectively towards its goals. Participants will examine the theory behind Appreciative Inquiry, engage in the 5 D model (Definition, Discovery, Dream, Design, and Delivery), and explore ways to apply it in their own organizations/groups. This course may also be used as an elective in the Instructor Development Certificate.

Date(s): March 16-17, 2005
 Fee: \$245 (includes materials);
 group rate, \$225
 Instructor(s): Jeanie Cockell

Business Communications: It's All About You (#MGMT134)

New!

Miscommunication is one of the key factors affecting your business productivity and personal growth. This course is for those in front-line, mid-level, and senior positions who want to understand the impact of

positive and negative energy in a workplace; divert time spent on personal issues to time spent on business productivity and career enjoyment; and apply learned techniques to reduce overreaction or overwhelm. Participants will learn how to set healthy, professional boundaries within the work environment; develop an inclusive approach to communication to improve the flow of information and reduce administrative redundancy; and improve skills and efficiencies in media-related communications (e-mail, phone work) and in a meeting environment. Participants will explore the importance and responsibility of self-control and professionalism in internal and external communications.

Date(s): October 28-29, 2004
 November 29-30, 2004
 (Victoria)
 May 5-6, 2005
 Fee: \$245 (includes materials);
 group rate, \$225
 \$305 (Victoria);
 group rate, \$285
 Instructor(s): Vals Fauquier

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 cover communication as a transaction, writing skills, business styles, and conveying organizational messages. Day 3 focuses on report writing and covers 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.

Date(s): June 1-3, 2005
 Fee: \$370 (includes materials)
 Instructor(s): Kathryn Thomson

Coaching for Improved Performance (#MGMT332)

Leaders must have employee commitment in order to achieve the kinds of results that are needed in today's workplace. This course is for team leaders and others who want to develop their coaching skills to better guide others in problem solving and improving performance. The course provides participants with strategies and skills to coach employees and achieve long-term results. Topics 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): December 1-2, 2004
February 21-22, 2005 (Victoria)
June 23-24, 2005
Fee: \$245 (includes materials)
\$305 (Victoria)
Instructor(s): Maureen Hannah

Creating Balance and Excellence in Communication for Front-line Staff (#MGMT106) New!

This course will help front-line staff strengthen their communication abilities and create balance in their work and personal lives. Participants will explore their span of power as front-line workers, expand their personal power over their work environment, increase their capacity to support peers and clients, understand coaching philosophy and a "coach" approach as a way of communicating, and understand and practise basic coaching skills.

Date(s): November 8, 2004
May 16, 2005
Fee: \$170 (includes materials);
group rate, \$155
Instructor(s): Juhree Zimmerman

Creating a Healthy Workplace: The Manager's Role (#MGMT388)

This two-day course will help participants explore the many aspects of organizational health and wellness, including managing change, compassionate leadership, and team cohesion. The course is rich in both theoretical information and experiential learning to identify how managers can support their teams in preventing burnout and apply strategies for improving workplace wellness. Participants will leave feeling inspired about the vitality of work, with a new understanding of the features of a living workplace and new skills for supporting themselves and their employees.

Date(s): March 22-23, 2005
Fee: \$245 (includes materials)
Instructor(s): Cheryl Bell-Gadsby,
Lynda Monk

Creating Person-Centered Plans with Persons with Developmental Disabilities (#MGMT126) New!

This course is for managers and front-line staff of residential programs who wish to develop a person-centered planning process that meets accreditation standards. Participants will gain a solid understanding of the value and importance of person-centered planning for people with developmental disabilities, and of planning tools and formats. The course will provide participants with techniques for facilitating the meaningful participation of a person with a developmental disability; practical and attainable goals that support the person in realizing his/her dreams and aspirations; and techniques for successfully managing and monitoring these goals.

Date(s): March 10-11, 2005
Fee: \$245 (includes materials);
group rate, \$225
Instructor(s): Janice Barr

Flawless Facilitation the First Time (#MGMT131) New!

Flawless facilitation is the key to successful outcomes in meetings and presentations. This one-day course introduces the importance of the facilitator's role. Participants will learn how a facilitator can contribute to effective group functioning and communications; how to prepare for a meeting or presentation; and practical facilitation skills required to achieve a positive experience for group participants. Specific facilitation challenges and solutions will be clarified.

Date(s): February 11, 2005
Fee: \$170 (includes materials);
group rate, \$155
Instructor(s): Leila Rahemtulla

Leading with Emotional Intelligence (#MGMT122) New!

Managers and leaders can strengthen their leadership ability by increasing their emotional intelligence. This course will provide participants with an understanding of what emotional intelligence is and how effective leaders use it in the workplace. Participants will explore areas in which emotional intelligence plays a key role, including problem solving, performance and effectiveness, communication in conflict situations, and leadership in a dynamic and changing environment. They will have the opportunity to complete the Bar On Emotional Quotient Inventory (EQI), and an online assessment will be arranged through one of the instructors, a certified EQI administrator.

Date(s): October 18-19, 2004
May 9-10, 2005
Fee: \$265 (includes EQI inventory
and assessment);
group rate, \$245
Instructor(s): Raj Gill, Maureen Hannah

Managing in the Middle (#MGMT123)

New!

This course is for managers who operate in the “middle space” of organizational systems – the space that pulls from the top and the bottom, and sometimes from side to side. Participants will identify and examine the organizational system in which they work, determine the ways in which competing and conflicting demands within the system affect their behaviour as managers, and learn and practise strategies for empowering the self as middle manager. These strategies include role definition, coaching others to handle their own conflicts and complaints, bringing “tops and bottoms” together to find solutions to problems, and building organizational communities of practice. Participants will focus on the practical application of this learning to their workplace.

Date(s): March 14-15, 2005 (Victoria)
May 3-4, 2005
Fee: \$245 (includes materials);
group rate, \$225
\$305 (Victoria);
group rate, \$285
Instructor(s): Gord Cote

Managing in a Unionized Environment (#MGMT385)

This two-day course is designed to support supervisors and managers in building a healthy relationship with their unionized staff. Team-taught by a senior manager and a union representative, the course focuses on an interest-based approach to negotiations and problem solving. Participants will learn ways to break out of the traditional “management acts, union reacts” model and focus on building trust and joint ownership of mutually beneficial projects; create effective labour/management meetings; and analyze the grievance and arbitration process within their workplaces. Practical applications and an opportunity to practise skills are a major focus of the course.

Date(s): February 9-10, 2005
Fee: \$245 (includes materials)
Instructor(s): Colin Pawson, Doug Woollard

Marketing on a Shoestring (#MGMT133)

New!

Any of today’s organizations with marketing functions are often faced with the same demand: *produce more with less*. With limited budgets, many cannot afford outside advice and must depend on untrained staff to develop and execute marketing plans. Participants in this course will be empowered to develop innovative programs and techniques to maximize existing financial and personnel resources and tap incremental resources that would multiply their marketing investment. They will also learn to identify their organization’s USP (unique selling proposition) and leverage it to attract investment partners and incremental funding from the public and private sectors; learn what a dollar buys in media tactics; learn how to blend traditional marketing efforts with new opportunities, including online media; identify the appropriate allocation of funds for each marketing function; learn how to adjust resources as needed, how to use cost-efficient techniques to track results, and how to apply new learning to future marketing efforts. **Prerequisite(s):** Participants must complete a marketing questionnaire designed for this course before attending the first class.

Date(s): February 14-15, 2005
Fee: \$245 (includes materials);
group rate, \$225
Instructor(s): Vals Fauquier

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 suffers. Having the skills to deal with poor performance makes the job of the supervisor or manager easier and more satisfying. This course focuses on specific guidelines and techniques to help meet the challenge of problem behaviour confidently and effectively.

Date(s): April 26-27, 2005
Fee: \$245 (includes materials)
Instructor(s): Joyanne Landers

Reflective Leadership and the Labyrinth (A Professional Development Retreat) (#MGMT136)

New!

For more information on the retreat, see the Special Events section on page 5.

Succession Management (#MGMT125)

New!

This course is for senior managers and human resource professionals. It examines the fundamental concept of competency-based succession management. Participants will explore the essential elements of succession management from the human resource perspective and develop the skills necessary to successfully plan, implement, and maintain succession management programs. Topics include key trends, competency identification, succession management models and processes, talent-pool strategies, program implementation, and program evaluation.

Date(s): April 18-19, 2005
December 1-2, 2004 (Victoria)
Fee: \$245 (includes materials);
group rate, \$225
\$305 (Victoria);
group rate, \$285
Instructor(s): Suzanne Allan

Team Building Tactics: Making the Whole Greater than the Sum (#MGMT132)

New!

Teams are an inevitable and essential part of a productive, efficient, and nurturing workplace. A bad team can prove toxic: infighting, rivalries, and personal issues spilling over into the professional domain can seriously affect output and morale. A good team, meanwhile, can not only make work a positive experience for employees but also lead to accomplishments and levels of productivity far greater than those a group of random individuals could ever hope to attain. Participants will learn the greatest strengths of a group and implement methods to ensure group harmony; develop techniques to differentiate the personal from the professional; learn how to get group members to energize each other; explore some of the defined roles of a team, including difficult and uncooperative group members; learn how individuals can change roles, and what strategies can be used to discourage typecasting and stereotyping; and develop the skill of delegating in a team setting.

Date(s): December 6-7, 2004
May 3-4, 2005 (Victoria)
Fee: \$245 (includes materials);
group rate, \$225
\$305 (Victoria);
group rate, \$285
Instructor(s): Jason Cressey

To Tell the Truth: Dealing with Negativity in the Workplace (#MGMT105)

New!

This course addresses one of the most pressing concerns in any work environment: what to do about the chronically negative, difficult, or challenging employee, colleague, or boss. This is the person who makes others feel anxious, drained, angry, or victimized, and who can drastically affect team morale and productivity. This course explores the symptomatology of negative behaviour and offers concrete tools to enable participants to create a “risk-free” zone within themselves for speaking the truth about the situation. Participants will identify the emotional, mental, and physical consequences of not



addressing negativity in the workplace; demonstrate strategies for reducing the risks of speaking openly and truthfully; identify the barriers to implementing these strategies; and develop an action plan for success. The course is highly interactive and involves individual work as well as small- and large-group participation.

Date(s): November 30 - December 1, 2004
February 9-10, 2005 (Victoria)
June 20-21, 2005
Fee: \$245 (includes materials);
group rate, \$225
\$305 (Victoria);
group rate, \$275
Instructor(s): Georganne Oldham,
Kathryn Thomson

CONTRACT COURSES ONLY

All of the Justice Institute of BC's courses and certificate programs are available on a contract basis throughout British Columbia. The following are some courses that are available on contract but are not currently offered in our calendar:

- Leadership and Learning Organizations: A Call to Action
- Operationalizing the Strategic Plan
- Values-Based Strategic Planning: The Foundation of Organizational Effectiveness
- Values-Based Policy Development and Process for Organizational Effectiveness

The following courses are specific to residential care:

- Risky Business: Risk Management Skills for Managers
- Supporting People with Challenging Behaviours: A Person-Centered Approach
- Whose Home Is It Anyway? The Manager's Role in Client-Focused Principles

For more information

Sandra Rice, Program Coordinator
604.528.5633 or srice@jibc.bc.ca

Nenita Capili, Program Assistant
604.528.5631 or ncapili@jibc.bc.ca



INSTRUCTOR DEVELOPMENT

Certificate Program

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CERTIFICATE PROGRAM



INSTRUCTOR DEVELOPMENT CERTIFICATE

The Instructor Development Certificate is designed to provide trainers with the core skills and knowledge they need to plan and deliver training in an adult learning environment. It has been developed and revised with input from instructors in a variety of settings. Instructors are training and education professionals with a background in adult education. The certificate program is 14 days long, with eight core days and six days of electives.

Who should attend

Both full-time training and education professionals and persons who provide education, training, and instruction as part of their overall job responsibilities within an organization.

What participants learn

Participants learn how to design, deliver, and evaluate creative, effective training programs. Small class sizes and hands-on teaching practice provide participants with opportunities to apply the skills and

knowledge they are acquiring. Graduates of the Instructor Development Certificate may enter the University of Victoria's Certificate in Adult and Continuing Education or Vancouver Community College's Provincial Instructor Diploma Program.

How to apply

- We recommend that you apply at least two months before the certificate begins, because:
 - It can take up to five working days to process an application.
 - Once an applicant is accepted, we recommend registering at least 10 days before the classes begin.
- Complete the application form on page 65.
- Once your application has been approved, please register directly with the Registration Office at 604.528.5590.
- There is a \$25 non-refundable application fee.

How the certificate and courses are offered

Courses may be taken individually or as part of the certificate. All courses can be customized for your organization, agency, or group. Full attendance is required. The program must be completed within three years.

Transfer credit agreements

We have a transfer credit agreement in place with Vancouver Community College Instructor Diploma Programs. Earn 50% of the VCC diploma. For details, see our website at www.jibc.bc.ca/clcl or contact the Program Coordinator, Sandra Rice, at srice@jibc.bc.ca. There is also an agreement in place with the Certificate in Adult and Continuing Education (CACE) program at the University of Victoria.

Prior learning assessment for Instructor Development Certificate

Prior learning assessment and recognition (PLAR) is a process for gaining credit in a postsecondary institution based on what you know and can do. It involves documenting

your learning so we can assess it. We are pleased to offer the opportunity for students to use their prior learning towards two of the certificate core courses – Instructional Skills, Level 1 and Level 2 (#ID110 and #ID120). There are three methods for applying for prior learning assessment and recognition for these courses:

1. We have a transfer credit agreement with the BC Institute of Technology (BCIT) for their five-day Training Techniques course. Students may submit their BCIT student transcript and will receive credit for #ID110 and #ID120 in our Instructor Development Certificate.
Fee: \$25 (with BCIT transcript)
2. If you wish to submit other college/university courses that have objectives similar to those of our #ID110 and #ID120 courses, please request a PLAR assessment package.
Fee: \$150 per assessment
3. If you wish to submit your relevant work experience as prior learning towards #ID110 and/or #ID120, please request a PLAR assessment package. Complete and submit the package for assessment.
Fee: \$250 per assessment

Fees paid for prior learning assessment are based on the cost of assessment and do not guarantee credit for #ID110 and #ID120. Fees are non-refundable.

For a prior learning assessment package, please contact Nenita Capili at 604.528.5631 or e-mail ncapili@jibc.bc.ca, or download the package from our website at www.jibc.bc.ca/clcl.

How to complete the certificate

STEP: 1

Complete the core courses in the following order
(see course descriptions beginning on page 44)

- Instructional Skills, Level 1 (#ID110)
- Instructional Skills, Level 2 (#ID120)
- Fundamentals of Instructional Planning (#ID210)
- Evaluating Training Programs (#ID220)

STEP: 2

Complete six days of electives from the following courses (see course descriptions beginning on page 45). Check courses for required prerequisites. Instructor Development courses used as electives can be completed in any order.

- Dynamic Visual Aids for Modern Times (#ID102)
- Conducting a Training Needs Assessment (#ID203)
- Ideas for Active Learning (#ID201)
- Working with Groups in Instructional Settings (#ID101)
- Development and Delivery of Online Learning (#ID202)
- Appreciative Inquiry (#MGMT135)
- Extraordinary Experiential Activities (#ID103)

STEP: 3

Complete the Instructor Development Certificate: Final Assignment (#ID250) within six months (see course description on this page).

For more information

Sandra Rice, Program Coordinator
604.528.5633 or srice@jibc.bc.ca

Nenita Capili, Program Assistant
604.528.5631 or ncapili@jibc.bc.ca

COURSES

The following courses are required for the Instructor Development Certificate, and are also open for general enrollment. These courses can be customized for your organization, agency, or group.

Instructional Skills, Level 1 (#ID110)

This course is for instructors who are new to delivering training as part of their overall job. Content includes characteristics of adult learners, characteristics of a motivating instructor, instructional styles and techniques, ways of creating and maintaining a positive learning environment, and instructional challenges. Enrollment is limited to a

maximum of 12 to allow time for participants to practise delivering group instruction.

Date(s): October 4-5, 2004
November 1-2, 2004
January 24-25, 2005
February 21-22, 2005
Fee: \$330 (includes textbook and materials)
Instructor(s): Jean Cockell,
Colleen Vaughan

Instructional Skills, Level 2 (#ID120)

This course is for instructors who want to increase their knowledge of the instructional process and reflect on their current approach. Content includes instructional design and the development process, the value of critical thinking, and the importance of evaluation. A variety of presentation and delivery techniques are evaluated and participants are given the opportunity for skills practice in an area of their choice. Enrollment is limited to 16. **Prerequisite(s):** Instructional Skills, Level 1 (#ID110).

Date(s): November 25-26, 2004
March 3-4, 2005
Fee: \$310 (includes materials)
Instructor(s): Leila Rahemtulla

Fundamentals of Instructional Planning (#ID210)

This course is designed to help instructors understand their role in the planning of education or training programs for adult learners. Content includes the overall process of instructional planning as well as key elements in planning, such as assessing training needs, developing learning objectives, choosing instructional methods, appropriate evaluation techniques, and administrative issues such as building support and scheduling. Participants will have an opportunity to work on their own planning project throughout the course.

Prerequisite(s): Instructional Skills, Level 1 (#ID110) and Level 2 (#ID120).

Date(s): December 9-10, 2004
April 28-29, 2005
Fee: \$360 (includes textbook and materials)
Instructor(s): Leila Rahemtulla

Evaluating Training Programs (#ID220)

This course is for instructors responsible for planning and/or carrying out evaluations of their training programs. It provides a systematic overview of course and program evaluation. 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 an evaluation project to work on over the course of the two days. Enrollment is limited to 16.

Prerequisite(s): Instructional Skills, Level 1 (#ID110), Level 2 (#ID120), and Fundamentals of Instructional Planning (#ID210).

Date(s): January 17-18, 2005
May 30-31, 2005
Fee: \$310 (includes materials)
Instructor(s): Marg Penney

Instructor Development Certificate: Final Assignment (#ID250)

This final assignment is an opportunity for participants to demonstrate their ability to apply the knowledge and skills gained throughout the training sessions. 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.

Fee: \$150

INDIVIDUAL COURSES

OTHER INSTRUCTOR DEVELOPMENT COURSES

The following courses are open for general enrollment. They may also be used as electives in the Instructor Development Certificate. The courses can be customized for your organization, agency, or group.

Group Rate for New Courses

A group rate is available for NEW COURSES ONLY for three or more persons from the same organization. This applies only if all persons register at the same time.

Appreciative Inquiry (#MGMT135)

New!

For a course description, see page 38. This course may be used as an elective in the Instructor Development Certificate.

Date(s): March 16-17, 2005
 Fee: \$245 (includes materials); group rate, \$225
 Instructor(s): Jeanie Cockell

Conducting a Training Needs Assessment (#ID203)

Needs assessment is an important tool for planning relevant, high-quality training programs. This course is for instructors who would like to learn how to design needs assessments, the limitations and alternatives to needs assessments. Participants will use case studies from their own work. Enrollment is limited to 16. **Prerequisite(s):** Instructional Skills, Level 1 (#ID110) and Level 2 (#ID120).

Date(s): April 4-5, 2005
 Fee: \$310 (includes materials)
 Instructor(s): Thomas Sork

Development and Delivery of Online Learning (#ID202)

This two-day course will provide trainers with an introduction to the design and development of online learning. Content includes the role of e-learning in ongoing training programs, various approaches to technology-based

learning and the advantages and disadvantages of each, instructional strategies for facilitation, and issues to consider when implementing online learning. Participants will have the opportunity to work in the JIBC computer lab for one day of the course. Enrollment is limited to 16. **Prerequisite(s):** Instructional Skills, Level 1 (#ID110), Level 2 (#ID120), and Fundamentals of Instructional Planning (#ID210).

Date(s): May 19-20, 2005
 Fee: \$360 (includes textbook and materials)
 Instructor(s): Leila Rahemtulla

Dynamic Visual Aids for Modern Times (#ID102)

New!

Student learning and motivation are enhanced by creative and dynamic visual aids. Learn how to create and use visual aids that support the learning environment and capture the attention of your audience. Practise designing creative PowerPoint presentations, flipcharts, overheads, and other learning tools. Discuss when and how to introduce video clips in your classroom presentations, and effective workbook and manual styles. Participants will have access to the computer lab and will design and present visual aids during the course.

Date(s): November 29-30, 2004
 June 28-29, 2005
 Fee: \$310 (includes materials); group rate, \$290
 Instructor(s): Rob Goodall

Extraordinary Experiential Activities (#ID103)

New!

Creating an extraordinary learning experience in the classroom is the goal of all educators. This course will help instructors who want to create a unique learning environment explore and practise some experiential learning tools to use in the classroom and other training environments. Participants will learn, in a primarily experiential way, a variety of no-cost or low-cost group activities that can be used to enhance learning about communication, trust, problem solving, team

building, conflict resolution, group process, and leadership. In addition, some theoretical and research information will be reviewed that address such issues as activity selection and sequencing, effective facilitation, and methods of processing the experience in order to enable a transfer of learning back to the workplace. Please come prepared to explore indoor and outdoor activities.

Date(s): April 11-12
 Fee: \$310 (includes textbook and materials); group rate, \$290
 Instructor(s): Joe Solanto

Flawless Facilitation the First Time (#MGMT131)

New!

For a course description, see page 39.

Date(s): February 11, 2005
 Fee: \$170 (includes materials); group rate, \$155
 Instructor(s): Leila Rahemtulla

Ideas for Active Learning (#ID201)

Participants will explore how to integrate interactive techniques into their instructional plans and delivery. Content includes the purpose of active learning, the value of introductions, the importance of expectation-setting activities, the use of energizers, the benefits of closing activities, ensuring retention and transfer, activity management, and considerations for choosing appropriate hands-on activities. **Prerequisite(s):** Instructional Skills, Level 1 (#ID110) and Level 2 (#ID120).

Date(s): May 5-6, 2005
 Fee: \$360 (includes textbook and materials)
 Instructor(s): Leila Rahemtulla

Working with Groups in Instructional Settings (#ID101)

This practical advanced course is for instructors 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. Skills practice focuses on specific communication and interactive skills for facilitating discussions in groups and dealing with difficult behaviours in groups.

Date(s): February 7-8, 2005
 Fee: \$310 (includes materials)
 Instructor(s): Rhonda Margolis



COMMUNITY SAFETY

Critical Incident Stress Debriefing

Critical Incident Stress Management Certificate 47

Bylaw Enforcement and Investigative Skills

Bylaw Enforcement and Investigative Skills Certificate 50

Victim Services Courses 51

CRITICAL INCIDENT STRESS DEBRIEFING



CRITICAL INCIDENT STRESS MANAGEMENT CERTIFICATE

The Critical Incident Stress Management Certificate is designed for front-line and management staff who support and assist individuals in coping with the immediate consequences of crime and trauma. The Centre for Leadership and Community Learning is an accredited training organization in the area of critical incident stress management. Certificate students who successfully complete both the classroom and simulation components of the training can apply for certification with the Association of Traumatic Stress Specialists (ATSS). For more information about the organization and certification, check the ATSS website at www.atss-hq.com.

Who should attend

This program is open to individuals from a broad range of occupations and professions who may be required to provide or manage debriefing services at their own or other worksites following a critical incident. The program will be of specific interest to first-line responders such as crisis intervention workers, victim service workers, firefighters, and paramedics.

What participants learn

The Critical Incident Stress Management Certificate is designed to train participants to both effectively manage critical incidents and protect the emotional health and safety of those involved in the traumatic event.

How to apply

- We recommend that you apply at least two months before the certificate begins, because:
 - It can take up to five working days to process an application.
 - Once an applicant is accepted, we recommend registering at least 10 days before the classes begin.
- Complete the application form on page 65.
- Once your application has been approved, please register directly with the Registration office at 604.528.5590.
- There is a \$25 non-refundable application fee.

How the certificate and courses are offered

All interested registrants must complete an application form before they can register for the certificate program or for individual courses.

For more information

Sandra Rice, Program Coordinator
604.528.5633 or srice@jibc.bc.ca

Nenita Capili, Program Assistant
604.528.5631 or ncapili@jibc.bc.ca

How to complete the certificate

STEP: 1

Courses must be completed within three years. Full attendance is required. Participants will receive a Letter of Completion at the end of Block 1 and a Certificate of Achievement after successful completion of Block 1, Block 2, and a final written exam. Participants can apply for certification with the Association of Trauma Specialists after successful completion of the one-day role-play simulation.

STEP: 2

Courses in Block 1 have been sequentially designed and must be completed in the following order (see course descriptions beginning on page 48):

- Introduction to Critical Incident Stress Management (#TS600)
- Demobilization and Defusing (#TS601)
- Critical Incident Stress Debriefing (#TS602)

STEP: 3

Courses in Block 2 may be taken in any order (see course descriptions beginning on this page). Block 1 courses must be completed before Block 2 courses.

- Post-Critical Incident Stress Reactions (#TS603)
- Diversity and Trauma (#TS609)
- Managing Responses to Community Disasters (#TS604)
- Effective Team Participation (#TS605)
- Trauma, Children, and Youth (#TS608)
- Vicarious Traumatization (#TS607)
- Final written exam (the exam is mailed to students upon successful completion of courses in Blocks 1 and 2)

STEP: 4

To qualify for ATSS certification, complete the Role-Play Simulation (#TS610) (see course description on page 49). You are not required to complete the simulation to receive a Justice Institute of BC Certificate of Achievement for Blocks 1 and 2.

COURSES

BLOCK 1

Introduction to Critical Incident Stress Management (#TS600)

This one-day course introduces participants to the history, philosophy, perspectives, concepts, and terms that are integral to critical incident stress management. Through short lectures and interactive discussion, participants will acquire a basic understanding of stress and critical incident stress as well as the factors and vulnerabilities that contribute to a heightened response to critical incidents.

Date(s): October 22, 2004
Fee: \$170 (includes materials)
Instructor(s): Laurie Pearce

Demobilization and Defusing (#TS601)

Demobilization and defusing are the first steps in the critical incident stress management (CISM) intervention process. To successfully participate in a CIS team, members must master these skills. This two-day course examines the role of groups and dyads in critical incident stress management, communication skills for defusing, strategies to develop an effective support relationship, blocks to an effective support relationship, post-incident defusing, and post-incident do's and don'ts. By the end of the session, participants will have successfully completed a demobilization and defusing.

Prerequisite(s): Introduction to Critical Incident Stress Management (#TS600).

Date(s): October 23-24, 2004
Fee: \$260 (includes materials)
Instructor(s): David Freeman

Critical Incident Stress Debriefing (#TS602)

This three-day course presents the skills and processes that underlie the group debriefing process. Course content includes the debriefing process, dynamics that may emerge during the debriefing process, and leadership roles and behaviours that support both the individual and the group in normalizing what has occurred. Participants will have the opportunity to discuss a range of approaches, experiment with their own debriefing style, experience situations that might interfere with the normalization process, and explore the importance of self-care in maintaining their role as a debriefer. There will be a strong emphasis on skill practice through the use of case scenarios, and instructors will provide evaluative feedback. **Prerequisite(s):** Demobilization and Defusing (#TS601).

Date(s): October 29-31, 2004
Fee: \$380 (includes materials)
Instructor(s): Bruce Ramsay

BLOCK 2

Courses are open to participants who have completed all Block 1 courses.

Post-Critical Incident Stress Reactions (#TS603)

This one-day course builds on the first block of training by addressing the symptoms and emotional reactions that may arise following a traumatic event, and the possible treatment options available. The course will help first responders identify when an individual is showing signs of post-traumatic stress and where to provide the appropriate referrals for treatment. Content includes differentiating between critical incident stress and post-traumatic stress, the environmental and personal factors that may increase post-traumatic reactions, the epidemiology and etiology of post-traumatic stress, required social supports, and treatment options. Participants who have already taken Trauma and Post-Traumatic Stress Reactions (#EP251) are not required to enroll in this course. **Prerequisite(s):** CISM Block 1.

Date(s): February 11, 2005
Fee: \$170 (includes materials)
Instructor(s): David Freeman

Diversity and Trauma (#TS609)

This one-day course explores issues of difference and diversity as they relate to critical incident stress management. The course is not intended to provide participants with exhaustive knowledge about culture but rather to sensitize the individual to how culture impacts the critical incident stress management process. The cultures considered are those that form majorities within British Columbia.

Prerequisite(s): CISM Block 1.

Date(s): February 12, 2005
 Fee: \$170 (includes materials)
 Instructor(s): Bruce Ramsay

Managing Responses to Community Disasters (#TS604)

This one-day course provides participants with an overview of the phases and impact of a disaster and the role of government and community agencies in responding. Course content addresses models for community intervention and their application to community disasters, psychosocial needs of community members involved in a disaster, identifying at-risk populations, special considerations, and responder interventions.

Prerequisite(s): CISM Block 1.

Date(s): February 13, 2005
 Fee: \$170 (includes materials)
 Instructor(s): Laurie Pearce

Effective Team Participation (#TS605)

Participation on a CIS team involves understanding not only the intervention process but also how and when a team should be used and what has to happen in order for the team to operate effectively. Course content includes the knowledge and skills required for effective CIS team participation and the key skills that can be used to help the team fulfill its purpose within an organization to provide quality service. **Prerequisite(s):** CISM Block 1.

Date(s): March 4, 2005
 Fee: \$170 (includes materials)
 Instructor(s): David Freeman

Trauma, Children, and Youth (#TS608)

This course examines trauma intervention in relation to children and youth. Course content covers traumatic reactions specific to the stages of childhood development, the role of individuals responding to children affected by various types of critical incidents, the range of interventions, and immediate post-impact and recovery issues. Participants will also have an opportunity to examine issues related to children with special needs and working with families. **Prerequisite(s):** CISM Block 1.

Date(s): March 5, 2005
 Fee: \$170 (includes materials)
 Instructor(s): Laurie Pearce

Vicarious Traumatization (#TS607)

This course examines the unique issues faced by trauma responders who are exposed to critical incidents that, if not managed properly, can contribute to burnout, substance use, relationship stress, or emotional instability. Course content covers traumatic stress reactions; critical incident stress management in organizations; speaking about trauma to family members; key strategies for implementing policies, procedures, and programs in organizations; and on-scene interventions. **Prerequisite(s):** CISM Block 1.

Date(s): March 6, 2005
 Fee: \$170 (includes materials)
 Instructor(s): Bruce Ramsay

Role-Play Simulation (#TS610)

This course is designed for students who have completed Blocks 1 and 2 of the CISM Certificate and are seeking certification with the Association of Traumatic Stress Specialists (ATSS). In addition to the hours of classroom instruction, the ATSS also requires 30 hours of field placement before certifying individuals. Because of the challenges of securing practicum placements and the fact that it could take several months to complete 30 hours of active fieldwork, we have negotiated with the ATSS the option for candidates to complete a role-play simulation. The ATSS will accept as equivalent to a 30-hour practicum your successful completion of this one-day simulation class. The role-play simulation is designed to provide participants with the opportunity to show how they have incorporated their new knowledge from the CISM program into their practice. Participants will be asked to participate in simulations with actors and will be evaluated by the instructors of the CISM program. In addition, participants must submit to the ATSS a written Observation/Analysis Report of the simulation as part of the equivalency process. Instructors are available to help participants complete the ATSS application process. Class size is limited to 10 participants, so please register early. **Prerequisite(s):** CISM Blocks 1 and 2 and completion of final exam.

Date(s): April 21, 2005
 Fee: \$285 (includes actors and script design)
 Instructor(s): David Freeman,
 Laurie Pearce, Bruce Ramsay

BYLAW ENFORCEMENT AND INVESTIGATIVE SKILLS



BYLAW ENFORCEMENT AND INVESTIGATIVE SKILLS CERTIFICATE

This certificate program has been developed in consultation with experts in the bylaw enforcement field and is co-sponsored by the Justice Institute of BC and the Union of BC Municipalities. Both levels of the certificate have been endorsed by the Bylaw Enforcement Officers and Licence Inspectors Association of BC, and the Municipal Officers' Association of BC.

Who should attend

Current bylaw enforcement officers; licence, building, plumbing, electrical, and gas inspectors; and other local government employees responsible for the administration and enforcement of municipal bylaws. Courses can also be taken by those who aspire to become Bylaw Enforcement Officers and need to qualify for a competitive position.

What participants learn

Level I is designed to provide local government regulatory personnel with the knowledge and skills to enforce the relevant bylaws and to investigate, prepare, process, and prosecute cases pursuant to the applicable legislation. Participants are expected to participate

in a mock trial and successfully complete a written exam in order to receive a certificate.

Level II is designed to prepare participants to better investigate and prosecute cases pursuant to the applicable legislation. Content includes drafting bylaws, developing policies and procedures, implementing risk management strategies, and defusing potentially volatile situations.

How to apply

There is no application process. Call the Registration Office at 604.528.5590 to register for the certificate.

For more information

Janet Amos, Program Coordinator
604.528.5623 or jamos@jibc.bc.ca

Sue Sharma-White, Program Assistant
604.528.5619 or
ssharma-white@jibc.bc.ca

Earn credit towards JIBC Investigative and Enforcement Skills Certificate

This Bylaw Enforcement and Investigative Skills Certificate has been granted credit for 5 days of electives towards the JIBC Police Academy 25-day Investigative and Enforcement Skills Certificate Program. Through the Investigation and Enforcement Skills Certificate Program, the Police Academy offers over 30 different publicly available courses to meet the professional development needs of investigators. In addition to training new and experienced municipal police officers, the Police Academy offers a wide variety of knowledge and competency-based courses and programs for the public and for government and industry professionals who conduct regulatory inspections, monitor for compliance, conduct investigations, and/or engage in various forms of enforcement activity. For more information on public and customized contract delivery offerings of courses and services, please contact Mark LaLonde at mlalonde@jibc.bc.ca, or visit the Police Academy website at www.jibc.bc.ca/police.

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

Level I 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.

Date(s): October 4-8, 2004
October 25-29, 2004 (Victoria)
January 31-February 4, 2005
May 9-13, 2005
Time: 8:30 a.m. - 4:30 p.m.
Fee: \$850 (includes materials)
\$950 (Victoria)
Instructor(s): Ellen Gerber, Jeff Sim

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

Level II is for experienced bylaw enforcement officers; licence, 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. Level II 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.

Date(s): November 15-19, 2004
March 7-11, 2005
Time: 8:30 a.m. - 4:30 p.m.
Fee: \$850 (includes materials)
Instructor(s): Ellen Gerber

VICTIM SERVICES COURSES

The following courses are designed for front-line and management staff who support and assist individuals in coping with the immediate consequences of crime and trauma. Courses are available at no cost to employees working in victim services programs funded by the Ministry of Public Safety and Solicitor General. Individuals working in funded programs who wish to register for this training should contact Laurie Hearty at 604.660.5103 or e-mail laurie.hearty@gems4.gov.bc.ca. Some courses are also open to individuals working in victim-related programs, at the fees listed for each course. Priority will be given to employees working in funded agencies.

Module I – Orientation to Victim Services (#VIC700)

This self-study program consists of approximately 40 hours of reading and activities to be completed over a 12-15 week period. Content covers a history of victim services, dynamics of victimization and power-based crimes, overview of the criminal justice system, and relevant legislation and policy. The program is designed for new employees, and participants are supported in the training by having access to up to 10 hours of tutorial support. Individuals can apply at any time to begin the program. A new online version of this training will be available this fall.

Date(s): There will be a fall and winter intake.
 Fee: \$375 (includes cost of materials and 10 hours of tutorial support); group rate, \$200

Module II – Direct Service Delivery (#VIC702)

This classroom-based course provides new employees with the direct service skills required to support and assist victims of crime and trauma. Content covers skills for supporting child and adult victims; working with children and families who have experienced trauma as a result of violence, sexual assault, and child sexual abuse; self-care and vicarious traumatizations; court preparation and support; and advanced crisis intervention skills. Participants must complete Module I – Orientation to Victim Services (#VIC700) before registering for this course.

Date(s): September 27-October 1, 2004
 February 14-18, 2005
 Fee: \$485 (includes cost of materials) for persons not employed in funded victim services programs

Module III – Program Management Skills (#VIC701)

This classroom-based course is for senior caseworkers and program coordinators who are managing victim service-related programs. Content covers management and leadership skills; volunteer and staff recruitment, selection, and performance management skills; administration and financial responsibilities; stress management; and conflict resolution. Eligible participants must be currently coordinating or managing a victim services-related program.

Date(s): December 6-10, 2004
 April 25-27, 2005
 Fee: \$500 (includes cost of materials) for persons not employed in funded victim services programs

Module IV – Leading in the 21st Century (#VIC704)

This three day course is directed for program managers who have at least two years experience managing police or community based programs and are interested in exploring new concepts, initiatives and theories in leadership. Participants will have an opportunity to explore and apply organizational development processes such as appreciative inquiry, mind mapping and open space technology as well as specific work place related issues such as supporting staff who develop vicarious trauma and implementing performance management systems. Participants must complete Module III (#VIC701) before registering for this course. This course is only open to employees working in victim services programs funded by the Ministry of Public Safety and Solicitor General. Individuals working in funded programs who wish to register for this training should contact Laurie Hearty at 604.660.5103 or email laurie.hearty@gems4.gov.bc.ca.

Date(s): December 13-15, 2004
 April 25-27, 2005

The following course is open only to those who work and volunteer in the field of victim services:

Integrating Diversity in Victim Services Work (#VIC713)

This two-day course examines the role of victim service workers in increasing understanding of and access to the criminal justice system for victims from diverse cultures and communities. The content examines the issues faced by victims from a number of different communities and presents strategies and approaches that can be used in service delivery and program development to facilitate inclusion. Included in the workshop is a presentation on hate crimes and the role of victim services in responding.

Date(s): January 17-18, 2005

OTHER PROGRAMS OFFERED AT THE JUSTICE INSTITUTE OF BC



The Centre for Conflict Resolution

Take a course in collaborative conflict resolution from a top education and training provider in North America – the Centre for Conflict Resolution at the Justice Institute of British Columbia.

Experience the joy of learning, the satisfaction that comes from achievement, and the motivation to continue as a lifelong learner for personal and professional benefit. Our courses are exceptional and provide great value for money; they are dynamic and interactive, with small class sizes and excellent student/instructor ratios. Many of our courses include a coached skills practice component. This unique learning model provides you with focused practice time and individualized feedback by experienced professionals in the field.

Our foundational courses, *Resolving Conflict in the Workplace or Dealing with Interpersonal Conflict*, will provide you with an excellent introduction to conflict resolution. Either course will give you practical concepts, skills, and confidence that you can use right away in both your personal and professional life.



Find out how our courses and programs will give you the collaborative edge, enhance organizational effectiveness, and create better outcomes for individuals, organizations, and communities.

For a copy of our calendar or more details about our programs and customized training solutions, call us at 604.528.5608, or visit our website at www.jibc.bc.ca/ccr.

Find out how you can win a free course. Sign up for our e-letter distribution list by visiting our website at www.jibc.bc.ca/ccr.

INSTRUCTORS

Suzanne Allan, MA (Adult Education), CHRP, is an accomplished facilitator, educational designer, and organizational consultant. Suzanne combines her passion for unlocking the creative potential of people with a focus on developing practical performance solutions to maximize organizational learning and effectiveness. Her experience in both profit and non-profit, large and small organizational settings provides a unique and strategic perspective that makes learning both functional and fun.

Janet Amos, BSW, MSW, has 15 years of direct practice and program development experience, including the design of a day program for women (DEW), a Parenting Program for Women in Early Recovery, and the LINK violence and substance use program. She has provided training to a broad range of service providers on the issues of women and substance use, violence, and case management.

Juliet Austin, MA (Counselling Psychology), is the director of the Canadian office of the Institute for Life Coach Training. A practising coach since 1999, Juliet specializes in mentor coaching for new coaches, marketing and practice-building techniques for coaches and therapists, and leadership and team coaching for organizations.

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

Geoff Ayi-Bonti, MA, RCC, is a registered clinical counsellor whose private practice focuses on personal, relationship, and family enhancement with a specialization in couples and family therapy. Geoff has a diverse multicultural background and his endeavours involve writing monthly mental health columns, teaching, and public speaking.

Janice Barr, BSW, is the executive director of the Richmond Association of Community Living. She is an instructor at Douglas College in the Community and Classroom Support Program. Janice has worked in the community living field for over 15 years.

Cheryl Bell-Gadsby, MA, RCC, has extensive experience in Canada and the US as a 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*.

Gina Buchanan, BA, CHRM, MAOM (cand.), is an educator and trainer with a particular interest in human resource management in the non-profit sector and an emerging passion in the study of work/life balance. She has over 12 years of experience in community-based social service agencies as a manager of a variety of programs working with children, youth, women, and families.

Ramona Bucknell has extensive experience as a project director and manager with Outward Bound. She has led adventure-based learning experiences in North America and Costa Rica.

Judy Burtnick has worked for the past six years at Dual Diagnosis Program for Vancouver Coastal Health Authority, providing harm reduction and abstinence-based programs. For the last 24 years, she has provided education and programming in community and hospital environments, as well as agency and staff training in a variety of mental health settings.

Sandra L. Case is a labour and employment specialist with experience in all facets of labour relations, including arbitration, mediation, contract development and implementation, training, and contract administration. She is currently the manager of the Dispute Resolution Team for the Community Social Services Employers' Association.

Tulia Castellanos, BSW, RSW, has worked as a family and child counsellor, group facilitator, and program supervisor with Family Services of Greater Vancouver for the past 10 years. She has extensive experience working with immigrants and refugees in Canada, and develops and delivers training in the areas of community development and cross-cultural relations.

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, MSW, is a social worker with 15 years of experience in a clinical private practice. He is a part-time instructor in the Douglas College Child and Youth Care Program.

Grant Charles, PhD, RSW, teaches at the School of Social Work and Family Studies at the University of British Columbia. He has worked in a variety of mental health, special education, and child welfare settings. He has been the director of a number of specialized educational, community, and residential treatment programs working with such diverse client groups as adolescent sexual offenders, Aboriginal adolescent solvent abusers, and other hard-to-serve young people and their families. He is a board member for the Canadian Outcome Institute and the Canadian Adolescent Violence Education and Research Network.

Louise Chivers, MA, is a Registered Clinical Counsellor in private practice and at Aurora Treatment Centre, an alcohol and drug treatment centre for women in Vancouver. Louise has extensive experience working with substance-using people who have a trauma history. She has a special interest in issues of identity, sexuality, and community.

Natalie Clark, MSW, RSW, is an experienced therapist, clinical supervisor, and educator specializing in issues of child abuse, trauma, sexual exploitation, and adolescent development.

Jeanie Cockell, MA, has been educating adults for over 25 years. She is an educational/organizational consultant who does workplace team development, change management, instructional design, and research/evaluation projects. Jeanie also teaches courses and presents workshops on instructional design/skills/evaluation, team building, diversity, and leadership for postsecondary institutions throughout BC.

Gordon Cote, MBA, is founder of Nanaimo and Area Resource Services for Families (NARSF Programs Ltd.), a private health and service organization. He is director of the following programs: Reconnect, Family Therapy Mediations, Step Stones, and Nanaimo Street Outreach.

Mary Anne Crabtree, BA, BSW, works with the Boys and Girls Clubs Substance Abuse Programs. She has worked as a counsellor and program director for Nexus, a substance abuse outpatient program for youth. She has also worked with street-involved youth for the past 16 years, and has provided training and youth program development.

Jason Cressey obtained his PhD in Psychology from Oxford University, specializing in interpersonal and communication skills. As a consultant, he assists corporations with customer relations, team building, emotional intelligence, and other psychological factors in the workplace.

Kelly D'Aoust has been teaching high school in Ontario and British Columbia for 10 years. She began working for West Coast LEAF as their Education Coordinator in 2000, when she was hired to develop the highly successful youth program entitled *No Means No*. In it, Grade 12 students participate in peer-facilitation training to provide Grades 7-9 students with workshops on issues such as assault, sexual assault, and consent.

Marie-Jose Dhaese, PhD, ATR, CET, RPT-S, is an adult and child psychotherapist, a clinical supervisor, and an educator in private practice. She is a Registered Art Therapist, Certified Expressive Therapist, and Registered Play Therapist with over 25 years of experience as a therapist and over 15 years as a supervisor and international workshop leader in the field of expressive therapies, child abuse, and loss.

Jacinta Eni is Director of Member Services with PLAN. She has extensive management experience working in preschool, residential, and vocational settings for people with developmental disabilities. Jacinta is a former executive director with a community agency.

Vals Fauquier draws on 25 years of executive experience in Canada and the US to deliver unique workshops, seminars, and public speaking events geared to today's critical sales, marketing, and communication topics. She is the president of Fauquier Marketing Communications. Her background includes private and public sector promotion, having worked with Canada's largest multimedia communication company and an international magazine network, and as Vice President of Marketing for the Toronto Convention and Visitors Association.

Faye Fitzgerald, BA, is a leader in the field of Vibrational Psychology. Faye is a healer and former social worker who has founded organizations in the area of mental health and has developed extensive courses to help people recover from locked trauma. She has integrated her natural gifts with extensive study of past and present healing systems from societies known to use their intuitive gifts. Faye Fitzgerald is a business consultant and founder of an international organization called *Training in Power*.

Monica Franz, RCAT, BCATR, MA (Counselling Psychology) (cand.), has been in full-time private practice as a counsellor and registered art therapist for over 12 years. She offers clinical supervision and small business management consulting, and serves as ethics chair for the BC Art Therapy Association.

David Freeman, MSW, RSW, CTS, is trained in individual, small group, and macro models of critical incident stress management (CISM). He is a Certified Trauma Specialist and a national board member of the Canadian Traumatic Stress Network, the Association of Traumatic Stress Specialists, the BCASW, and the CASW. David is registered for private practice specializing in post-trauma reactions.

Sandra Susan Friedman is an educator and therapist. She is the author of three books on young women and eating disorders: *Body Thieves: Help Girls Accept Their Natural Bodies and Become Physically Active*; *When Girls Feel Fat: Helping Girls Through Adolescence*; and *Nurturing Girlpower*. Her group program Just for Girls is in use throughout Canada and the United States and has become the prototype for a variety of programs that address the health and social risks facing girls as they grow up.

Patricia Galaczy, Master of Industrial Relations, Queen's University, is a consultant with an extensive background in strategic human resource development and management. Working with industry leaders in both the private and public sectors, she provides direction and coaching to staff focusing on training, employee retention, leadership, and policy and career development.

Ellen Gerber is a senior lawyer practising as Crown counsel with the Criminal Justice Branch of the Ministry of Attorney General. She also works in the area of legal education and has developed and taught courses at the University of British Columbia, Simon Fraser University, the Justice Institute of BC, and a number of provincial government branches.

Raj Gill, BSc, is a Certified Professional Co-Active Coach and facilitator. Raj has 30 years of experience in health care in the areas of supervision, quality assurance, education, and training. Raj has 15 years of experience in designing and delivering education programs for quality enhancement and utilization management, and specializes in inclusive leadership and participatory education workshops.

Rob Goodall, MA, is a management consultant with over 20 years of experience developing and delivering educational programs. Special interests include quality improvement, team building, critical thinking skills, governance training, and supervisory development. He has an MA in Political Science from UBC and a Professional Teaching Certificate from Simon Fraser University.

Monique Gray-Smith is a mixed-heritage woman: Cree, Lakota Sioux, and Scottish. She is a psychiatric nurse and consultant with her own business, Little Drum Consulting, and has been facilitating workshops for over 10 years. Monique has experience working with youth and women in the areas of family violence, suicide prevention, addictions, and personal wellness.

Glen Grigg, MA, RCC, is a family therapist with over 20 years of clinical experience working with children and families in distress. Glen has taught in the Justice Institute of BC's Couple and Family Therapy Certificate Program since its inception in 1996, and has been an adjunct faculty member in City University's MA in Counselling Psychology program since 1998. Glen is clinical supervisor of the Broadway Youth Resources Community Counselling Clinic and executive vice president of the BC Association of Clinical Counsellors.

Mark Haden has been working in the addictions field for 17 years. He has worked in detox, methadone, and outpatient settings providing counselling, educational, supervision, and management services. Mark is a graduate of the Master of Social Work program at UBC.

Maureen Hannah, MBA (Managerial and Organizational Leadership), BSc (Management), Certified Professional Coach, is an organizational, training, and development consultant, facilitator, and coach specializing in leadership development. She has 26 years of organizational development experience in national and international corporations, governments, education, and community organizations.

Bruce Hardy, BA, MEd, PhD (cand.), is the executive director of Options. He instructs in the School of Child and Youth Care at the University of Victoria and at Douglas College. Bruce is a tribunal member for the BC Children's Commission and sits on the board of the Legal Services Society.

David Hatfield is the program director for the SafeTeen Boy's Program. David is a skilled communicator who brings an intricate awareness of youth culture to his work. He is committed to creating a respectful space for young men to explore the challenges of managing personal power, and has been highly successful at providing young men with alternatives to traditional masculinity.

Tom Hetherington, MSW, has 30 years of experience in social service practice. Tom has worked as a street worker, a foster home child care support worker, a probation officer, a child protection worker, an employee assistance practitioner, and a family counsellor. For the past 10 years, Tom has been the manager of Pacific Community Resources Society's alcohol and drug prevention, intervention, and treatment services.

Merlyn Horton, project coordinator for the Safe Online Outreach Project, is a youth advocate who has been working with high-risk youth for over 15 years. She has been developing the Safe Online Outreach Project since 1999. Merlyn is a former Abbotsford Reconnect street outreach worker and is also the chair of the Fraser Valley Community Action Team. She has an undergraduate degree in communications, for which she researched online commercial sexual exploitation and grounded her expertise in the United Nations Convention on the Rights of the Child (1989).

Margaret Jones-Callahan, MA, 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, BSW, MCE (Leadership and Workplace Learning), is an independent facilitator and educator with extensive experience working in community agencies as a front-line worker, program director, educator, and policy analyst.

Ross Laird, PhD, teaches creative process, psychology, and counselling at various educational institutions in the Pacific Northwest. His approach is experiential and collaborative, with particular emphasis on the creative as an instrument of change. He is a craftsman in stone and wood, an award-winning poet, and best-selling author of *Grain of Truth: The Ancient Lessons of Craft*.

Joyanne Landers draws on 20 years of experience throughout Canada as a workshop leader, consultant, speaker, and executive coach. Joyanne has a BA (Hons.) degree in English (SFU), a Teacher's Certificate (UBC), and an MEd degree (Western Washington University).

J. Lynne Mann, a registered psychologist, has over 20 years of experience as a therapist, trainer, program developer, and educator in the field of brain injury rehabilitation and recovery. Lynne brings curriculum development and program delivery experience to emotional recovery, life skills, and employment services. Pragmatism and systematic instruction are core concepts underlying her work with persons with brain injuries.

Parveen Mann, B.Com. (Industrial Relations Management specialization), is a consultant with the Community Social Services Employers' Association. Parveen has extensive experience in the area of employee relations issues, including discipline, investigations, and performance management. She has interpreted and advised on over 300 collective agreements with up to 11 different unions.

Rhonda Margolis, EdD, is an educational consultant with extensive experience developing and facilitating educational programs in the private, public, and not-for-profit sectors. Her areas of focus include leadership, workplace diversity, cross-cultural communication, team building, and training for trainers. She holds a master's degree in Counselling Psychology and a doctorate in Educational Leadership and Policy.

Gillian Maxwell is trained in mediation and negotiation. She has been an entrepreneur in Vancouver for 18 years, with a range of experience that includes facilitation, mediation, coaching, public speaking, marketing, promotion, and organizing public events. She makes use of these experiences and training to help individuals and groups unblock problem areas and discover workable solutions. Gillian is currently a member of the Vancouver Police Board.

Joan McArthur-Blair, is Vice President, Education, at Vancouver Community College. She has an extensive background in leadership education, diversity, and creative writing. She is currently a doctoral student in educational leadership and policy at UBC.

Maureen McEvoy, MA, is a therapist who has been in private practice for 10 years. Special areas of interest include adult women survivors, couples work, and dissociation. She is the co-author of *Balancing Conflicting Interests: A Counsellor's Guide to the Legal Process*. Her current focus is working with couples and legal issues.

Clement Meunier, PhD, is a registered psychologist with primary expertise in working with children, youth, and families. He has worked as a clinical child psychologist for 17 years and has 12 years of experience with the BC Ministry of Health as a program manager and acting director in areas of Child and Youth Mental Health Services. Dr. Meunier has a private practice as a health-planning consultant and clinical child psychologist.

Lynda Monk, MSW, RSW, is a consultant and independent social work practitioner focusing on employee wellness and organizational health in the human services sector. Lynda has offered workshops in many areas, including creativity and healing, family violence, crisis intervention, community development, burnout, and secondary trauma.

Christopher Moore has 15 years of experience facilitating, training, and researching adventure-based learning throughout the world. Chris has developed and facilitated adventure-based learning programs with organizations that have included the Family Services Association of Toronto, Sunshine Coast Mental Health Services, and the UBC Centre for Management Studies.

Georganne Oldham, MSc (Organizational Development), has worked in the field of organizational development, training, and career development since 1987. The focus of her work has included all aspects of career transition/career management consulting, training, and counselling; change management education; and selection interview training. She has also specialized in the areas of leadership development training, communication skills, and team building.

Colin A. Pawson has worked with the Delta School District for 25 years. He is currently the president of his union local, which represents all support staff. Colin has extensive union involvement and has held the positions of trustee, chief shop steward, vice president, and president. He has extensive experience with contract negotiations.

Laurie Pearce, MSW, MA, PhD, has specialized in disaster management and traumatic stress for over 15 years. She is a member of the Association of Traumatic Stress Specialists and the World Association of Disaster Emergency Management, and sits on the board of directors of the Emergency Social Services Association of BC. Laurie has worked for the Ministry of Children and Family Development in emergency child protection for over 25 years.

Marg Penney, MA (Educational Psychology), has over 20 years of experience working with adult learners in both BC and the Alberta. She has her own educational consulting firm, specializing in the areas of educational evaluation and research, training needs analysis, and instructional systems development, as well as equity/diversity, gender issues, and inclusive curriculum.

Barbara Plumstead, MA, RCC, has worked in the field of substance misuse and trauma for the past eight years, and has been a clinical counsellor at the Aurora Treatment Centre for the past five. Before that, she accumulated 12 years of experience in the field of adult education, developing specialized training programs for women and youth considered to be at risk. Barbara is certified in the use of EMDR and currently has a private practice in Vancouver.

Nancy Poole, MA, 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 BC *FAS Community Action Guide and the Alcohol and Drug Problems of BC Women* report.

Kathy Priest-Peries, MSW, RCC, is a therapist in private practice as well as an organizational consultant. She specializes in working with post-traumatic stress disorder, complicated grief, residential school recovery, and self-care for helping professionals. Kathryn has 19 years of experience working in the child welfare system as a social worker, foster caregiver, manager of social worker training, organizational consultant, and instructor.

Jannit Rabinovitch, PhD, is best known for her work with marginalized populations, developing some of Canada's most innovative programs and services. Her work with sexually exploited youth and sex trade workers resulted in *Out from the Shadows: International Summit of Sexually Exploited Youth* (March 1998), the International Centre to Combat the Exploitation of Children (ICCEC), and the Prostitutes' Empowerment, Education and Resource Society (PEERS).

Leila Rahemtulla, BCom, has been a consultant and instructor for over 10 years. She has experience with both public and private sector organizations and has designed and delivered courses in classroom, correspondence, and technology-based formats. She has extensive experience teaching organizational behaviour and management skills.

Bruce Ramsay, CTR, is a retired deputy fire chief and a Certified Traumatologist. Bruce sits on the executive of the Association of Traumatic Stress Specialists and is an experienced trauma trainer and debriefer. He has provided critical incident stress debriefing services to emergency response groups, victim's assistance groups, private industry clients, and Aboriginal communities.

Pega Ren, MPH, EdD, RCC, is in private practice as a marriage and family counsellor specializing in sex therapy. She is certified as a clinical sexologist by the American Board of Sexologists. Dr. Ren has served as an instructor in the Women's Studies and Continuing Education departments of Simon Fraser University, and as sexuality and intimacy writer for several Internet sites. She contributes to the *Journal of Sex and Marital Therapy* and guests on radio and television. Dr. Ren has spent many years presenting to groups and teaching relationship skills.

Emily Renoe, Emily Renoe is a seasoned IT professional with experience in technical training, technical documentation, online course development, and communications/desktop publishing. Emily's work at the Justice Institute includes WebCT technical support in coordination online programs and activities for course support/distance learning.

Anita Roberts is the program founder and guiding force behind SafeTeen. She has worked in the field of violence prevention for 25 years and is an internationally sought public speaker. She is also an award-winning author. Anita's latest book is *SafeTeen: Powerful Alternatives to Violence* (Raincoast). Anita brings passion, personal narrative, and an engaging sense of humour to her work.

Elizabeth Robinson, MSW, RSW, 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.

Gail Sexsmith is an executive with extensive experience in strategic leadership, organizational effectiveness, and human resources. Gail delivers facilitation, consulting, coaching, and adult education services that help organizations, teams, and individuals achieve superior results.

Lisa Shatzky 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 on Bowen Island.

Jeff Sim, Jeff brings over 20 years of policing experience to the classroom with much of it involved in a variety of investigative, operational and educational roles. Jeff has been teaching or writing curriculum for CLCL programs since 1997, and earned a BA in Adult Education while seconded to the Police Academy. He currently serves as a police officer in British Columbia, along with providing the education services to CLCL.

Kathy Snowden 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-risk and at-risk youth.

Joe Solanto, PhD, is a therapist, consultant, and workshop facilitator with over 30 years of experience training educators and mental health professionals in therapeutic responses to critical incidents and traumatic experiences. He has provided consultation, training, and supervision in a number of Aboriginal communities related to the multigenerational effects of trauma, integrating western and Native approaches to healing. Joe also teaches courses in workplace wellness, restorative justice, and adventure-based counselling.

Lisa Solanto is a holistic counsellor and certified hypnotherapist, and a holistic bodyworker trained in Reiki, therapeutic touch, and massage. She is also a yoga and meditation instructor. Lisa is an associate practitioner at the Centre for Integrated Healing in Vancouver.

Thomas J. Sork, PhD, 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 from Winnipeg to Fort Smith. His research and publications focus on educational planning and professional ethics.

April Stanley initiated the creation of Canada's first indoor Labyrinth in 1996 at St. Paul's, Vancouver. A certified Labyrinth Facilitator, April has been introducing people to the Labyrinth for more than eight years, conducting workshops throughout Canada and in Chartres, France.

Mike Stockdale, MSW, RSW, is a registered social worker with 25 years of experience as a supervisor with the Ministry of Children and Family Development. While working with MCFD, Mike established the Lower Mainland After-Hours office in New Westminster and participated in the United Way research project on child sexual abuse. Mike has studied extensively in the area of evaluation research, and has focused on the writing of clear and definable goals for work with individuals, families, and children.

Elaine Stoll, BA, RCC, is a counsellor and trainer in private practice. She has been working with violence and abuse issues for 20 years. Besides facilitating weekly groups for survivors, she works with teen moms and leads parenting groups for adult survivors. Elaine is an accredited instructor with the William Glasser Institute in Los Angeles.

Debbie Suian, MA, RCC, has worked for the past 20 years as a counselor, clinical supervisor, and trainer in community based counseling agencies, addictions services, private practice, and mental health. As a concurrent disorders therapist with Fraser Health, she provides consultation and training to staff, develops and facilitates groups for people struggling with mental illness and addiction and is the editor of a monthly publication focusing on concurrent disorders issues.

Ted Thomas, RAC, RST, ABT, is director of Sourcepoint Shiatsu Centre, and utilizes acupuncture, shiatsu, corrective exercise, and herbalism in his private practice. He is the creator and director of the Shiatsu Practitioner Program, a one-year professional training program offered in partnership with Langara College. Through his workshops and training, he has been helping people appreciate the gift of touch and the wisdom of eastern healing arts since 1985.

Kathryn Thomson, BEd, MA, works with organizations undergoing change, restructuring, or transitions. Kathryn teaches leadership and communication skills, diversity, business writing, and team building. She currently works with Ryane Consulting.

Beth Trotter, MA, RCC, has been a therapist in private practice for 12 years, specializing in working with adults who have experienced trauma in childhood.

Suri Vangolen, MA, has worked as a therapist at SAFER for over 15 years. She is currently the Senior Mental Health Worker at SAFER. She has many years of experience in crisis intervention, education, and bereavement counselling with suicidal adolescents and adults.

Wendy van Tongeren Harvey, BA, LLB, has been a Crown lawyer for close to 23 years. She is interested in using criminal courts to protect persons from physical and sexual violence and oppression while maintaining an atmosphere of fairness and respect. She is currently co-writing her ninth publication, *Trauma, Trials and Transformation*.

Colleen Vaughan, MEd, has been an instructor at the Justice Institute of BC for over seven years. She has developed and delivered workshops for both the Emergency Management Division and the Corrections and Community Justice Division.

Munir Velji, BA (Criminology), MSW, 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, BA, MA, 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 and Youth Care, Douglas College, and former program coordinator, Avalon School.

Gina Versteeg has 22 years of experience with the criminal justice system, both as an executive director of legal aid and as a manager of Crown Victim Services in Victoria.

Rosalie Walls has 25 years of experience in the field of counselling with children and families. She is the Manager of Clinical Support and Quality Assurance for Pacific Community Resources. Rosalie also teaches part time and does clinical supervision and work with the Ministry of Children and Family Development.

Heather Whiteford, MSW, 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.

Doug Woollard, BSW, RSW, is the executive director of Delta Community Living Society. He is also the chair of the Council for Career and Workforce Development. Doug has worked in unionized environments since 1979 and has extensive experience and skills in contract negotiation, human resources, and project, budget, and fiscal management.

Maggie Ziegler, MA, has worked as a psychotherapist for almost 25 years, specializing in work with a broad range of trauma survivors. She has developed trauma-related curriculum and programs, and has provided extensive clinical supervision and consultation services to agencies and programs throughout BC. Maggie is an experienced facilitator who has delivered training workshops both in BC and internationally.

Juhree Zimmerman, RN, BScN, MEd, brings a 25-year background in health care administration at senior government levels to her leadership development and coaching practice. She coaches executives, teams, and individuals. She is a leader for the Coaches Training Institute and specializes in coaching health care professionals and in leadership training.

INFORMATION FOR STUDENTS



Course Times

All courses run from 9:00 a.m. to 4:30 p.m. unless otherwise noted.

Our Campus

All CLCL courses are held at the Justice Institute of BC, 715 McBride Boulevard, in New Westminster, BC, unless otherwise noted. The Justice Institute of BC building is fully wheelchair-accessible, and houses a library, gym, cafeteria, and theatre in addition to classrooms and offices. There is plenty of free parking in our parking lot. Staff input into the building's design has ensured that there are windows that open in most exterior rooms and ample natural light everywhere. A garden and a large atrium provide ideal meeting places for students.

Directions: please see the map on page 60 or call 604.528.5608.

Student Services

Information Desk

The Information Desk is staffed weekdays from 7:00 a.m. to 5:00 p.m. to provide general information and assistance. Staff also handle requests for First Aid Attendants, maintain a register of lost and found items, and approve all notices for the bulletin boards and flyers for the information racks.

Library

The library is open to all students, although only students registered in JI pre-employment courses and certificate programs have borrowing privileges. The library has photocopying and fax services and some stationery items for sale. Hours are Monday to Friday from 8:00 a.m. to 5:00 p.m., and Saturday (September to June) from 9:00 a.m. to 4:00 p.m.

Phone: 604.528.5599

Fax: 604.528.5593

E-mail: library@jibc.bc.ca

Aboriginal Student Services

The Justice Institute of BC and CLCL welcome and encourage Aboriginal students to attend our programs. Roberta Stewart is available to support Aboriginal students attending courses at the JIBC. This includes academic counselling, emotional support, or just someone to talk to. Please feel free to contact her by phone at 604.528.5621, fax at 604.528.5640, or e-mail at aboriginal@jibc.bc.ca.

Services for Students with Disabilities and Special Learning Needs

The Justice Institute of BC and CLCL strive to be as accessible as possible to students with disabilities. To help you while you are learning at the JIBC, we are able to provide:

- Sign language interpreters
- Specialized equipment for people who are visually impaired
- Large-print or Braille documents
- Classroom and exam tutors for people with learning disabilities

The JIBC building is completely wheelchair-accessible. Disability-designated parking is located near both main entrances of our building, with conveniently located curb approaches. All floors have separate accessible washrooms, and pay phones are designed for wheelchair access. There are two elevators and refuge areas at each staircase in the event of fire or other disaster. Wherever possible, CLCL courses held off-site are offered at wheelchair-accessible locations.

For more information, please contact the Registration Services Advisor at 604.528.5588; TTY/TDD: 604.528.5655.

REGISTRATION INFORMATION

Note these deadlines

For certificates

We recommend that you apply for certificates at least two months before the classes begin, because:

- It can take up to five working days to process an application.
- Once an applicant is accepted, we recommend registering at least 10 days before the classes begin.
- Acceptance into a certificate program does not guarantee seat availability in a specific course. Once your application has been approved, please register directly with the Registration Office at 604.528.5590.

For courses

Registration is on a first-come, first-served basis. Early registration is recommended. While registrations are generally accepted up to one business day before the course begins, we make decisions to run or cancel the course based on the registrations five days before the course.

FOLLOW THESE STEPS TO REGISTER

For certificates*

1. Complete the Certificate Program Application Form on page 65. Make sure you have included all required materials and the \$25 non-refundable application fee. Mail or fax the application to:
JIBC Registration Office
715 McBride Boulevard
New Westminster, BC V3L 5T4
Fax: 604.528.5653
2. Once the CLCL receives your application, we will let you know within about five working days whether or not you have been accepted into a certificate program.
3. If you are accepted, pay for your certificate, following the steps below. Confirmation of registration will be sent by mail.
*The Bylaw Enforcement and Investigative Skills Certificate does not require an application. Simply call the Registration Office at 604.528.5590 to sign up.

For courses*

1. Make sure that you have completed all prerequisites.
2. Fill out the Course Registration Form on page 67.
3. Submit your registration form and payment at the same time. Follow the steps for payment below. Confirmation of registration will be sent by mail.
 - To take courses in Critical Incident Stress Management, you must complete a Certificate Program Application Form. Follow the steps for certificates above.
 - If you are registering for Expressive Play Therapy Methods Level II (#CY104A), please attach a resume.

FOLLOW THESE STEPS TO PAY

By mail

Send a cheque made out to the Justice Institute of BC or a VISA/MasterCard number with expiry date and signature to:
JIBC Registration Office
715 McBride Boulevard
New Westminster, BC V3L 5T4

By phone

Call the Registration Office at 604.528.5590 or 1.877.528.5591 (toll free – long distance calls only) between 8:30 a.m. and 4:00 p.m., Monday to Friday. Please have the course name and number, and your VISA or MasterCard number ready when you call.

In person

By cheque, cash, debit card, VISA, or MasterCard at the JIBC Registration Office, 715 McBride Boulevard, New Westminster, BC, between 8:00 a.m. and 4:30 p.m., Monday to Friday.

READ THE FINE PRINT

Withdrawals

Deadlines and fees for withdrawing from a certificate or course vary from program to program. Please contact the Registration Office for specific information.

Transfers

If you wish to transfer from one course to another, the Registration Office must be notified at least one week prior to the course start date. Transfers are subject to an administrative charge.

Substitutions

If your agency plans to send someone to a course instead of the person who was originally registered, please inform the Registration Office ahead of time.

Cancellations

The Justice Institute of BC reserves the right to substitute faculty or cancel courses. Every effort will be made to provide adequate notice of substitutions or cancellations. In the event of a cancellation, full tuition will be refunded. The JIBC is not responsible for participants' expenses (for example, airline or hotel reservations) if a course must be cancelled. We truly regret any inconvenience this may cause.

NSF Cheques

A fee of \$15 applies to all cheques returned due to "not sufficient funds."

Transferring Credits

For information on transferring credit from JIBC courses to other educational institutions, please contact the institution that you are considering transferring credits to.

Personal Education Number (PEN)

A Personal Education Number will be issued to all students. In order to issue the number, the JIBC must collect information on gender and birth date. 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.

Tax Receipts

T2202A forms for tax purposes, provided to all students who pay personally for their courses, will be issued in February 2005 for all 2004 courses. Tuition fees over \$100 (cumulative from the same institution) are tax-deductible.

Transcripts

Transcripts are available from the Registration Office. Upon completion of a certificate program, students will receive one copy of their official transcript at no charge. In all other cases, a fee applies.

FOR MORE REGISTRATION INFORMATION

Registration Office

Hours: 8:00 a.m. to 4:30 p.m., Monday to Friday
 Information: 604.528.5590
 Registration: 604.528.5590 (local calls)
 1.877.528.5591 (toll-free – long distance only)
 Fax: 604.528.5653
 TDD/TTY: 604.528.5655
 E-mail: register@jibc.bc.ca. Inquiries only; we do not accept e-mail registrations.

Registration Services Advisor

For general advice about JIBC programs and courses, and justice and public safety career paths, or for assistance for students with disabilities:

Phone: 604.528.5588
 Fax: 604.528.5653
 TDD/TTY: 604.528.5655

Prior Learning Assessment and Recognition (PLAR)

PLAR can enable you to receive credit towards a CLCL certificate based on learning you have already completed, either through formal courses or through work experience. You may need to provide specific evidence to the assessor, such as transcripts, written reports, completed projects, or audio-videotapes of your work. The fee for PLAR depends on the work involved in the assessment. The maximum charge is \$250; fees usually range from \$25 to \$150. The PLAR process can take anywhere from a few days to a few weeks. For more information, call 604.528.5632, e-mail clcl_pr@jibc.bc.ca, or visit our website at www.jibc.bc.ca/clcl.

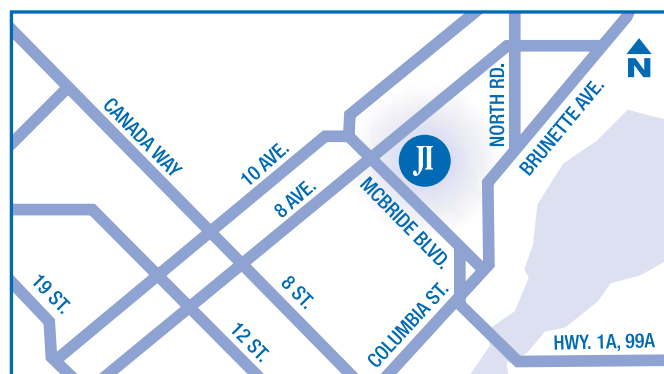
The JIBC is ISO-registered

The Justice Institute of BC is the only postsecondary institution in BC – and one of only a few in North America – to be registered under ISO 9001:1994 (BSI FM #63029). This internationally recognized designation ensures that our programs meet the requirements of our students and clients and are continuously reviewed, improved, and updated to maintain the highest possible standards.

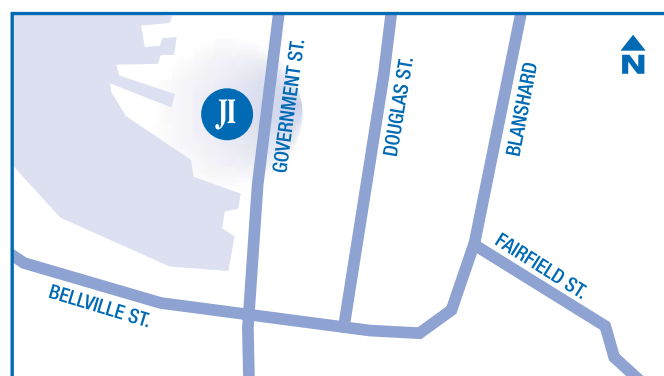


Win a free course – sign up for CLCL's e-letter distribution list

Sign up for our e-letter distribution list and have the latest information on CLCL courses, events, and customized solutions delivered to your inbox. Plus, we will enter your name in our quarterly draw for a free CLCL course. To sign up, visit our website at www.jibc.bc.ca/clcl and follow the links.



Justice Institute of BC - New Westminster Campus
 715 McBride Boulevard, New Westminster, BC



Justice Institute of BC - Victoria Campus
 910 Government Street, Victoria, BC



Justice Institute of BC - Downtown Vancouver Campus
 18th Floor - Commerce Place
 400 Burrard Street, Vancouver, BC

PUBLICATIONS AND VIDEOS

Risk Management: We're All in This Together

Video with Facilitator and Participant Guides



This 20-minute video with accompanying facilitator and participant guides is designed to raise awareness of risk management principles for caregiving professionals. The video features Red Green from the CBC's New Red Green Show. Red guides participants through a series of humorous scenarios that are followed by interviews with "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 preventive 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 BC: **\$135**; video only, **\$95**

Price out-of-province: **\$155**; video only, **\$115**

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, two three-hour

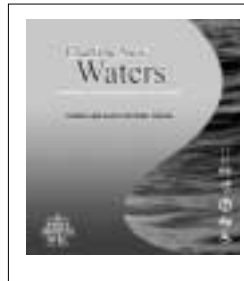
workshops, or video debriefing includes sample lesson plans, content notes, five overheads, suggested activities, and handouts for participants.

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 BC: **\$75**; video and discussion guide only, **\$50**

Price out-of-province: **\$100**; video and discussion guide only, **\$75**

Charting New Waters: Violence against Women with Disabilities



Video and Facilitator's Guide

This 35-minute video with accompanying facilitator's guide is 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

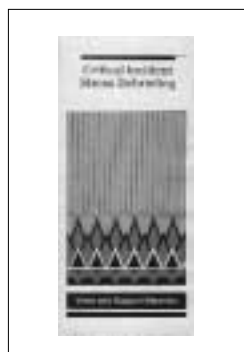
women with disabilities who have experienced or are currently experiencing violence in their lives.

Price in BC: **\$65** ; video only: **\$50**

Price out-of-province: **\$90**; video only: **\$75**

Critical Incident Stress Debriefing

Video and Facilitator's Guide

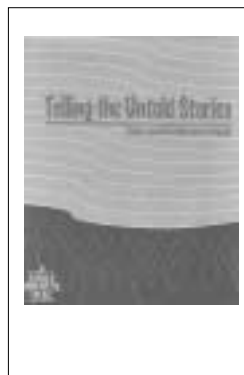


This award-winning video shows a fictitious critical incident and illustrates the stages of critical incident stress support that precede and follow it. The revised facilitator's guide provides information and instructional strategies to deliver an introductory workshop.

Price in BC: **\$75**

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

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



Telling the Untold Stories

Video and Facilitator's Guide

This 36-minute video 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 worksite is used to show the applicability of these debriefings in a general workplace setting.

Price in BC: **\$75**

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

Balancing Conflicting Interests: A Counsellor's Guide to the Legal Process

Manual



This manual explores the clinical and ethical dilemmas counsellors face in their increasing involvement with the legal system, and suggests ideas for resolving them. Topics include current legal/clinical trends that require counsellors to “think legal”; issues a “thinking legal” counsellor must consider, such as informed consent, confidentiality, questions of privilege, obligations to report, clinical assessments,

and guidelines for recordkeeping; concerns counsellors have about going to court; and much more.

Price in BC: **\$40**

Price out-of-province: **\$65**

Commercial Sexual Exploitation: Innovative Ideas for Working with Children and Youth

Manual



This manual presents a provincial framework for working with commercially sexually exploited children and youth, and innovative ideas for programs to deal with this social problem. The framework has been designed to assist in the formulation of policy, strategies, and services to assist these young people. Topics include the legal meaning of “commercial sexual exploitation”; the rights of children and youth; understanding commercial sexual

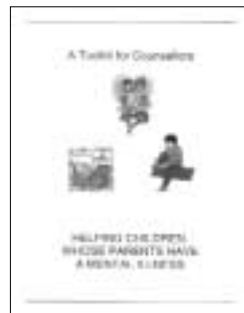
exploitation; a conceptual framework within a population health approach to health promotion; meeting the needs of youth through a continuum of services; guiding principles for program design and delivery; and a selection of provincial programs that meet the guiding principles and are considered to be examples of innovative and promising practices.

Price in BC: **\$40**

Price out-of-province: **\$65**

Helping Children Whose Parents Have a Mental Illness: A Toolkit for Counsellors

Toolkit



This toolkit is a collection of current resources and reference materials designed to assist counsellors in their support of children and families in which there is a parental mental illness. The Toolkit was designed in response to the identified need for more resources to assist counsellors and workers in mental health teams in the Vancouver Coastal Health Authority.

This toolkit, developed by the Centre for Leadership and Community Learning in collaboration with the Working Group Supporting Families with Parental Mental Illness, has been produced in an easily accessible format for use by community mental health providers.

Price in BC: **\$65**

Price out-of-province: **\$90**

To learn more about any of these resources, please contact the Centre for Leadership and Community Learning at 604.528.5632.

To order, please complete the order form on page 68 and mail it, together with your credit card information or a cheque or purchase order for the correct amount, to the address on the order form. You may also e-mail your questions or orders to clcl_pr@jibc.bc.ca.

ALPHABETICAL COURSE LIST

A Continuum of Care: Prevention to Harm Reduction (#AD401)	25
Adult Survivor Stream (#CSA207)	19
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Becoming a More Effective Counsellor (#EP508)	10
Building Bridges – A Multicultural Approach (#COUNS103)	10
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Building on Client Strengths (#EP196)	10
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Foundations of Effective Management Part 3: The Leaders' Role in Effective Employee Relations (#FMGMT301)	34
Foundations of Effective Management Part 4: The Leaders' Role in Human Resource Management (#FMGMT401)	34
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Managing in the Middle (#MGMT123)	40
Managing Responses to Community Disasters (#TS604)	49
Managing Scarce Resources (#MDCS270)	35
Marketing on a Shoestring (#MGMT133)	40
Mask and Mirror: The Many Faces of Shame (#EP214)	11
Mastering Effective Employee Relations (#MDCS240)	35
Metaphor, Imagery and Relaxation: Tools for Health and Healing (#IHC102)	15
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Module 5: Managing Human Resources (#MDCS250)	36
Module 6: Leading the Way to Continuous Quality Improvement and Workplace Wellness (#MDCS260)	36
Module 7: Managing Scarce Resources (#MDCS270)	37
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Module II – Direct Service Delivery (#VIC702)	51
Module III – Program Management Skills (#VIC701)	51
Module IV – Leading in the 21st Century (#VIC704)	51
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Wisdom in the Wound: An Integrative Approach to Trauma (#IHC002)	15
Working More Effectively with Aboriginal People (#ABL100)	5
Working with Complicated Grief (#COUNS102)	12
Working with Groups in Instructional Settings (#ID101)	45
Working with Youth Certificate (#CY168)	29

CERTIFICATE PROGRAM APPLICATION FORM

Use this application form for certificate programs.

Return to: Justice Institute of BC, 715 McBride Boulevard, New Westminster, BC V3L 5T4

For registration only: phone 604.528.5590; fax 604.528.5653

Deadlines for Application and Registration

We recommend that you apply at least two months before the certificate begins, because:

- It can take up to five working days to process an application.
- Once an applicant is accepted, we recommend registering for classes at least 10 days before the course begins.
- Acceptance into the program does not guarantee seat availability in class. Early course registration is strongly recommended.

☐ I have taken courses at the JIBC before.

Student number:

Personal Education Number:

If you do not know your student or PEN number, please provide:

Your date of birth: (MM/DD/YY) / /

Your gender: ☐ Male ☐ Female

For our statistics, please provide this information:

☐ I am of Aboriginal heritage

☐ I have a disability(ies) or special needs

To help us better meet your needs, please describe your disability(ies)/special needs: _____

Immigration Status:

☐ Canadian Citizen ☐ Permanent Resident ☐ Student VISA ☐ Other VISA ☐ Non-Canadian Student Studying Outside of Canada

☐ Other (specify): _____

LAST NAME		FIRST NAME	
OCCUPATION OR TITLE		ORGANIZATION	
STREET		CITY	PROVINCE
POSTAL CODE		E-MAIL ADDRESS	
PHONE NUMBERS	WORK ()	EVENING/HOME ()	FAX ()

☐ I would like to receive regular e-mail updates from the CLCL. I understand that my address will not be shared or sold.

☐ I would like to receive this calendar and other materials by regular mail. I understand that my address will not be shared or sold.

Level of Education: ☐ Grade 12 ☐ Diploma ☐ Degree (_____) ☐ Other _____

CHECK THE BOX FOR THE CERTIFICATE YOU'RE APPLYING FOR. Be sure to include your resume and all other required supporting documents with your application form. Your resume must include employment and education history for at least the past three years.

Certificate Program	Required Documentation
<input type="checkbox"/> Child Sexual Abuse Intervention	• Include your resume
<input type="checkbox"/> Critical Incident Stress Management	• Course Title and Number _____
<input type="checkbox"/> Enhancing Family and Community Capacity	• Include your resume and a letter of reference
<input type="checkbox"/> Foundations of Effective Management	
<input type="checkbox"/> Instructor Development	
<input type="checkbox"/> Management Development for Community Settings	
<input type="checkbox"/> Substance Use	• Include your resume and a letter of reference
<input type="checkbox"/> Trauma Counselling and Clinical Intervention	• Include your resume
<input type="checkbox"/> Working with Children, Youth, and Families	• Include the age of the youth you support and number of working hours per week (20-25)

*Note: The Bylaw Enforcement and Investigative Skills Certificate does not require an application form.
For this program, simply call the Registration Office at the number above and register.*

Please also complete page 2 of the application form

Date Started? _____ Position Title: _____

Name on card: _____ Authorization Number: _____

Registration: 604.528.5590 or 1.877.528.5591 | www.iibc.bc.ca/clcl | General Inquiries: 604.528.5608 or 1.888.709.4085

COURSE REGISTRATION FORM

Return to: 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

Registration Deadlines

- Registration is on a first-come, first-served basis. Early registration is recommended.
- While registrations are accepted up to one day before the course starts, we make the decisions to run or cancel the course based on the registration numbers five days before the course. If you want to ensure that you get into the course, we encourage you to register as early as possible.

Fee payment must be submitted with this form.

If more than one student from your agency is registering, please submit a separate registration form for each student.

I have taken the prerequisite(s) for the course(s) I am registering for.

☐ YES ☐ NO, but I have permission from the instructor ☐ There are no prerequisites.

If you are registering for Child-Centered Play Therapy (#CY104A), please attach a resume.

☐ I have taken courses at the JIBC before.

Student number:

Personal Education Number:

If you do not know your student or PEN number, please provide:

Your date of birth: (MM/DD/YY) / /

Your gender: ☐ Male ☐ Female

For our statistics, please provide this information:

☐ I am of Aboriginal heritage.

☐ I have a disability(ies) or special needs

To help us better meet your needs, please describe your disability(ies)/special needs: _____

Immigration Status:

☐ Canadian Citizen ☐ Permanent Resident ☐ Student VISA ☐ Other VISA ☐ Non-Canadian Student Studying Outside of Canada

☐ Other (specify): _____

LAST NAME		FIRST NAME	
OCCUPATION OR TITLE		ORGANIZATION	
STREET		CITY	PROVINCE
POSTAL CODE		E-MAIL ADDRESS	
PHONE NUMBERS	WORK ()	EVENING/HOME ()	FAX ()

☐ I would like to receive regular e-mail updates from the CLCL. I understand that my address will not be shared or sold.

☐ I would like to receive this calendar and other materials by regular mail. I understand that my address will not be shared or sold.

COURSE NAME	COURSE NO.	START DATE	COURSE FEE
TOTAL FEE:			

Courses are GST-exempt.

ENCLOSED IS MY COURSE FEE PAYMENT BY: _____

☐ Cheque or money order. Cheque issued by: _____

☐ Mastercard

Exp.

☐ VISA

Exp.

Name on card: _____

Authorization Number: _____

No. of copies		\$ Amount
	<input type="checkbox"/> Risk Management: We're All in This Together	
	<input type="checkbox"/> Video & Facilitator & Participant Guides \$135 (Outside BC \$155)	
	<input type="checkbox"/> Video only \$95 (Outside BC \$115)	
	<input type="checkbox"/> Facing Diversity	
	<input type="checkbox"/> Video & Instructor's Guide \$75 (Outside BC \$100)	
	<input type="checkbox"/> Video & Discussion Guide \$50 (Outside BC \$75)	
	<input type="checkbox"/> Charting New Waters	
	<input type="checkbox"/> Video & Facilitator's Guide \$65 (Outside BC \$90)	
	<input type="checkbox"/> Video only \$50 (Outside BC \$75)	
	<input type="checkbox"/> Critical Incident Stress Debriefing \$75 (Outside BC \$100)	
	<input type="checkbox"/> Telling the Untold Stories \$75 (Outside BC \$100)	
	<input type="checkbox"/> Balancing Conflicting Interests \$40 (Outside BC \$65)	
	<input type="checkbox"/> Commercial Sexual Exploitation \$40 (Outside BC \$65)	
	<input type="checkbox"/> Helping Children Whose Parents Have a Mental Illness \$65 (Outside BC \$90)	
	Total:	
	PST:	
	GST:	
	Amount enclosed:	

PST is not required if package is used for educational purposes.

DATE: _____

NAME: _____

COMPANY/AGENCY: _____

MAILING ADDRESS: _____

PHONE/FAX _____

ENCLOSED IS MY PAYMENT BY:

☐ Cheque or money order. Cheque issued by: _____ (make payable to the JIBC)

☐ Mastercard

 VISA

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Exp.

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Name on card: _____ Authorization Number: _____

Use this form to order publications and videos listed on pages 61 & 62.

For more information about any of these packages, please contact the Centre for Leadership and Community Learning at 604.528.5632 or fax your request to 604.528.5640. You may also e-mail your questions or orders to clcl_pr@jibc.bc.ca.

GENERAL INFORMATION

Registration Office

Information	604.528.5590
Registration	604.528.5590 (local calls) 1.877.528.5591 (toll-free – long distance only) register@jibc.bc.ca
Registration Services Advisor Information on programs, career paths, and services for students with disabilities	604.528.5588
Shelley Rivkin, CLCL Director New customized training and project development initiatives	604.528.5628, srivkin@jibc.bc.ca
Tesa Dolzanski, Marketing and Research Assistant Assistant to the Director; information on and ordering of publications and videos	604.528.5632, clcl_pr@jibc.bc.ca
Carol Argue, Administrative Supervisor	604.528.5620, cargue@jibc.bc.ca
CLCL Reception	604.528.5608 (local calls) 1.888.709.4085 (toll-free – long distance only)
Roberta Stewart, Aboriginal Programs and Services Specialized training for Aboriginal communities; services for Aboriginal students	604.528.5621, aboriginal@jibc.bc.ca
Library	604.528.5599

CLCL PROGRAM COORDINATORS AND ASSISTANTS

Note: For questions regarding course content and prerequisites, please contact Program Coordinators.

For all other inquiries, please contact Program Assistants.

Counselling and Capacity Building

Counselling and Capacity Building, Couple and Family Therapy, Substance Abuse, Creative and Expressive Therapies, Working with Youth, Child Abuse and Trauma, Mental Health, Enhancing Family and Community Capacity

For contract training information:

Natalie Clark, Program Coordinator
604.528.5627, nclark@jibc.bc.ca

For on-campus course offerings:

Susan Forest, Program Coordinator
604.528.5685, sforest@jibc.bc.ca

Program Assistant

604.528.5875, cacb@jibc.bc.ca

Leadership Programs

Master of Arts in Leadership and Training

Janet Amos, Coordinator

604.528.5623, jamos@jibc.bc.ca

Sue Sharma-White, Program Assistant

604.528.5619, ssharma-white@jibc.bc.ca

Management, Leadership, and Instructor Development; Community Safety

Foundations of Effective Management, Management Development for Community Settings, Instructor Development, Critical Incident Stress Management

For contract training and on-campus course offerings:

Sandra Rice, Program Coordinator
604.528.5633, srice@jibc.bc.ca

Nenita Capili, Program Assistant

604.528.5631, ncapili@jibc.bc.ca

Bylaw Enforcement and Investigative Skills

Janet Amos, Coordinator

604.528.5623, jamos@jibc.bc.ca

Sue Sharma-White, Program Assistant

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New Aboriginal Leadership Diploma: beginning in January 2005 (part-time studies)



The Justice Institute of BC is excited to announce this new Aboriginal Leadership Diploma. The purpose of this program is to support the development of the existing leadership capacity and potential within Aboriginal communities.

The program recognizes that leaders and elders are identified from within the Aboriginal community; thus, the intent of this

diploma program is to provide the participants with the skills, knowledge and abilities to be effective and successful in their leadership endeavours. The program respects the traditional and contemporary values held by Aboriginal communities, recognizing the diversity of cultures, ceremonies, and traditions among individuals and communities.

The comprehensive curriculum is designed to maximize the individual's personal and professional growth while providing a positive impact on the community. This competency based diploma program involves developing the skills sets and attitudes required to work successfully and effectively as leaders in various Aboriginal contexts, the content includes;

- Values Ethics and Philosophies of Aboriginal Leadership
- Individual and Community Wellness in Aboriginal contexts
- Aboriginal Leadership and Organizational Development
- Aboriginal Justice and Governance
- Dispute Resolution, Overcoming the Past, Group Dynamics, and Negotiation
- Writing, Research, Story Telling and Presentation Skills
- Aboriginal Human Resource Management
- Principles of Project and Financial Management

Contact us for an application package and detailed brochure.

Roberta Stewart, Aboriginal Programs and Services
604.528.5621 or aboriginal@jjbc.bc.ca
www.jjbc.bc.ca/aboriginal



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.

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New Westminster, BC V3L 5T4

Phone: **604.528.5839**
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CLCL | CENTRE FOR LEADERSHIP
& COMMUNITY LEARNING

Centre for Leadership and Community Learning
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