

Centre for Leadership and Community Learning



September 2003 - August 2004

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

www.jibc.bc.ca/clcl

The Centre for Leadership was recently amalgamated with the Social Services and Community Safety Division to become the **Centre for Leadership and Community Learning (CLCL)**. The CLCL provides unique and respected training programs for managers and front-line staff and is part of the Justice Institute of British Columbia (JIBC).

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, Leadership and Trainer Development.** Managers, executive directors and facilitators come to us for education that maximizes their leadership performance.
- **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 unique partnerships with Royal Roads and Simon Fraser Universities to provide practical undergraduate and 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.

CLCL | CENTRE FOR LEADERSHIP & COMMUNITY LEARNING



I am pleased to announce the new name for our division:

The Centre for Leadership and Community

Learning. After extensive consultation with past participants,

current clients, and future learners, we have selected a name that better reflects the range of programs that we offer, and our focus on enhancing leadership skills and building community capacity.

As you look through this calendar, you will see that our division is now responsible for two unique partnerships specifically designed for professionals in the justice and public safety and human services sectors. We are pleased to offer a Bachelor's Degree in integrated studies in partnership with Simon Fraser University and a Master of Arts degree in Leadership and Training with Royal Roads University. You will also notice that we have added new courses and certificates in our counselling and capacity-building program and our management and leadership skills and trainer development areas.

The past two years have been a time of considerable transformation for many working in the social and human services fields. We too are changing. We have revised our curricula and lesson plans by placing greater focus on the skills required to manage and to lead in these challenging times. For example, in response to the move toward accreditation for many government funded agencies, we are offering several courses to front line staff and senior managers to help prepare for these changes.

I am excited by the feedback we have received so far on our new name and expanded focus. As always, I look forward to hearing from our students and clients about how the CLCL can best meet your training needs.

Shelley Rivkin
Director



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.

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Centre for Leadership and Community Learning

In addition to delivering certificate programs and courses, 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 that are tailored to your unique needs and context.

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

BC Ferries Supervisory Skills Training

Since 1997, CLCL has delivered Supervisory Skills Training to employees at BC Ferries. In April 2002, we won the contract to redesign and continue delivering this training. Since that time, we have worked closely with BC Ferries' Labour Relations Department to ensure smooth integration of up-to-date training. We have developed a coaching/mentoring component to ensure transfer of learning back to the workplace as well as annual one-day refreshers and a job aid for participants who have completed the training.

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, First Nations Program Coordinator for the Justice Institute of BC, at 604.528.5621 or e-mail firstnations@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.

Youth Criminal Justice Act: Orientation for Victim Services

This one-day curriculum was developed in collaboration with police and specialized victim service workers to prepare them for the implementation of the new legislation on April 1, 2003. Victim service workers themselves delivered the training in six locations. A comprehensive instructor's manual and participant support materials were developed and provided to each training team.



Project Management

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

Graduated Driver Training Program

This project operates under the auspices of ICBC and has been managed through CLCL for a number of years. As project manager, we schedule the required courses, manage the registration, schedule the instructors, prepare the course materials, and produce summary reports for our client.

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-centred tools, and created a manual for distribution to social service agencies.

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 4 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 54 for information on videos, facilitator guides, and manuals – yet another way through which we bring the CLCL expertise to your workplace.

New Downtown Victoria Campus

CLCL programs and courses are now available at the Justice Institute of BC's new downtown Victoria campus.

Located at 910 Government Street, the Victoria campus will be open for classes in August 2003.

Aboriginal Leaders Institute (#MGMT001)



The purpose of this five-day intensive institute is to support Aboriginal leaders in building capacity in the areas of change management, strategic planning, operational planning, and policy development. The program will prepare aboriginal leaders for their governance responsibilities arising out of the establishment of

the aboriginal authorities under the Community Services Interim Authorities Act.

Enrollment will be limited to 15 participants, with two facilitators providing individual and group instruction. Each participant will work on building their capacity to develop strategic, operational, and policy development plans that are specific to their community. Learning will be encouraged through an informal atmosphere. An opening ceremony will be held on the first morning of the training and a celebration feast will be organized to honour the

contributions of everyone in the training.

Before the program begins, each participant will be mailed a needs assessment questionnaire and a package of materials that will facilitate their learning in the classroom. Instructors will use the information from the questionnaires to customize the training sessions. Two half-hour coaching sessions will be offered to participants after they return to their communities to support them in implementing their plans.

Date(s): September 15-19, 2003

Fee: \$1,500 (includes materials, evening session, celebration feast, and coaching but not meals and accommodation)

Instructor(s): Buckland, Dixon, Noble

Please call the Registration Office at 604.528.5590 for an information and registration package.

Rejuvenation, Innovation and Transformation: A Professional Development Retreat

Co-sponsored by Hollyhock and the Centre for Leadership and Community Learning

Come to Hollyhock this spring, when fresh winds and bright skies evoke all the possibilities of transformation. Rejuvenate the spirit of your professional work in a community of peers and friends. Learn leading-edge approaches from a multidisciplinary group of innovative practitioners. Relax on the beach, wander the pine groves, savor gourmet food after a massage. Enjoy.



Themes and Presenters:

Coaching	Juliet Austin
Embodied Metaphors	Cheryl Bell-Gadsby
Art Therapy	Monica Franz
Creative Writing and Poetry	Ross Laird
Body-centered Psychotherapy	Barbara Picton

Date(s): May 9 – 13, 2004

Fee: \$725

For more information, contact Cheryl Bell-Gadsby at 604.528.5626 or cgadsby@jibc.bc.ca.

Understanding Shaken Baby Syndrome (#EP276)

Shaken Baby Syndrome (SBS) is a very specific and serious form of child abuse, primarily involving infants and toddlers. This one-day workshop for child abuse investigators, child protection workers, victim service workers, and Crown counsel will present the latest information on the nature and dynamics of SBS and the techniques used in joint investigations. Content will cover the particular constellation of injuries that define SBS, define the medical terminology used to describe the injuries, and discuss the process of determining whether SBS has occurred and the process of setting up and maintaining a joint investigation. Co-sponsored with the Police Academy.

Date(s): October 7, 2003
Time: 8:30 a.m. – 4:30 p.m.
Fee: \$55
Instructor(s): Craig Smith

Investigating Shaken Baby Syndrome (#EP277)

This one-day course builds on the introductory Understanding Shaken Baby Syndrome and will provide experienced child abuse investigators, child protection workers, and Crown counsel with a more thorough understanding of how to effectively conduct a Shaken Baby Syndrome investigation. Content will review the constellation of injuries resulting from Shaken Baby Syndrome, discuss the steps involved in conducting a multi-disciplinary child abuse investigation, model techniques for interviewing witnesses and suspects, and examine the features of a thorough crime scene examination. Co-sponsored with the Police Academy.

Date(s): October 8, 2003
Time: 8:30 a.m. – 4:00 p.m.
Fee: \$65
Instructor(s): Craig Smith

Craig Smith is a consultant on Shaken Baby Syndrome investigations with the National Centre on Shaken Baby Syndrome, and gives regular presentations on this topic. He recently retired from the RCMP after a 27-year career that included 17 years of dealing primarily with homicide and child sexual abuse cases.

**To register for these special events and workshops,
 follow our normal registration procedures as described on page 51.**

Master and Bachelor Degrees in Public Safety and Leadership

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

Bachelor of General Studies in Justice and Public Safety Leadership

The Bachelor's degree, offered in partnership with Simon Fraser University (SFU), is part of an integrated studies program that is ideal for professionals in the justice, public safety, and human services sectors. This part-time, three-year program enables participants to work full time while studying liberal arts and business courses focusing on leadership development. The program is primarily classroom-based and is offered at the JIBC's New Westminster campus.

For more information

Karen White, Program Coordinator
604.528.5569 or kwhite@jibc.bc.ca

Tiffany Cooper, Program Assistant
604.528.5539 or tcooper@jibc.bc.ca

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 JIBC campus in New Westminster. 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.

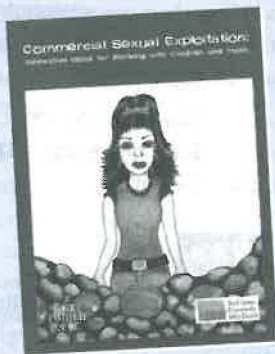
For more information

Karen White, Program Coordinator
604.528.5569 or kwhite@jibc.bc.ca

Erin Del Giudice, Program Assistant
604.528.5875 or edelgiudice@jibc.bc.ca

If you're in the helping professions, you'll find a certificate or course here that will enhance your skills and knowledge. Programs range from substance use and harm reduction to adventure-based learning for youth, and from alternative healing techniques to counselling survivors of abuse. Most offer the option to either complete a certificate or to take individual courses. Certificates and courses can also be customized for your agency or group. To find out more about customized training options, contact the Program Coordinator.

For customized training in the area of sexual exploitation, please contact Natalie Clark at 604.528.5627 or nclark@jibc.bc.ca.



New Downtown Victoria Campus

All Counselling and Capacity Building programs and courses are available on a contract basis at the Justice Institute of BC's Victoria Campus. Located at 910 Government Street, the Victoria Campus will be open for classes in August 2003. For more information, call Cheryl Bell-Gadsby at 604.528.5573 or e-mail: cgadsby@jibc.bc.ca.

★ ★ NEW CERTIFICATE PROGRAM ★ ★

ENHANCING FAMILY AND COMMUNITY CAPACITY CERTIFICATE

Forty years ago, most Canadian families fell into the traditional model of male wage earner and female homemaker. The reality today is much different, with only 12 percent of families fitting that model. In spite of these changes, much of the training for professionals who work with families and communities has remained the same.

The Centre for Leadership and Community Learning is excited to announce our new Enhancing Family and Community Capacity certificate program. This certificate provides professionals with the knowledge and skills they need to work with the challenges facing today's families. Our program not only reflects the current realities of families and communities but also integrates current methods of innovative teaching and learning, including online delivery.

Who should attend?

Professionals who are currently working with families and communities in a variety of settings, such as education, counselling, social work, family support, mental health, outreach, advocacy, and foster and residential care.

What participants learn

Participants will acquire practical skills for working with families and communities, including assessment, connecting across differences, developing resiliency, and building capacity. Information will be presented using various models of resiliency as a framework. Participants will also consider the impact of language as it is used in relation to families, as well as the impact of societal trends.

How the certificate and courses are offered

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

How to apply

- We recommend that you apply at least one month before the certificate begins, because:
 - It can take up to five working days to process an application.
 - Upon acceptance, we recommend registering at least 10 days before the classes begin.
- Complete the application form on page 57.
- 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 to complete the certificate

Participants must complete the courses and final assignment within two years. Full attendance is required.

Courses

Courses in this program are two days each. The recommended sequence is as follows:

- The Changing Face of the Family
- Developing Effective Relationships with Families and Communities
- Skill Building with Families: Part 1 – Parenting Capacity
- Skill Building with Families: Part II – Community Capacity
- Evidence-based Practice: What It Is and Why It Matters

The courses may also be taken individually.

Four days of electives are required to complete the certificate program.

For more information

Contact us in early 2004 for program dates or to receive a detailed brochure.

Cheryl Bell-Gadsby,
Program Coordinator
604.528.5626 or cgadsby@jibc.bc.ca
Lorian Markin, Program Assistant
604.528.5573 or lmarkin@jibc.bc.ca

COURSES FOR MENTAL HEALTH PRACTITIONERS

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): October 2-3, 2003
April 19-20, 2004
Fee: \$235
Instructor(s): J. Solanto

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

This advanced course offers an opportunity to explore the major psychiatric disorders and differential diagnoses; consider factors relating to the selection of effective treatment approaches, including medical and non-medical interventions; and examine a process for creating comprehensive treatment plans. The role of non-medical mental health professionals in the diagnostic and treatment process will be highlighted. This course is not intended to qualify individuals to use psychiatric diagnostic procedures beyond their level of professional competence. Prerequisite(s): Everything You Ever Wanted to Know about the DSM-IV-TR (#EP204) or the equivalent.

Date(s): June 7-8, 2004
Fee: \$235
Instructor(s): J. Solanto

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.

★ ★ NEW ★ ★

The Prevention of Suicide Across the Lifespan: Knowledge, Skills, and Applications to Everyday Practice (#MH005)

Suicide and suicidal behaviours are a concern for many front-line social services practitioners. This course provides a practical and comprehensive overview of suicide prevention, intervention, and postvention strategies, with an emphasis on understanding suicide across the developmental lifespan. Participants will be introduced to a range of individual, agency, and community-level interventions designed to assess and reduce risks for suicide. Topics will include individual risk assessment, crisis intervention, clinical management of the suicidal individual, postvention strategies for responding in the aftermath of a suicide, and community development approaches to prevention.

Date(s): November 3-4, 2003
April 22-23, 2004
Fee: \$235; group rate, \$210
Instructor(s): White, Vangolen

★ ★ NEW ★ ★

Introduction to Accreditation (#MH006)

The British Columbia government has announced its intention to require community authorities to complete the Council on Accreditation (COA) standards as part of their mandate. This one-day course examines accreditation and its impact on the organization. Topics include how accreditation has evolved in BC, a review of Service Standards and Generic Standards 1-11, the costs of accreditation, and pitfalls of accreditation and how to avoid them.

Date(s): November 7, 2003
Fee: \$125; group rate, \$110
Instructor(s): Hardy

★ ★ NEW ★ ★

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 or others working with girls. The course 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. Participants 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 28, 2003
Fee: \$125; group rate, \$110
Instructor(s): Friedman

★ ★ NEW ★ ★

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

This introductory course will be useful to any professional working in a mental health or school setting who wishes to develop a basic understanding of and facility with mental health diagnoses for children and youth. The course 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): December 1-2, 2003
Fee: \$235; group rate, \$210
Instructor(s): J. Solanto

★ ★ NEW ★ ★

Possibilities, Goals, and Preferred Outcomes (#MH001)

Recent research and clinical experience indicate that effective goal setting is based on client preferences and pre-existing beliefs about the nature of their problems. Collaboration with professionals who take competencies, capacities, and preferences into account, as well as deficits and barriers, is a key to success in goal setting. This workshop introduces theory and skills to match client strengths with limitations, to couple difficult histories with preferred futures, and to join mechanisms of stability with possibilities of change.

Date(s): January 30, 2004
Fee: \$125; group rate, \$110
Instructor(s): Grigg

★ ★ NEW ★ ★

Introduction to Integrated Case Management (ICM) (#MH009)

Workers in the social services sector will have found that ICM has become a popular case management tool in child welfare cases. This course will provide practitioners with an overview of the developmental and current use of ICM, and an examination of relevant literature. Participants will explore the key components of ICM, the roles played by practitioners and clients, characteristics of good collaborative practice, and barriers to collaborative practice. The course includes a role-play of ICM.

Date(s): February 9, 2004
Fee: \$125; group rate, \$110
Instructor(s): Hardy

★ ★ NEW ★ ★

Understanding Adolescent Suicide and Self-Harm (#MH004)

This course will be of particular interest to 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; review current theories of male and female adolescent development and resilience; and explore innovative, practical interventions to apply to both everyday work and crisis situations.

Date(s): May 5, 2004
Fee: \$125; group rate, \$110
Instructor(s): Bell-Gadsby, Clark

★ ★ NEW ★ ★

Resiliency Across the Life Span (#MH007)

This course will provide 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 preclude unskilled reactions to stress such as burnout, stagnation, or despair. Thus, this course also attends to the parallel process of developing and maintaining resiliency for those in the mental health care professions.

Date(s): November 6-7, 2003
Fee: \$235; group rate, \$210
Instructor(s): Franz

★ ★ NEW ★ ★

After Brain Injury: Tools for Living (#MH003)

This course will provide participants with a basic understanding of how the healthy brain works, and the changes that result from acquired brain injury (ABI). Particular emphasis will be placed on how ABI affects cognition, emotional functioning, and behaviour. Participants will gain an understanding of the complexities involved in working with individuals with ABI generally and in the context of substance use programs. Participants will practise using and teaching practical strategies to help the ABI client compensate for cognitive, emotional, and behavioural impairments.

Date(s): December 8, 2003
Fee: \$245 (includes materials); group rate, \$225
Instructor(s): Connell, Mann

★ ★ NEW ★ ★

Recovering from Trauma: Facilitating a Group Experience (#MH002)

This course will provide participants with experiential learning of a model of recovery from trauma and its application in a group setting. The curriculum was originally designed with the learning needs of persons with brain injuries in mind and is equally adaptable to general trauma populations, including addictions (model originally from this field). The Trauma Recovery Group is a curriculum-based 12-week program that empowers group members to take a proactive approach to emotional recovery following trauma. Participants will experience a trauma recovery group. Through this experience they will gain a framework for understanding the process of recovery from trauma and explore practical considerations in establishing a trauma recovery group for a variety of client populations.

Date(s): May 6-7, 2004
Fee: \$235; group rate, \$210
Instructor(s): Connell, Mann

COUNSELLING AND CAPACITY-BUILDING COURSES

These courses were 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 the order they choose. Some may also be used as electives in certificate programs.

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. Participants will gain knowledge and skills for addressing clients' shame.

Date(s): October 23-24, 2003
April 29-30, 2004
Fee: \$235
Instructor(s): Jones-Callahan

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

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

Date(s): November 17-18, 2003
Fee: \$235
Instructor(s): Ziegler

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 will be placed 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 minimize defensive reactions from individuals or the group. The course will look at how to access the most current print, video, and Web-based resources.

Date(s): November 27-28, 2003
Fee: \$235
Instructor(s): Stoll

Introduction to Professional Coaching for Counsellors and Therapists (#EP599)

Life coaching, sometimes called personal coaching, is one of the newest and fastest-growing professions today. Helping professionals are rapidly entering this exciting new profession as it provides many benefits, including the opportunity to work with healthier clients, utilize therapy skills within a new and positive framework, work from home, and travel while keeping in touch with clients. In this course, participants will learn key distinctions between coaching and therapy, coaching skills, niches that coaches are developing, and practical steps for developing and marketing a coaching practice.

Date(s): December 5, 2003
May 7, 2004
Fee: \$150
Instructor(s): Austin

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

This two-day 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): December 5-6, 2003
May 28-29, 2004
Fee: \$270
Instructor(s): Roberts

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 15-16, 2003
Fee: \$235
Instructor(s): Franz

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

This two-day 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): March 29-30, 2004
Fee: \$235
Instructor(s): Clark, Bell-Gadsby

Doing Therapy Briefly: An Overview (#CFT10)

In these days of doing more with less and less, many therapists are being encouraged to use "brief therapy." Brief therapy is not simply a short form of traditional psychotherapy but is conceptually and pragmatically different. While brief therapy is not for all clients or is not a viable approach to all difficulties, it can be a vital addition to a therapist's range of knowledge and skills. This workshop introduces a therapy style that is client-centred, change-focused, and goal-driven. Presentations trace brief therapy theory and practice from Ericksonian therapy through the cybernetic revolution, and on to the present. The day includes demonstrations, experiential exercises, and examples.

Date(s): April 2, 2004
Fee: \$125
Instructor(s): Grigg

Creative Approaches to Working with Groups (#EP583)

Working with groups in a mental health or social services context is immensely rewarding and uniquely challenging, requiring of the facilitator a particular blend of professional skills and self-awareness. This workshop offers a wide spectrum of theoretical and experiential approaches to group facilitation and introduces participants to emerging models of group work that focus on collaboration, community building, and creativity. Participants also explore approaches to resolving group conflict, developing curriculum, designing group

exercises, and utilizing health and healing modalities. The emphasis will be on practice, experiment, and engagement.

Date(s): April 28, 2004
 (6:30 p.m.–9:30 p.m.) and
 April 29-30, 2004
 (9:00 a.m. – 4:30 p.m.)
Fee: \$250
Instructor(s): Laird

★ ★ NEW ★ ★

Clinical Supervision: Innovative Practices (#EP278)

Skilled clinical supervision requires clinical, professional, and legal competencies that are distinct from those required for therapy and counselling. This course is for therapists, counsellors, social workers, and other mental health care providers. It introduces participants to a range of theoretical models and innovative practices for clinical supervision. Topics include definitions and perimeters of practice, goals of supervision, requirements of a clinical supervisor, Stoltenberg's Developmental Model of Supervision, managing the pragmatic aspects and legal and ethical implications of clinical supervision, and some discussion of Council on Accreditation (COA) standards. The material will be covered through lecture, class discussion, and role-play. An extensive bibliography will be provided.

Date(s): May 17-18, 2004
Fee: \$235; group rate \$210
Instructor(s): Franz

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): May 17-20, 2004
Fee: \$460
Instructor(s): Castellanos, Gray-Smith

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. Skilfully 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): May 27-28, 2004
Fee: \$235
Instructor(s): Stoll

Becoming a More Effective Counsellor (#EP503)

In this course, participants will explore verbal and non-verbal counsellor/client communications, review a process for reflecting feelings and thoughts, discuss how to use silence effectively, consider how to minimize boundary violations, and identify specific steps to ensure that clients are learning problem-solving skills. Participants will consider 18 characteristics of effective counsellors; seek to model congruency of thoughts, feelings, and actions; and differentiate between support, counselling, and therapy. Demonstrations, video clips, and discussions will be used.

Date(s): October 30-31, 2003
Fee: \$235
Instructor(s): Stoll

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 will be placed on avoiding common pitfalls for support workers, and on supporting clients to strengthen internal responsibility for their behavioural choices.

Date(s): November 20-21, 2003
Fee: \$235
Instructor(s): 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 10-11, 2004
Fee: \$235
Instructor(s): Stoll

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 medication, including its effects, side effects, lethality, and interaction with street medications.

Date(s): November 14-15, 2003
 April 16-17, 2004
Fee: \$235
Instructor(s): Velji, Savard



COUPLE AND FAMILY THERAPY CERTIFICATE PROGRAM

This certificate program is available for delivery on a contract basis only. For further information, please contact Cheryl Bell-Gadsby, Program Coordinator, at 604.528.5626 or cgadsby@jibc.bc.ca.

The certificate 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 (#CFT141)
- Treatment Methods of Couple and Family Therapy, Level II (#CFT151)
- Couple and Family Therapy Practice Supervision (#CFT160)

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

Treatment Methods of Couple and Family Therapy, Level I (#CFT141)

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

Date(s): December 9-12, 2003
Fee: \$495
Instructor(s): Grigg

Treatment Methods of Couple and Family Therapy, Level II (#CFT151)

This course examines treatment methods for specific problems that may arise in couple and family therapy. It builds on Treatment Methods of Couple and Family Therapy, Level I, by examining how the conceptual and therapeutic skills developed in Level I can be used to understand and intervene with specific problems. Issues such as divorce, recoupling, psychiatric or physical disabilities, substance use/abuse, and violence will be examined, as well as their implications for the selected treatment methods. Contextual factors that affect families will also be addressed. Throughout the course, participants will explore the therapeutic challenge of working with these issues without defining their clients by their problems.

Date(s): May 4-7, 2004
Fee: \$495
Instructor(s): Grigg

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

SUBSTANCE USE CERTIFICATE

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 work in a range of settings. Participants come away with a clear understanding of their own values and practice framework.

How to apply

- We recommend that you apply at least one month 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 57.
- 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 and final assignment within two years. Full attendance is required.

1

Complete the prerequisite:
Understanding Substance Use (#AD400)
(see course description on page 13).

2

Complete the required courses in any order. The following sequence is recommended
(see course descriptions beginning on page 13).

- A Continuum of Care: Prevention to Harm Reduction (#AD401)
- Mental Health Issues and Substance Use (#AD402)
- 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)

3

Complete two days of electives selected from any Centre for Leadership and Community Learning courses.

4

Complete the final assignment within six months of completing the final course.

For more information

Cheryl Bell-Gadsby,
Program Coordinator
604.528.5626 or cgadsby@jibc.bc.ca
Lorian Markin, Program Assistant
604.528.5573 or lmarkin@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 covers current topics, theories, and models of substance use, including the bio-psycho-social-spiritual model and the harm-reduction approach; continuum of substance use; impact on the individual, family, and community; identification of barriers to accessing help; and ethical issues and challenges. This course is a prerequisite for all courses in the Substance Use Certificate.

Date(s): October 6-7, 2003
February 9-10, 2004
Fee: \$245 (includes materials)
Instructor(s): Harris, Saville

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

This course covers such topics as 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 22-23, 2003
February 26-27, 2004
Fee: \$245 (includes materials)
Instructor(s): Saville, TBA

Mental Health Issues and Substance Use (#AD402)

This course covers theories of why issues of substance use and mental health conditions occur with a high percentage of clients, the identification of substance use and mental health concerns (issues of assessment and dual diagnosis), familiarization with DSM-IV TR 2000, and treatment options and resources. Prerequisite(s): Understanding Substance Use (#AD400).

Date(s): November 19-20, 2003
March 29-30, 2004
Fee: \$245 (includes materials)
Instructor(s): Harris

Assessment Practices (#AD403)

This course covers values clarification, identification of helper characteristics, assessment methods and instruments, Transtheoretical Model of Change, motivational interviewing, and treatment planning. Prerequisite(s): Understanding Substance Use (#AD400).

Date(s): November 3-4, 2003
March 8-9, 2004
Fee: \$245 (includes materials)
Instructor(s): Axsen

Case Planning (#AD404)

This course covers treatment planning as it relates to integrated case management, a multidisciplinary approach to integrated case management practice that includes a review of the current Ministry of Children and Family Development integrated case practice model, ethical and confidentiality issues, and current practices in documentation/record keeping. Prerequisite(s): Understanding Substance Use (#AD400).

Date(s): December 15, 2003
May 17, 2004
Fee: \$125 (includes materials)
Instructor(s): Amos

Interconnected Risk (#AD405)

This course covers social determinants of health; interconnected risks such as substance use and violence, trauma, sexuality, mental health, marginalization, and poverty; building your own model/approach; multi-diagnosis; integrated care planning; and safety strategies and complementary treatment approaches. Prerequisite(s): Understanding Substance Use (#AD400).

Date(s): December 1-2, 2003
April 19-20, 2004
Fee: \$245 (includes materials)
Instructor(s): Saville

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

This course provides an overview of current knowledge about Fetal Alcohol Spectrum Disorder, a non-diagnostic term that describes a range of birth defects and developmental disabilities associated with maternal alcohol use during pregnancy. Topics include diagnostic definitions, screening tools, models of prevention through working with women, and models of intervention with those affected and their support systems. A wide range of resources will be introduced that will support further study and application of relevant strategies, and link work on FASD to key concepts raised in other courses. Prerequisite(s): Understanding Substance Use (#AD400).

Date(s): December 16, 2003
May 18, 2004
Fee: \$125 (includes materials)
Instructor(s): Poole

Community Voices/Contemporary Issues (#AD407)

This course covers topics such as 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 5, 2003
March 10, 2004
Fee: \$125 (includes materials)
Instructor(s): Saville, panel

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

This course explores the international drug policy reform movement, looking at both the "War on Drugs" and the European movement towards more balanced drug policies. The course also covers the role of the police and treatment providers in a cooperative "four-pillars" approach, the research on supervised injection sites and the prescribing of heroin, and a public health approach to drug abuse. Prerequisite(s): Understanding Substance Use (#AD400).

Date(s): November 21, 2003
March 31, 2004
Fee: \$125 (includes materials)
Instructor(s): Haden, Maxwell

Advanced Motivational Interviewing (#AD204)

Motivational interviewing is a system of techniques to assist clients in building motivation to change behaviours, strengthen the commitment to make changes, and maintain changes once they are made. Participants will develop a more comprehensive understanding of how people change, using the Transtheoretical Model of Change, and will learn specific strategies for working with clients at each level of readiness to change. The course material will focus on working with substance use issues through use of Decisional Balance Grids, and will address issues around working with resistance and ambivalence. Note: Participants will benefit from having previous exposure to an introductory level of Motivational Interviewing, such as that offered in the Assessment Practices (#AD403).

Date(s): December 3-4, 2003
May 6-7, 2004
Fee: \$245
Instructor(s): Axsen

ELECTIVES

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.

★ ★ NEW ★ ★

Substance Use and the Trauma
Survivor: Fighting the Two-Headed
Dragon (#AD214)

This course is for counsellors who work in the trauma field and who would like to increase their knowledge of substance use. It presents various therapeutic models, treatment techniques, and orientations that best support the process of healing trauma while managing addictive or harmful substance use and behaviours. Group discussions and case scenarios will provide participants with an understanding of the challenge of working effectively with the two issues concurrently.

Date(s): October 16-17, 2003
June 3-4, 2004
Fee: \$235; group rate, \$210
Instructor(s): Chivers

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

For a course description, see page 12.

Date(s): November 14-15, 2003
April 16-17, 2004
Fee: \$235
Instructor(s): Velji, Savard

★ ★ NEW ★ ★

What's Identity Got to Do with It:
Addressing Sexual Orientation and
Gender Identity with the Substance-
Using Client (#AD215)

This course examines issues of sexual orientation and gender identity and how they relate to community disconnection and substance use. It addresses the importance of using gender-neutral language, and understanding homophobia and heterosexism and how they affect clients' perceptions of counsellor attitudes. Participants will gain skills for conducting appropriate assessment and treatment planning and for supporting clients' coming out process. Lists of community and literature resources will be provided.

Date(s): December 11-12, 2003
Fee: \$235; group rate, \$210
Instructor(s): Chivers

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; and potential benefits and contraindications of art therapy in general and specific media: techniques, interventions, and directives in particular. No art-making experience is required.

Date(s): March 8-9, 2004
Fee: \$250 (includes materials)
Instructor(s): Franz

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

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): May 4-5, 2004
Fee: \$235
Instructor(s): Snowden, Crabtree

Integrating Treatment on Substance
Use and Trauma – Promising Practices
(#AD216)

This course provides an overview of current knowledge about the links between experience of violence, trauma, and abuse and substance use. Principles and promising practices arising from group programming designed for women facing both trauma and substance use problems will be offered. Resources will be introduced that will support further study and application of relevant strategies, and link work on abuse/violence/trauma issues to key concepts raised in other courses.

Date(s): May 19, 2004
Fee: \$125
Instructor(s): Poole

Complementary healing practices, from ancient Chinese medicine and acupressure techniques to art and play therapy, can provide valuable tools for addressing client needs. The Integrative Healing Certificate and courses, and the Art and Play Therapy Series, were developed and continue to evolve in response to requests from workers in "mainstream" agencies as well as counsellors in private practice.

INTEGRATIVE HEALING CERTIFICATE

Who should attend

Mental health practitioners, counsellors, social workers, and other health practitioners.

What participants learn

This exciting program presents a variety of theoretical models used in multi-dimensional healing approaches and examines an ethical and comprehensive framework for integrating these approaches into practice. Learning takes place through lecture, demonstration, discussion, panel presentation, and skill-building exercises.

How the certificate and courses are offered

Courses may be taken individually or as part of the certificate, except for Integrative Healing Clinical Practice Consultation (#IHC009), which is open to certificate students only.

How to apply

- We recommend that you apply at least one month 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 57.
- 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

Participants must complete courses and the final assignment within two years. Full attendance is required.

1

Complete the required courses in any order. The following sequence is recommended (see course descriptions beginning on page 16).

- Integrating Relaxation Techniques and Guided Imagery into a Healing Practice (#IHC001)
- Wisdom in the Wound: An Integrative Approach to Trauma (#IHC002)
- Healing and the Human Energy Field (#IHC003)
- Integrating Energetic Bodywork into the Counselling Process (#IHC004)
- Homeopathy and Principles of Healing (#IHC005)
- Touch the Spirit: Chinese Medicine and Acupressure (#IHC006)
- Ethical Issues for Integrative Healing Practitioners (#IHC007)
- Integration of Spirituality and Counselling (#IHC008)
- Integrative Healing Clinical Practice Consultation (#IHC009)

2

Complete the final assignment within six months of completing the final required course.

For more information

Cheryl Bell-Gadsby,
Program Coordinator
604.528.5626 or cgadsby@jibc.bc.ca
Lorian Markin, Program Assistant
604.528.5573 or lmarkin@jibc.bc.ca

COURSES

Integrating Relaxation Techniques and Guided Imagery into a Healing Practice (#IHC001)

This how-to course is designed to assist practitioners in utilizing body/mind integrative approaches in their work with clients. Participants will learn how to incorporate effective body/mind approaches into a client's treatment plan, and how to describe a rationale for using these methods to clients and fellow professionals. Participants will also learn how to use these approaches for self-care. Techniques discussed include focused breathing, body scans, progressive relaxation, centring, meditation, and guided imagery. The format consists of lecture, discussion, demonstration, and skill practice.

Date(s): October 20-21, 2003
Fee: \$245 (includes materials)
Instructor(s): J. Solanto, L. Solanto

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 using strategies for grounding, centring, and boundaries; and developing a professional network for dealing with clients' dissociation and feelings of being overwhelmed.

Date(s): December 11-12, 2003
Fee: \$280 (includes materials)
Instructor(s): Laird

Healing and the Human Energy Field (#IHC003)

This two-day course is designed to introduce participants to the human energy field, chakras, and specific energy-based self-care and healing techniques. The focus will be on how human energy field awareness can promote well-being.

assist in the management of a wide variety of symptoms, and complement traditional systems of care. This knowledge can be used by those working with adults or children.

Date(s): February 16-17, 2004
Fee: \$245 (includes materials)
Instructor(s): Jennings

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 reconnect with internal resources and shift the client's internal frame of reference to a healthier, more proactive stance; explore a framework that integrates healing touch, hypnosis, guided imagery, and other counselling skills; and examine legal and ethical issues related to touch therapy.

Date(s): March 22-23, 2004
Fee: \$245 (includes materials)
Instructor(s): Bell-Gadsby

Homeopathy and Principles of Healing (#IHC005)

This course introduces homeopathy as a healing system, along with homeopathic principles of healing. These principles can be applied to other healing disciplines. Participants will learn to recognize a healing response to intervention and when not to intervene. They will also learn when someone is deteriorating from an energetic perspective. Homeopathic emergency remedies will be taught. Constitutional types and their psychology and physiology will be introduced.

Date(s): April 15-16, 2004
Fee: \$245 (includes materials)
Instructor(s): Hillen

Touch the Spirit: Chinese Medicine and Acupressure (#IHC006)

Touch therapy is one of the oldest forms of traditional Chinese healing. This course introduces some general principles of Chinese medicine and explores their integration into other healing modalities. Foundations of Chinese medicine such as Yin-Yang theory, Qi (life force energy), and Shen (spirit) and their roles in health will be explored theoretically and experientially. Participants will also learn:

- a gentle, supportive, and respectful approach to using touch in therapy
- basic skills in the use of acupressure techniques and points for balancing energy to incorporate into other therapeutic approaches techniques for balancing and strengthening their own energy system through breath and movement

Date(s): April 29-30, 2004
Fee: \$245 (includes materials)
Instructor(s): Thomas

Ethical Issues for Integrative Healing Practitioners (#IHC007)

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

Date(s): June 3-4, 2004
Fee: \$245 (includes materials)
Instructor(s): Bixler

Integration of Spirituality and Counselling (#IHC008)

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

Date(s): June 28-29, 2004
Fee: \$245 (includes materials)
Instructor(s): Nestman

Integrative Healing Clinical Practice Consultation (#IHC009)

This clinical practice consultation is open to participants who have completed all of the required courses in the certificate program. The consultation will be divided into two components. Day 1 will be offered at the halfway point of the program and the final day (after completion of all required courses) will include case presentations. The focus is for participants to evaluate and integrate the concepts and skills presented throughout the certificate program. On Day 2, participants will present cases (audio and/or video segments of their work with clients) for exploration and feedback in a small-group setting. Participation in this consultation group is required for candidates to receive the certificate of achievement.

Date(s): TBA
Fee: \$115
Instructor(s): Bell-Gadsby

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 (#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 workshop 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): November 24-25, 2003
July 13-14, 2004
Fee: \$245 (includes materials)
Instructor(s): Dhaese

Child-Centred Play Therapy (#CY104A)

This course is for practitioners who use play and various expressive therapies in their work with children. The course includes guiding principles of child-centred play therapy, the intake process, setting up a playroom, how to structure the session, when to lead and when to follow, and permissiveness and limits. These issues will be illustrated by a videotape of excerpts from sessions and practised through role-plays. 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): November 26-27, 2003
April 26-27, 2004
July 15-16, 2004
Fee: \$245 (includes materials)
Instructor(s): 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 (#CY104) or Child-Centred Play Therapy (#CY104A).

Date(s): April 28-29, 2004
Fee: \$280 (includes materials)
Instructor(s): Dhaese

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

For a course description, see page 10.

Date(s): December 15-16, 2003
Fee: \$235
Instructor(s): Franz

★ ★ NEW ★ ★

The Holistic Journal: A Therapeutic Tool for Treating Stress and Trauma (#HNC017)

This course explores the use of journaling as an effective and powerful therapeutic tool for the treatment of stress and trauma. The journal can be used as a self-care tool and/or as a clinical tool in your work with others. During this course, various journaling techniques will be introduced and the theory related to the healing properties of journaling will be explored. The course is designed to be informative, experiential, and inspiring.

Date(s): March 26, 2004
Fee: \$125; group rate, \$110
Instructor(s): Monk

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.

The Centre for Leadership and Community Learning is a leader in providing trauma and abuse training for workers from across BC and 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.

Who should attend

Front-line professionals and para-professionals who work with children and adolescents who have experienced child abuse and neglect.

What participants learn

The program will provide participants with a comprehensive theoretical framework for understanding child abuse and neglect, and will emphasize practical skill development within the context of the new vision of service delivery and strategic shifts being implemented by the government of British Columbia.

How to apply

- We recommend that you apply at least one month 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 minimum of six months of work or volunteer experience with children and families is required.
- Complete the application form on page 57.
- Include your resume with your application form.
- Students will be required to reapply if courses are not taken within one year of being accepted 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 to complete the certificate

The courses and final assignment must be completed within two years. Full attendance is required.

1

Complete the required courses (see course descriptions beginning on page 19).

It is recommended that they be taken in the following order:

- 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)

2

Complete the final assignment. This assignment will be given to students during one of the required courses.

For more information

Natalie Clark, Program Coordinator
604.528.5627 or nclark@jibc.bc.ca

Lorian Markin, Program Assistant
604.528.5573 or lmarkin@jibc.bc.ca

COURSES

These courses can be taken individually or as part of the Child Abuse and Neglect Support Worker Certificate.

Understanding and Preventing Child Abuse and Neglect (#EP260)

Participants will be introduced to all aspects of child abuse and neglect, including the history, legal definitions, contributing factors, indicators, and impact of abuse/neglect on children. Participants will also examine relevant sections of the Child, Family and Community Service (CF&CS) Act and understand current systemic responses to child maltreatment. Participants will also learn to recognize cultural differences regarding norms, values, and traditions.

Dates(s): November 26-28, 2003
Fee: \$280 (includes materials)
Instructor(s): Castellanos, Douglas

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

This course builds on the foundation created in Understanding and Preventing Child Abuse and Neglect (#EP260). It will help participants understand normal child development, the impact of child abuse and neglect on that development, the key concepts of trauma and attachment, and the key factors in promoting resiliency in children and adolescents.

Date(s): December 8-10, 2003
Fee: \$280 (includes materials)
Instructor(s): Chapman

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

This course defines the role of a support worker within an integrated Ministry of Children and Family Development context. Participants will assess their current skill levels and learn and practise new competency skills needed to protect children, prevent child abuse and neglect, and support child and family development. Prerequisite(s): The Impact of Child Abuse and Neglect: Child Development and Resiliency (#EP261).

Date(s): May 13-15, 2004

Fee: \$280 (includes materials)

Instructor(s): Luxemburg-Hyam

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

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

Date(s): June 14-15, 2004

Fee: \$245 (includes materials)

Instructor(s): Luxemburg-Hyam

**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 first 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 one month 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 57.
- 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.

1

Complete the prerequisite, **Introduction to Trauma and Post-Traumatic Stress Reactions (#EP251)**

(see course description on page 21).

2

Complete the required courses in any order (see course descriptions beginning on page 21).

It is preferred that students take them in order, if possible.

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

3

Complete two days of electives in an area of trauma study relevant to your clinical practice.

For more information

Natalie Clark, Program Coordinator
604.528.5627 or nclark@jibc.bc.ca

Lorian Markin, Program Assistant
604.528.5573 or lmarkin@jibc.bc.ca

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).

Trauma Assessment and Treatment Planning (#TS210)

This course lays out the basic theory, assessment tools, and treatment planning skills necessary to find a path through the complex issues facing trauma survivors. Current theories will be presented, including an understanding of the socio-political dimensions of trauma. An integrated model for treatment will be presented, as well as comprehensive exploration of assessment and treatment planning requirements. A broad range of objective and subjective assessment approaches will be discussed and practised. Case studies will be 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): November 19-22, 2003
Fee: \$550 (includes materials)
Instructor(s): Ziegler, J. Solanto

Trauma and the Therapeutic Relationship (#TS221)

The relational injury of trauma has many implications for the therapeutic relationship, and will be examined from varied perspectives such as trauma-based conceptualizations of transference, and an exploration of the context in which the therapeutic relationship occurs. The self of the therapist is addressed through models including counter-transference and vicarious traumatization. Both theory and practical solutions will be applied 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): December 11-13, 2003
Fee: \$365 (includes materials)
Instructor(s): Ziegler

Trauma Intervention (#TS222)

Five days of practical skill building for in-session work with traumatized clients will give participants a wide range of tools applicable to diverse trauma experiences. Although this course will provide brief overviews of trauma treatment and theory, it is primarily a hands-on environment using exercises, demonstrations, and role-plays to learn and practise intervention skills. Areas covered include a wide range of 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 24-28, 2004
Fee: \$485 (includes materials)
Instructor(s): Ziegler, J. Solanto

Trauma Counselling Consultation Group (#TS223)

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

Date(s): April 21-24, 2004
Fee: \$550 (includes materials)
Instructor(s): Ziegler, J. Solanto

For additional courses in stress and trauma management, see the Critical Incident Stress Management courses on page 41.

Recovering from Trauma: Facilitating a Group Experience (#MH002)

For a course description, see page 9.

Date(s): May 6-7, 2004
Fee: \$235
Instructor(s): Connell, Mann

Substance Use and the Trauma Survivor: Fighting the Two-Headed Dragon (#AD214)

For a course description, see page 15.

Date(s): October 16-17, 2003
 June 3-4, 2004
Fee: \$235; group rate, \$210
Instructor(s): Chivers

Integrating Treatment on Substance Use and Trauma – Promising Practices (#AD216)

For a course description, see page 15.

Date(s): May 19, 2004
Fee: \$125
Instructor(s): Poole

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. The course focuses on the basics of the trauma experience, incorporating the rich dialogue offered by this diversity of participants. All aspects of trauma and its consequences will be addressed, including critical incidents and the acute and long-term impacts of trauma. Interventions for recovery at all levels will be reviewed.

Date(s): October 29-30, 2003
 February 2-3, 2004
Fee: \$245 (includes materials)
Instructor(s): J. Solanto

This course is also offered at the College of New Caledonia - Nechako Campus in Vanderhoof. To register call Debra Baher at 250.567.3200

Date(s): October 9-10, 2003
Fee: \$465 (includes materials)
Instructor(s): TBA

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

For a course description, see page 11.

Date(s): November 26-27, 2003
Fee: \$465
Instructor(s): Clark, Bell-Gadsby

This course is offered at the College of New Caledonia - Nechako Campus in Vanderhoof. To register call Debra Baher at 250.567.3200

SUPPORTING ADULT SURVIVORS CERTIFICATE

Supporting Adult Survivors Certificate (#CSA134A)

Date(s): October 22-24 and
November 17-19, 2003
Fee: \$605
Instructor(s): Whiteford, Trotter

Who should attend

Front-line staff and others who work in a support capacity with adults who were sexually abused in childhood.

What participants learn

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.

How to apply

- We recommend that you apply at least one month 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.
- To enter the program, applicants must be currently working or volunteering with adults in a supportive capacity.
- Complete the application form on page 57.
- 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

1

Attend all sessions.

2

Complete the final assignment within six months of the last day of the program.

For more information

Natalie Clark, Program Coordinator
604.528.5627 or nclark@jibc.bc.ca

Lorian Markin, Program Assistant
604.528.5573 or lmarkin@jibc.bc.ca

SUPPORTING CHILD, ADOLESCENT, AND ADULT SURVIVORS CERTIFICATE

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. 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.

For more information

Natalie Clark, Program Coordinator
604.528.5627 or nclark@jibc.bc.ca

Lorian Markin, Program Assistant
604.528.5573 or lmarkin@jibc.bc.ca

CHILD SEXUAL ABUSE INTERVENTION CERTIFICATE FOR PRACTITIONERS

Child Sexual Abuse Intervention Certificate for Practitioners (#CSA204)

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 one month 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 57.
- 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.

1

Complete the Integrated Core Module (see course description on page 23).

2

Choose either the child and adolescent stream or the adult stream (see course descriptions beginning on page 23).

3

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

For more information

Natalie Clark, Program Coordinator
604.528.5627 or nclark@jibc.bc.ca

Cheryl Bell-Gadsby,
Program Coordinator
604.528.5626 or cgadsby@jibc.bc.ca

Lorian Markin, Program Assistant
604.528.5573 or lmarkin@jibc.bc.ca

Date(s): Integrated Core Module –
March 1-5, 2004
Child and Youth Stream and
Adult Survivor Stream –
June 7-11, 2004
Fee: \$600

Integrated Core Module (5 days) **(#CSA204)**

Date(s): March 1-5, 2004
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): 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): 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): Whiteford, Ziegler

Day 4: Assessment and Treatment: An Overview

Effective intervention requires an ability to assess and conceptualize treatment, and to

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

Instructor(s): Shatzky, 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 understanding of the complex feelings, thoughts, and defences victims bring to the therapy setting can lead to successful treatment outcomes.

Instructor(s): Ziegler

Child and Youth Stream (#CSA206)

Date(s): June 7-11, 2004
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 gain both a theoretical understanding of dissociation, memory, and development and practical skills for recognizing and treating dissociation in children and youth.

Instructor(s): 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. It considers the clinician's role in providing "non-contaminating" support to the child or adolescent through the court process.

Instructor(s): 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): Shatzky

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): Shatzky

Adult Survivor Stream (#CSA207)

Date(s): June 7-11, 2004
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 will help clinicians understand the legal system, legal precedents, and consequential implications for clinical intervention and case management.

Instructor(s): 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): 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): 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): McEvoy



WORKING WITH CHILDREN, YOUTH, AND FAMILIES CERTIFICATE

Working with Children, Youth, and Families 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 Children, Youth, and Families 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 one month 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 57.
- 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.

Date(s): Part One – February 16-20, 2004

Part Two – March 1-5, 2004

Part Three – March 22-26, 2004

Part Four – April 19-23, 2004

Fee: \$1,735 (includes materials)

Instructor(s): Hardy, Joy, Verkerk

For more information

Natalie Clark, Program Coordinator
604.528.5627 or nclark@jibc.bc.ca

Lorian Markin, Program Assistant
604.528.5573 or lmarkin@jibc.bc.ca

Part One

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.

Part Two

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 resilience 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.

Part Three

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.

Part Four

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.

ADVENTURE-BASED LEARNING CERTIFICATE

Adventure-Based Learning Certificate (#CY220)

This program is the first comprehensive training program in adventure-based learning in Western Canada. This model has long been established in the US and parts of eastern Canada. There are few well-trained program facilitators in this region, and the Justice Institute of BC is proud to be at the forefront of developing a core of such leaders. Our instructors bring a rich background of diversity in programs such as Project Adventure, Outward Bound, and numerous private and public sector trainings.

Who should attend

Professionals who support children, youth, and families in a variety of community settings, such as outdoor programming, recreation, education, community safety, corrections, residential treatment, and outreach.

What participants learn

This program will provide an essential foundation in adventure-based learning program design, activity selection, group leadership, and debriefing techniques to provide participants with practical applications to apply their knowledge and experience to recreational, educational, and therapeutic settings. Emphasis will be placed on the ethical considerations of offering services and functioning only within one's area of expertise and competence. This program is not designed to focus on "hard skills" and certification in areas such as rock climbing, wilderness guide, kayaking instruction, and so on, which need to be pursued separately and in accordance with current professional standards.

How to apply

- We recommend that you apply at least one month 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 8 and 19.
- Complete the application form on page 57.
- 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 the certificate is offered

Courses are only open to certificate students and may not be taken on an individual basis. This is a largely experiential program and some components may be offered off site to take advantage of specialized facilities. There may be some additional costs related to basic personal equipment and travel in these instances. This program can be customized for your organization, agency, or group.



How to complete the certificate

Complete all courses in the program in the following order with the same group of participants (see course descriptions beginning on page 26):

- **Course 1:** Theories and Foundations of Adventure-Based Learning
- **Course 2:** Experiential Components of Adventure-Based Learning
- **Course 3:** Facilitation in Adventure-Based Learning – Level I
- **Course 4:** Facilitation in Adventure-Based Learning – Level II
- **Course 5:** Educational Applications of Adventure-Based Learning
- **Course 6:** Therapeutic Applications of Adventure-Based Learning
- **Course 7:** Designing Adventure-Based Learning Activities
- **Course 8:** Facilitation in Adventure-Based Learning – Level III
- **Course 9:** Final Adventure-Based Learning Practicum

Date(s): Course 1 – January 16-17, 2004

Course 2 – January 29-31

Course 3 – February 13-14

Course 4 – February 27-28

Course 5 – March 12-13

Course 6 – April 2-3

Course 7 – April 16-17

Course 8 – April 30 – May 1

Course 9 – May 13-15

Fee: \$2,500 (includes materials and textbook)

Instructor(s): Bucknell, Mckenzie, Moore

For more information

Natalie Clark, Program Coordinator
604.528.5627 or nclark@jibc.bc.ca

Lorian Markin, Program Assistant
604.528.5573 or lmarkin@jibc.bc.ca

Course 1: Theories and Foundations of Adventure-Based Learning

This 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. In this largely experiential course, 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.

Course 2: Experiential Components of Adventure-Based Learning

Participants will experience a wide array of structured activities and will relate them to the various stages of group formation. These activities will include group-building games, cooperative initiative tasks, and trust-building exercises. Participants will learn how to ensure physical and psychological safety during such activities.

Course 3: Facilitation in Adventure-Based Learning – Level I

This course provides an introduction to the techniques of facilitation often referred to as “processing,” “reviewing,” or “debriefing” the experience. Participants will come to appreciate the benefits of enriching the experience of their group members by effectively directing discussion following an activity. Techniques for facilitation in both structured and fluid settings will be demonstrated.

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

In this course, participants will review advanced facilitation techniques, beginning with conducting a thorough needs assessment of a group and individual members. Processing and debriefing techniques will emphasize the use of briefing, frontloading, storylines, metaphor, and active reviewing to enrich and solidify the learning experience.

Course 5: Educational Applications of Adventure-Based Learning

This course reviews the wide array of applications of adventure-based learning in a school setting. Special emphasis is placed on methods for increasing learner participation and motivation, for creating a positive and safe learning environment, and for addressing challenging group issues as they emerge in educational settings. Integration of adventure-based learning principles into educational programs for special school populations will also be discussed.

Course 6: Therapeutic Applications of Adventure-Based Learning

This course will review the history of using adventure-based learning (ABL) to achieve therapeutic goals in a wide variety of settings. The common theoretical bases of ABL and several widely accepted therapeutic models will be described. The use of diagnostic and assessment strategies and program/treatment planning in keeping with therapeutic goals will be discussed. Particular emphasis will be placed on facilitating structured experiences for youth at-risk in order to overcome tendencies towards resistance, acting out, and dropping out. Program variations for use with different populations, such as substance misusers, violent offenders, and so on, will be reviewed. Finally, literature and research reviews that address program effectiveness will be examined.

Course 7: Designing Adventure-Based Learning Activities

This course will help participants consider the essential elements that constitute a well-designed activity and program. Participants, with the support of their peers and the instructors, will begin to design the activities and facilitation strategies to be utilized in Course 8: Facilitation in Adventure-Based Learning – Level III.

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

This course is a practicum in facilitation. Participants will design, conduct, and facilitate a variety of adventure-based learning activities in a format that allows for practice and feedback. This is an opportunity for the group members to demonstrate their knowledge and skills and to receive feedback from their peers and the instructors. A self-assessment will help each person identify areas of strength and areas that require continued learning.

Course 9: Final Adventure-Based Learning Practicum

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

COURSES IN WORKING WITH YOUTH

Making Connections: Working through Conflict with Youth Series

This series was designed to enhance the skills of those already working with youth. There is no application process; participants may register for individual courses or for the full series.

Making Connections: An Introduction to Effective Conflict Resolution Skills for Working with Youth (#CY185)

This course introduces effective conflict resolution skills. Participants will increase their awareness of their own beliefs about conflict and the impact of these beliefs on their actions; assess their conflict resolution skills; identify and practise non-coercive collaborative processes for resolving youth-related conflicts; and develop key skills such as assertive expression, non-defensive listening, and self-management.

Date(s): November 6-7, 2003
April 5-6, 2004
Fee: \$245 (includes materials)
Instructor(s): Saville

Making Connections: Managing Emotional and Aggressive Situations with Youth (#CY186)

Participants will examine their own responses to highly emotional and aggressive behaviours in youth, strengthen their skill level in managing these behaviours, explore and practise a range of defusing and limit-setting strategies for responding to youth in crisis, and practise strategies for coaching youth to manage their own behaviours.

Date(s): November 24-25, 2003
May 3-4, 2004
Fee: \$245 (includes materials)
Instructor(s): Govorchin

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

For a course description, see page 10.

Date(s): December 5-6, 2003
May 28-29, 2004
Fee: \$270
Instructor(s): Roberts

★ ★ ADVANCED ★ ★

Making Connections: Third-Party Facilitation when Working with Youth (#CY187)

Participants will examine options for facilitating as a third party in situations of conflict with youth; practise strategies for successful arbitration, conciliation, and mediation; develop skills to facilitate communication; examine their role as third-party facilitator; develop skills to manage the emotional climate and ensure safety for youth during interventions; and practise process and communication skills to guide youth in conflict through a simulated mediation process. Enrollment is limited to no more than 12 participants to ensure ample opportunity for individual instructor attention.

Date(s): June 14-15, 2004
Fee: \$275 (includes materials)
Instructor(s): Govorchin



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, Coordinator Organizational Learning at 604.528.5623, or 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 Basic Supervisory Program courses.

Students who are currently registered for the Basic Supervisory Certificate should contact the Program Coordinator with any questions they may have regarding the new certificate program.

Earn transfer credit to B.C.I.T Management Certificate Programs.

Our Foundations of Effective Management certificate has a transfer credit agreement in place with B.C.I.T. See our website at www.jibc.bc.ca/clcl for details.

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 one month 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 57.
- Once your application has been approved, please register directly with the Registration Office at 604.528.5590.
- There is a \$25 nonrefundable application fee

How the certificate and courses are offered

Courses may be taken as part of the certificate or on an individual basis. All courses can be customized for your organization, agency, or group.

How to complete the certificate

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

1

The following core courses in the certificate program have been developed sequentially and must be completed in the following order (see course descriptions beginning on page 29).

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

2

Complete four days of electives from the Professional Development Series (see course descriptions beginning on page 32).

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 1 (#FMGMT100)

In today's environment, success depends on leadership skills at all levels of an organization. This three-day course is for current or future supervisors and managers. Content includes supervisor and manager roles and responsibilities, understanding the dynamics of leadership styles, enhancing employee development and motivation, and communication skills and their impact on the supervisory/management role. The course will focus on developing practical skills as well as an understanding of relevant theory.

Date(s): October 29-31, 2003
November 17-19, 2003 (Victoria)
May 17-19, 2004
Fee: \$370 (includes materials); \$415 (Victoria)
Instructor(s): Buchanan

Foundations of Effective Management 2 (#FMGMT200)

Supervisors and managers are asked to deal with conflict and decision making on a daily basis. Unresolved conflict can lead to employee dissatisfaction, lower productivity and motivation, and poor team morale. This two-day course will have participants identify their personal style of dealing with conflict, understand the causes and patterns of conflict in their organization, and develop the skills necessary to make decisions, engage in problem solving, and lead effective teams. Prerequisite(s): Foundations of Effective Management 1 (#FMGMT100).

Date(s): November 26-27, 2003
December 11-12, 2003 (Victoria)
June 28-29, 2004
Fee: \$250 (includes materials); \$295 (Victoria)
Instructor(s): Buchanan

Foundations of Effective Management 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): October 20-24, 2003
Fee: \$620 (includes materials)
Instructor(s): Buchanan

Foundations of Effective Management 3 (#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 will focus on specific guidelines and techniques to help meet the challenge of ineffective performance. Practical exercises and case studies will be used. Prerequisite(s): Foundations of Effective Management 1 and 2 (#FMGMT100 and 200 or 250).

Date(s): February 9-10, 2004
February 23-24, 2004 (Victoria)
Fee: \$250 (includes materials); \$295 (Victoria)
Instructor(s): Case, Galaczy

Foundations of Effective Management 4 (#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): March 1-3, 2004
March 24-26, 2004 (Victoria)
Fee: \$370 (includes materials); \$415 (Victoria)
Instructor(s): Galaczy

Foundations of Effective Management 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): February 2-6, 2004
Fee: \$620 (includes materials)
Instructor(s): Case, 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

★ ★ FINAL OPPORTUNITY ★ ★

The Management Development for Residential Settings Certificate Program will end in its current format by July 2004. All certificate students currently enrolled in the program have the opportunity to complete the certificate during the next year. Our new certificate program will be launched in September 2004. Students who have not completed all of the current requirements will be able to transfer into the new program. Additional courses may be required to meet the new certificate standards.



MANAGEMENT DEVELOPMENT FOR RESIDENTIAL SETTINGS CERTIFICATE

Accreditation, community governance, individualized funding, and the restructuring of residential services all require managers and supervisors to understand their role in supporting staff and clients through these changes. This certificate program was created in consultation with executive directors and front-line managers from the fields of both residential and vocational care.

Who should attend

Managers and supervisors in residential or vocational care settings. Four seats are open to students who are not currently in a management or supervisory role.

What participants learn

Participants will focus on practical applications that will support them in their unique role of managing in a community setting, where the emphasis must be on creating a respectful, safe, and healthy environment for clients while meeting operational challenges. Sessions will also cover the latest information regarding labour relations, human resource management, financial management, critical incident stress and community safety, leadership, and performance planning systems. This certificate will offer important opportunities to network with other community professionals.

How to apply

- We recommend that you apply at least one month 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.
- Experience in a residential or supported employment setting is required.
- Complete the application form on page 57.
- 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

Required courses are open to certificate students only. Professional Development Series courses are open to all students.

How to complete the certificate

Courses must be completed within three years. Full attendance is required.

1

Complete required courses in the following order
(see course descriptions on page 31)

- Management Development for Residential Settings, Level 1 (#MGMT214)
- Management Development for Residential Settings, Level 2 (#MGMT218)
- Management Development for Residential Settings, Level 3 (#MGMT230)
- Management Development for Residential Settings, Level 4 (#MGMT240)
- Management Development for Residential Settings, Level 5 (#MGMT250)
- Management Development for Residential Settings, Level 6 (#MGMT260)
- Management Development for Residential Settings, Level 7 (#MGMT270)
- Management Development for Residential Settings, Level 8 (#MGMT280)

2

Choose four days of electives from any of the courses in the Professional Development Series (see course descriptions beginning on page 32).

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

These courses are open only to students enrolled in the Management Development for Residential Settings Certificate.

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

This two-day course is designed to provide supervisors and managers with an understanding of their key roles and responsibilities and to improve their communication with staff.

Managers/supervisors will assess their personal styles of communication and conflict management and their impact on staff and colleagues; assess staff levels of motivation and ability; and learn how to communicate and delegate in challenging circumstances with staff who work shifts, relief, and on-call.

Date(s): September 29-30, 2003
Fee: \$245 (includes materials) + one-time application fee of \$25

Instructor(s): Govorchin

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

In this two-day course, participants will examine situational leadership theory and practise skills for managing real on-the-job performance problems. Topics include: developing outcome-based performance goals and objectives with staff, writing performance standards, conducting effective performance reviews, and developing action plans for staff development. There will be opportunities to assess personal leadership styles and how to correctly assess the motivation and competency levels of staff. Participants will learn how to match a leadership style to a specific staff competency or motivational level.

Date(s): October 16-17, 2003
Fee: \$245 (includes materials)
Instructor(s): Rice

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

This two day course is designed to promote the role of the manager in

building ethical, professional, and trust-building standards and practices within their workplace. Participants will learn current information on creating healthy work environments, managing the change process in their workplace, and creating ethical and professional standards and practices that support their clients and the work of their organization.

Date(s): November 17-18, 2003
Fee: \$245 (includes materials)
Instructor(s): Joy

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

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

Date(s): December 3-4, 2003
Fee: \$245 (includes materials)
Instructor(s): Mann

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

This two-day course is designed to support supervisors/managers in creating practical problem-solving and decision-making models that will assist them in their workplace. Participants will have the opportunity to practise facilitation skills for working with teams, set agendas, and practise good leadership in meetings by managing challenges such as group conflict, hidden agendas, and content-versus-process issues.

Date(s): February 26-27, 2004
Fee: \$245 (includes materials)
Instructor(s): Barr

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

This two-day course is designed to support supervisors/managers with some of the human resource management components of their role. Participants will learn to write competency-based job descriptions, practise current selection and interviewing techniques that comply with ethical standards, and learn how to create effective orientation plans for new employees.

Date(s): March 15-16, 2004
Fee: \$245 (includes materials)
Instructor(s): Eni

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

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

Date(s): April 26-27, 2004
Fee: \$245 (includes materials)
Instructor(s): Goodall

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

This two-day course is designed to support supervisors/managers in understanding the legal obligations of managing their facility. Participants will hear guest speakers from community policing and fire who will address key concerns regarding safety. They will have the opportunity to practise specific critical incident stress protocols and learn how to set up effective emergency response plans.

Date(s): May 19-20, 2004
Fee: \$245 (includes materials)
Instructor(s): Pearce

MORE MANAGEMENT AND LEADERSHIP DEVELOPMENT COURSES

Professional Development Series

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 Residential 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.

★ ★ NEW ★ ★

The Business of Health: An Integrated Approach (#MGMT121)

Research has shown that good workplace health contributes significantly to a company's bottom line. This course is for managers and human resource professionals. It covers four key areas of workplace health: occupational health and safety, disability management, disease prevention and health promotion, and healthy corporate culture. Participants will gain skills for the integration of policy, programs, services, and practice within these areas. The course will provide an opportunity for participants to develop a business case for workplace health that is closely aligned with the business objectives of their organization, identify methods for senior management and multi-level involvement, and identify outcome-based evaluation methods.

Date(s): November 13-14, 2003
June 14-15, 2004
Fee: \$245 (includes materials);
group rate, \$225
Instructor(s): Mitchell

★ ★ NEW ★ ★

Leading with Emotional Intelligence (#MGMT122)

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. Participants will have the opportunity to complete the BarOn Emotional Quotient Inventory (EQI), and an online assessment will be arranged through the instructor, a certified EQI administrator.

Date(s): October 14-15, 2003
April 22-23, 2004
Fee: \$265 (includes EQI inventory
and assessment);
group rate, \$245
Instructor(s): Gill, Hannah

★ ★ NEW ★ ★

Managing in the Middle (#MGMT123)

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 form solutions to problems, and building organizational communities of practice. Participants will focus on the practical application of this learning to their workplace.

Date(s): May 20-21, 2004
Fee: \$245 (includes materials);
group rate, \$225
Instructor(s): Cote, McClellan

★ ★ NEW ★ ★

Dialogue and Transformation (#MGMT124)

This course is for managers and leaders who have brave hearts and who are willing to set aside what they know and learn what they don't know! The belief that we already know the answers can curb creativity and hinder organizational transformation. In this course, participants will look at the process of dialogue and how it helps us open our minds to one another through increased self-awareness, connection, ongoing learning, and unleashed creativity. Dialogue helps organizations orient to the future, access all organizational resources, unravel complex issues, and promote collaboration and interdependence.

Date(s): March 1-2, 2004
Fee: \$245 (includes materials);
group rate, \$225
Instructor(s): Milne

★ ★ NEW ★ ★

Succession Management (#MGMT125)

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): June 21-22, 2004
Fee: \$245 (includes materials);
group rate, \$225
Instructor(s): Galaczy

★ ★ NEW ★ ★

Creating Person-Centred Plans with Persons with Developmental Disabilities (#MGMT126)

This course is for managers and front-line staff of residential programs who wish to develop a person-centred planning process that meets accreditation standards. Participants will gain a solid understanding of the value and importance of person-centred 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): October 22-23, 2003

May 17-18, 2004

Fee: \$245 (includes materials);
group rate, \$225

Instructor(s): Barr

★ ★ NEW ★ ★

The Art of Making a Living (#MGMT129)

This course is designed to support participants through their career transition process. Participants will examine the elements of the "new work world," engage in a process of self-discovery to determine their career direction, identify methods for researching the job market in both online and print resources, identify target job sectors, develop a communication plan for strategic information gathering, develop a strategic marketing plan, and demonstrate effective interviewing skills and post-interview strategies. Participants will have the opportunity to apply their learning to their specific individual needs.

Date(s): November 15, 22, 29, 2003
(Saturdays)

May 1, 8, 15, 2004
(Saturdays)

Fee: \$345 (includes materials);
group rate, \$325

Instructor(s): Oldham

★ ★ NEW ★ ★

Consultative Selling Skills (#MGMT130)

This course will provide participants with practical skills for proactively marketing their products and services. In today's competitive marketplace, it is essential to have effective tools for building new business contacts and successfully maintaining established business. Participants will improve their ability to identify business opportunities, initiate contact with prospects, identify client needs, and build strong relationships with clients. Participants will also gain skills for recommending appropriate products/services, overcoming objections, asking for business, and conducting effective follow-up.

Date(s): December 3-4, 2003

July 5-6, 2004

Fee: \$245 (includes materials);
group rate, \$225

Instructor(s): Lewis

★ ★ NEW ★ ★

Marketing for Managers (#MGMT127)

This course is for managers who wish to learn the fundamentals of marketing and explore the relationship between their organization, their customers, and their competition. Participants will examine concepts that are integral to the field of marketing, including marketing environment, customer behaviour, marketing research, product analysis, distribution, pricing strategies and promotion. In a hands-on learning environment, participants will identify marketing opportunities, analyze product positioning strategies, interpret marketing research data, formulate a profitable pricing strategy, identify an effective promotional mix, and develop a marketing plan.

Date(s): April 5-6, 2004

Fee: \$245 (includes materials);
group rate, \$225

Instructor(s): Leigh

★ ★ NEW ★ ★

Creating a Successful Business Plan (#MGMT128)

This course will cover the fundamentals of building a successful business plan. Participants will learn how to develop their business plan outline, describe their business, define their target market, forecast their sales, and support their numbers for potential financing activities. Participants will prepare a S.W.O.T. analysis, a sales forecast, and a personnel plan; learn how to determine operating expenses, profit and loss, and cash flow; perform a break-even analysis; and review general assumptions regarding business plans.

Date(s): November 6, 2003

May 31, 2004

Fee: \$170 (includes materials);
group rate, \$155

Instructor(s): Leigh

UPDATED!

Committing to Quality (#MGMT107)

(Formerly Quality Assurance, Best Practice, and You: The Manager's Role [#MGMT380]) This course is an introduction to quality assurance systems and quality improvement techniques. The course will assist managers facing accreditation to become familiar with the language of accreditation and gain a thorough understanding of the underlying principles of continuous quality improvement (CQI). Participants will gain skills in developing outcomes-based goals for organizations and programs, identifying measurable objectives (performance indicators) for programs, and designing action plans to address areas where best practice is not being achieved.

Date(s): November 19-20, 2003

Fee: \$245 (includes materials);
group rate, \$225

Instructor(s): McClellan

UPDATED!**Planning and Evaluating Service Quality (#MGMT108)**

(Formerly Beyond the Outcome Statement: Advanced Quality Assurance Techniques [#MGMT381]) Community social service agencies are in the grip of preparing for accreditation. This course will assist participants to design a strategy for using their existing resources effectively to meet accreditation standards. Participants will enhance their understanding of how information management provides clear evidence that the resources expended by agencies actually produce desired outcomes for those receiving service. Action research methods for gathering input from stakeholders (surveys, focus groups, and interviews) will be addressed and practised.

Date(s): April 28-29, 2004
Fee: \$245 (includes materials); group rate, \$225
Instructor(s): McClellan

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. This course will provide 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, 2003
 June 23-24, 2004
Fee: \$245 (includes materials)
Instructor(s): Hannah, Zimmerman

Leadership and Learning Organizations: A Call to Action (#MGMT384)

A new landscape is forming within the community social services sectors – one requiring new learning and leadership at all levels. Through this course, managers will be introduced to two key approaches to organizational and leadership development gaining much prestige today: “learning organizations” and “transformational leadership.” Participants will learn and practise five core competencies of transformational leadership, clarify their own leadership credo, increase their understanding of organizational change and how to lead it effectively, and develop a leadership learning plan to implement at their workplace.

Date(s): February 25-26, 2004
Fee: \$245 (includes materials)
Instructor(s): McClellan

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

Date(s): April 28-29, 2004
Fee: \$245 (includes materials)
Instructor(s): Landers

Healthy Working Relationships: The Manager's Role (#MGMT339)

The organizations of the future need workers who are collaborative team players, able to give and receive help, empower others, and operate in a world of interdependence and constant connection. This course will help managers deal with the changing workplace and increase their ability to maintain strategic alliances within their organizations. Participants will consider the theories of emotional intelligence and relational practice, and develop strategies to apply these within their organizations.

Date(s): February 11-12, 2004
Fee: \$245 (includes materials)
Instructor(s): Bell-Gadsby, Clark

Aboriginal Leaders Institute (#MGMT001)

The purpose of this five-day intensive Institute is to support Aboriginal leaders in building capacity in their communities in the areas of change management, strategic planning, operational planning, and policy development. The program will prepare aboriginal leaders for their governance responsibilities arising out of the establishment of the aboriginal authorities under the Community Services Interim Authorities Act.

Date(s): September 15-19, 2003
Fee: \$1,500 (includes materials, celebration feast, and coaching sessions)
Instructor(s): Buckland, Dixon, Noble

For more information on the Institute, refer to the special events section on page 4.



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

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

Date(s): June 1-3, 2004
Fee: \$370 (includes materials)
Instructor(s): Thomson
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 will be 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 17-18, 2004
Fee: \$245 (includes materials)
Instructor(s): Bell-Gadsby, Monk

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): March 3-4, 2004
Fee: \$245 (includes materials)
Instructor(s): Pawson, Woollard
Values-Based Strategic Planning: The Foundation of Organizational Effectiveness (#MGMT336)

This course is for managers who are responsible for or who participate in the planning process for their organization. The course is highly interactive and will provide an overview of the strategic planning process, from identification of values and philosophy to setting key directions and developing corporate goals and divisional operating plans. The strategic planning model will be linked to the process for performance planning and review and the development of values-based policy. This is a companion course to Values-Based Policy Development: A Process for Organizational Effectiveness (#MGMT331) and Operationalizing the Strategic Plan (#MGMT337). Any of the courses can be taken alone; together they complete the planning and policy process using values as a foundation.

Date(s): February 24-25, 2004
Fee: \$260 (includes materials)
Instructor(s): Noble, Zimmerman

★ ★ NEW ★ ★

Operationalizing the Strategic Plan (#MGMT337)

This one-day course is for leaders, planners, and executives who are responsible for or who participate in implementing strategic plans within their organization. The course is highly interactive and will provide participants with the key concepts and skills of operational planning as linked to the strategic planning process. Content will include the operational planning framework, writing outcome-based work unit objectives, costing operational plans, annual budget submissions, and working collaboratively to build operational plans for the organization. Recommended: Values-Based Strategic Planning: The Foundation of Organizational Effectiveness (#MGMT336).

Date(s): April 27, 2004
Fee: \$170 (includes materials); group rate, \$155
Instructor(s): Buckland, Noble
Values-Based Policy Development: A Process for Organizational Effectiveness (#MGMT331)

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

Date(s): March 30, 2004
Fee: \$170 (includes materials)
Instructor(s): Noble

★ ★ NEW ★ ★

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

This course will address 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 will explore the symptomatology of negative behaviour and will offer 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 will involve individual work as well as small and large-group participation.

Date(s): November 24-25, 2003
June 9-10, 2004

Fee: \$245 (includes materials);
group rate, \$225

Instructor(s): Oldham, Thomson

★ ★ NEW ★ ★

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

This one-day 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): October 29, 2003
May 19, 2004

Fee: \$170 (includes materials);
group rate, \$155

Instructor(s): Zimmerman

Courses Specific to Residential Care – Contract Basis Only

The following courses are now available on a contract basis only. For information on bringing these courses to your worksite, please contact Sandra Rice, Program Coordinator, at 604.528.5633 or srice@jibc.bc.ca.

- Supporting People with Challenging Behaviours: A Person-Centred Approach (#MGMT285)
- Risky Business: Risk Management Skills for Managers (#MGMT111)
- Whose Home Is It, Anyway? The Manager's Role: Client-Focused Principles and Practice (#MGMT112)



TRAINER DEVELOPMENT CERTIFICATE

The Trainer 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 trainers in a variety of settings. Instructors are training professionals with a background in adult education. The certificate program is 14 days, with eight core days and six days of electives.

Who should attend

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

What participants learn

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

Graduates of the Trainer 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 one month 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 57.
- 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.

Prior Learning Assessment for Trainer 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 (#TD200 and #TD220). 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 #TD200 and #TD220 in our Trainer Development Certificate Program.
Fee: \$25 (with BCIT transcript)
2. If you wish to submit other college/university courses that have objectives similar to those of our #TD200 and #TD220 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 #TD200 and/or #TD220, 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 #TD200 and #TD220. Fees are non-refundable.

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

How to complete the certificate

1 Complete the core courses in the following order (see course descriptions beginning on page 38).

- Instructional Skills, Level 1 (#TD200)
- Instructional Skills, Level 2 (#TD220)
- Fundamentals of Instructional Planning (#TD300)
- Evaluating Training Programs (#TD360)

2 Complete six days of electives from the following courses (see course descriptions beginning on page 38).

Check courses for prerequisites required. Trainer Development courses used as electives can be completed in any order.

- Seeing Is Believing: Creating Effective Visual Aids (#TD119)
- Conducting a Training Needs Assessment (#TD340)
- Ideas for Active Learning (#TD100)
- Working with Groups in Instructional Settings (#TD320)
- Development and Delivery of Online Learning (#TD109)
- Training that Works for Everyone: The Impact of Culture and Gender Factors on the Learning Process (#TD140)

3 Complete the Trainer Development Certificate: Final Assignment (#TD500) within six months (see course description on page 38).

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 Trainer Development Certificate, and are also open for general enrollment. These courses can be customized for your organization, agency, or group.

Instructional Skills, Level 1 (#TD200)

This course is for trainers 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 6-7, 2003
November 6-7, 2003
January 29-30, 2004
February 19-20, 2004

Fee: \$330 (includes textbook and materials)

Instructor(s): Cockell, Vaughan

Instructional Skills, Level 2 (#TD220)

This course is for trainers 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 (#TD200).

Date(s): November 13-14, 2003
March 4-5, 2004
April 5-6, 2004

Fee: \$310 (includes materials)

Instructor(s): Rahemtulla

Fundamentals of Instructional Planning (#TD300)

This course is designed to help trainers 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 (#TD200) and Level 2 (#TD220).

Date(s): December 4-5, 2003
April 20-21, 2004
May 20-21, 2004

Fee: \$360 (includes textbook and materials)

Instructor(s): Rahemtulla

Evaluating Training Programs (#TD360)

This course is for trainers 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 (#TD200), Level 2 (#TD220), and Fundamentals of Instructional Planning (#TD300).

Date(s): December 8-9, 2003
June 7-8, 2004

Fee: \$310 (includes materials)

Instructor(s): Penney

Trainer Development Certificate: Final Assignment (#TD500)

This final assignment is an opportunity for the student to demonstrate his/her ability in applying 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

More Trainer Development Courses

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

★ ★ NEW ★ ★

Seeing is Believing: Creating Effective Visual Aids (#TD119)

This course is designed to improve trainers' ability to use visual aids to enhance student learning and motivation. Participants will identify the components of effective visual aids, including PowerPoint presentations, overheads, flipcharts, workbooks, manuals, and videos. Participants are encouraged to bring samples of their work, and will also develop and present visual aids during the course.

Date(s): October 27-28, 2003
May 3-4, 2004

Fee: \$310 (includes materials); group rate, \$290

Instructor(s): MacCallum

Conducting a Training Needs Assessment (#TD340)

Needs assessment is an important tool for planning relevant, high-quality training programs. This course is for trainers who would like to learn about the role of needs assessment in planning, how to design needs assessments, the limitations of needs assessment, and alternatives to needs assessment. Using case studies from their own work, participants will plan several different kinds of assessments and will learn how to determine when it is better to use an alternative to needs assessment. Enrollment is limited to 16.

Prerequisite(s): Instructional Skills, Level 1 (#TD200) and Level 2 (#TD220).

Date(s): April 5-6, 2004
Fee: \$310 (includes materials)
Instructor(s): Sork

Training that Works for Everyone: The Impact of Culture and Gender Factors on the Learning Process (#TD142)

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

Date(s): March 29, 2003
Fee: \$170
Instructor(s): Cockell

Ideas for Active Learning (#TD100)

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 (#TD200) and Level 2 (#TD220).

Date(s): March 22-23, 2004
 June 9-10, 2004
Fee: \$360 (includes textbook and materials)
Instructor(s): Rahemtulla

Working with Groups in Instructional Settings (#TD320)

This practical advanced course is for trainers who instruct in a group setting. Participants will have an opportunity to increase their understanding of group dynamics and ways to enhance learning in groups. Skills practice focuses on specific communication and interactive skills for facilitating discussions in groups. Content includes climate setting, a group dynamics model, facilitation skills, and dealing with difficult behaviours in groups. Enrollment is limited to 16.

Date(s): November 24-25, 2003
Fee: \$310 (includes materials)
Instructor(s): Margolis

★ ★ NEW ★ ★

Development and Delivery of Online Learning (#TD109)

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 (#TD200), Level 2 (#TD220), and Fundamentals of Instructional Planning (#TD300).

Date(s): December 11-12, 2003
 June 16-17, 2004
Fee: \$360 (includes textbook and materials)
Instructor(s): Rahemtulla



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 CLCL 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 will be eligible for certification with the Association of Traumatic Stress Specialists (ATSS). Check the ATSS website at www.atss-hq.com for more information on the organization and certification.

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 has been 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 one month 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 57.
- 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

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. Accreditation from the ATSS is granted after successful completion of the certificate requirements and successful completion of a practicum or role-play simulation.

1

Courses in Block 1 have been sequentially designed and must be completed in the following order (see course descriptions beginning on page 41):

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

2

Courses in Block 2 may be taken in any order (see course descriptions beginning on page 41).

Block 1 courses must be completed before Block 2.

- 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).

3

For ATSS certification, complete 30-hour practicum or one-day **Role-Play Simulation (#TS610)** (see course description on page 42).

You are not required to complete the simulation to receive a Justice Institute 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 17, 2003
February 6, 2004
May 28, 2004 (Victoria)
Fee: \$170 (includes materials);
\$195 (Victoria)
Instructor(s): 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 18-19, 2003
February 7-8, 2004
May 29-30, 2004 (Victoria)
Fee: \$260 (includes materials);
\$315 (Victoria)
Instructor(s): 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 31 – Nov. 2, 2003
February 20-22, 2004
June 11-13, 2004 (Victoria)
Fee: \$380 (includes materials)
Instructor(s): 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 enrol in this course. Prerequisite(s): CISM Block 1.

Date(s): March 5, 2004
Fee: \$170 (includes materials)
Instructor(s): 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): March 6, 2004
Fee: \$170 (includes materials)
Instructor(s): 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): March 7, 2004
Fee: \$170 (includes materials)
Instructor(s): 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 19, 2004
Fee: \$170 (includes materials)
Instructor(s): 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 20, 2004
Fee: \$170 (includes materials)
Instructor(s): 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 21, 2004
Fee: \$170 (includes materials)
Instructor(s): 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): May 13, 2004
Fee: \$250 (includes actors and script design)
Instructor(s): Freeman, Pearce, Ramsay

FIRST TIME IN CANADA!

12th Annual Association of Traumatic Stress Specialists Conference

Co-sponsored with the Centre for Leadership and Community Learning

April 14-18, 2004

Hilton Vancouver Metrotown

Watch the ATSS website:
www.ATSS-HQ.com



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. Level I can be customized to meet the specific needs of your agency or organization.

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
Cathy Bottrill, Program Assistant
604.528.5619 or cbottrill@jibc.bc.ca

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 6-10, 2003
February 2-6, 2004
May 3-7, 2004
Time: 8:30 a.m. – 4:30 p.m.
Fee: \$850 (includes materials)
Instructor(s): Gerber

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 17-21, 2003
March 1-5, 2004
Time: 8:30 a.m. – 4:30 p.m.
Fee: \$850 (includes materials)
Instructor(s): Gerber

VICTIM SERVICES COURSES

The following courses are designed for front-line and management staff working in funded police and community based victim services programs at no cost. Individuals working in funded programs will receive information about dates and locations for these courses directly from Victim Services Division, Ministry of Public Safety and Solicitor General.

Other individuals who work with and support victims of crime and trauma are welcome to register for these courses at the fees indicated. Dates and locations will be posted on the CLCL website under Victim Services courses. 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): Fall 2003
Fee: \$375
 (includes the 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): Fall 2003
Fee: \$485
 (includes the costs 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. Participants must complete Module I – Orientation to Victim Services (#VIC700) and Module II – Direct Service Delivery (#VIC702) before registering for this course.

Date(s): Fall 2003
Fee: \$500 (includes cost of materials) for persons not employed in funded victim services programs



The JIBC's 25th Anniversary

On April 27, 1978, the Justice Institute of BC was created through an Order in Council signed by then Premier Bill Bennett. The Institute came to be through a joint effort of the Ministries of Attorney General and Education, and through the efforts of a group of dedicated people who believed in this unique concept. In its first year of operation the Institute recorded serving 2,191 students.

We've grown tremendously in 25 years. Today, our student numbers average 27,000 a year, with some 6,000 students taking online programs. Our programs are delivered in over 173 communities in BC, and in countries around the world.

Today, the JIBC remains unique – no where else in North America will you find an educational institution that delivers the range of programs we provide. Our academic areas now include conflict resolution, corrections, courts, emergency management, leadership and community services, fire, paramedics, police, and traffic education.

As we celebrate our 25th anniversary and reflect on the years since 1978, we also look positively to the future, and to continuing our work of creating leaders who prevent and manage crisis – the people who make our communities safer places to live.

The Centre for Conflict Resolution

The Centre for Conflict Resolution at the Justice Institute of British Columbia is one of the top training programs in North America. We are dedicated to skills development in collaborative conflict resolution.

We offer skills training to help you communicate better, engage in productive dialogue, and manage conflict to build positive interpersonal, community, and workplace relationships.

Did you know?

- Our team of instructors and coaches are active practitioners and experts in the field of conflict resolution.
- We offer a skill-based, experiential and practical learning model so you can start using your skills right away. We provide group work, role playing, video-taping, coaching, and individualized feedback.
- Our programs are flexible to meet individual needs. You can take single courses or you have a choice of one of the following five certificate program specializations:
 - Conflict Resolution/Negotiation
 - Mediation/Third-party Intervention
 - Restorative Practices *
 - Negotiation Skills for First Nations Communities*
 - Family Mediation
- For organizations and workplaces, we will come to you. We customize cost-effective solutions and training to respond quickly to meet your specific needs.
- We are accessible to everyone. You can get started without any specific entrance requirements.
- We are recognized in the industry. You receive post-secondary academic credit for our programs and courses. This credit can be transferred to some other educational institutions. We also assess previous conflict resolution training taken elsewhere for credit.
- We offer courses at the main JIBC Campus in New Westminster, downtown Vancouver, downtown Victoria, and at other locations across British Columbia.
- The Centre for Conflict Resolution is part of the Justice Institute of BC. The JIBC provides post-secondary education and training in areas of criminal and social justice, safety and social services.

**(delivered in communities and organizations on a contract basis)*

For more details on our programs and contract training opportunities, call us at 604.528.5608.



**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.

A

Janet Amos, BSW, MSW, has 15 years of direct practice and program development experience, including the design of a day program for women called the DEW Program, 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. She co-chaired the development of the Provincial Guidelines for the Perinatal Care of Substance Using Women and their Infants 1999.

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. She is a graduate of both the Institute for Life Coach Training and Coach U, and is a member of the Vancouver chapter of the International Coaching Federation.

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.

B

Elizabeth Barnett is the co-executive director of North Shore Disability Resource Centre. Liz has extensive experience in supporting people with disabilities and their families in the area of behavioural challenges and developmental and physical disabilities.

Janice Barr is a consultant in the community living field and an instructor at Douglas College in the Community and Classroom Support Program. Janice has worked in the community living field for over 15 years and is the former executive director of two associations for community living. Janice is a social worker by training and received her degree from the University of Victoria.

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*.

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

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.

Dorothy Buckland, CGA, is a policy consultant, project manager, and accountant with extensive experience in policy development, program development, costing, and management.

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.

C

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, and is a part-time instructor in the Douglas College Child and Youth Care Program.

Louise Chivers, MA, is a Registered Clinical Counsellor in private practice and at Aurora 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.

J. Ellen Connell is a counsellor in private practice with over 20 years of experience providing counselling and cognitive rehabilitation services to individuals affected by brain injury and their families. Ellen co-developed the Trauma Recovery Group with Lynne Mann, a model that facilitates emotional recovery following acquired brain injury, and has co-developed a pain management program for individuals with acquired brain injury. Ellen's private practice offers individual, family, and group counselling as well as consultation, supervision, and professional development workshops.

Gordon Cote, MBA (cand.), 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.

D

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.

Alana Dixon, Tsqescen Band Member (Canim Lake), has her BA in Education, Native Leadership, from Gonzaga University in Spokane, Washington. Alana has served as the Band Administrator of the Canim Lake First Nations organization for the past 20 years.

Janet Douglas, MSW, is a child protection social worker with Car 86, a collaborative social work/police emergency response child protection program. She is involved in the delivery of the Foster Parent Education Program, as well as training in child abuse and social work safety.

E

Jacinta Eni is Director of Member Services with P.L.A.N. She has extensive management experience working in preschool, residential, and vocational settings for people with developmental disabilities. Jacinta is a long-time member of the Multilateral Task Force for Training, Career Pathing and Labour Mobility.

F

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 member of the Canadian Traumatic Stress Network, the Association of Traumatic Stress Specialists, the BCASW, and the CASW. Registered for private practice specializing in post-trauma reactions, David also manages employee programs for private and public sector organizations.

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. She is co-chair of the board of proMOTIONplus: Girls and Women in Physical Activity and Sport.

G

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 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.

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

Monique Gray-Smith is a mixed-heritage woman: Cree, Lakota Sioux, and Scottish. She is a psychiatric nurse and consultant in her own business, Little Drum Consulting, and has been facilitating workshops for over 10 years. 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.

H

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 Organization Leadership), BSc (Management), Certified Professional Coach, is an organization, training, and development consultant, facilitator, and coach specializing in leadership development. Maureen has 26 years of experience working with leaders and teams in national and international corporations, governments, education, and community organizations in North America and the United Kingdom.

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 Douglas College. Bruce is a tribunal member for the BC Children's Commission and sits on the board of the Legal Services Society.

Jeanne Richard Harris, RSW, has over 30 years of experience working with special populations in education, geriatrics, psychiatry, community mental health, addictions, and dual diagnosis. She teaches in the field of substance use/misuse at Douglas College and the University College of the Fraser Valley.

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.

James Hillen, MEd, CCH, has a master's degree in counselling psychology and is certified in Classical Homeopathy. He has been integrating these disciplines in his private practice for over 10 years. He teaches how homeopathic principles of healing can be applied to other healing disciplines.

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). An experienced speaker, Merlyn's style is energetic, dynamic, and to the point.

J

Marlene Jennings, RN, CHTP, has experience in critical care, the bone marrow transplant unit, and palliative nursing. She is program coordinator and instructor with Langara College's Hospice/Palliative Care Certificate Program and has a private energy practice. She is also an assistant with Langara's Energy Certificate Program.

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.

L

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 bestselling 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).

Paul Leigh, MBA, has over 20 years of highly diversified business experience across many industrial sectors. He has held senior positions in several Canadian Fortune 500 companies, such as Petro-Canada, Telus, and Canadian Airlines. Mr. Leigh is an international marketing award-winner, and is currently on the board of directors of MRX Solutions Inc., a medical clinic software firm. He is a consultant to numerous software and customer service organizations.

Jenny Lewis is the owner of a consulting company that specializes in improving performance on the job through leadership, team building, sales, coaching, and customer service skills solutions. Jenny has designed and facilitated training workshops for firms and organizations in Canada for over 14 years.

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

M

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. She is experienced in policy development, dispute resolution, and bargaining.

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.

Sheila MacCallum, MEd, is an adult education consultant specializing in program planning and management, workshop facilitation, and curriculum design for over 20 years. Another area of specialization is instructional techniques, which she presents to a wide variety of learners. Sheila has taught adult education principles to learners in a variety of public and private sector organizations for many years.

Janeen McClellan, BA, MA, is a performance consultant, providing support and training to human service organizations in the areas of strategic planning, information management, performance improvement, and leadership. She has worked in the human services sector for 18 years, and has presented at local and international conferences on quality assurance, leadership, and learning organizations.

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.

Marcia McKenzie, BSc, MEd, PhD, ABD, is an instructor and course director at Outward Bound Canada. She has also worked with various other organizations, such as Wanapitei Canoe and Community Adventure Training Initiatives in Ontario. Marcia is currently doing research for her doctorate in Curriculum Theory and Implementation at Simon Fraser University, with a focus on post-critical approaches to social and ecological education.

Bonnie Milne, MA (Educational Leadership), is an experienced human resource consultant and trainer with an ongoing commitment to learning. She has taught at BCIT and Douglas College. Bonnie recently returned from the Middle East, where she was instrumental in setting up a Small Business Incubator and a Software Training Centre in her college.

Jan Mitchell, MEd, has extensive clinical, educational, and administrative experience in the health care industry. She has specialized in employee and workplace health for the past 14 years.

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.

Chris Moore has over 15 years of training experience in the field of adventure learning. Chris is Accreditation Coordinator and past chair of the International Association for Experiential Education Council, Northwest Region.

N

Mahmud Nestman, MEd, RCC, CCH, has been integrating spirituality and counselling for the 30 years that he has been working in the counselling field. He has a private counselling practice in Vancouver, directs the CURA Institute for Integrated Learning, and leads intensive personal growth workshops.

Bobbi Noble has worked in the field of organizational development and adult education for 25 years, including 12 years as a consultant specializing in strategic planning, policy development, small-group facilitation, team development, and mediation. She works in BC and the Yukon with non-profit societies, government, health authorities, hospitals, labour, and First Nations. Bobbi has done a significant amount of work over the last few years with First Nations and health and social services organizations. She has a ministerial appointment to the Health Care and Care Facility Review Board.

O

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. She has worked on several large-scale projects for companies such as Motorola, IBM, Bank of America, the Ministry of Human Resources, and the BC Cancer Agency and in the retail industry as an executive recruiter.

P

Colin A. Pawson has worked with the Delta School District for 25 years. He is currently the president of his local union, 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.

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.

R

Leila Rahemtulla, BComm, 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 presented at numerous conferences in Canada and the United States in the area of e-learning and instructional design. She also teaches courses in Organizational Behaviour and Management Skills for both BCIT and SFU.

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 CIS services to emergency response groups, victim's assistance groups, private industry clients, and First Nations communities.

Sandra Rice is the coordinator for Management and Leadership Development in the Centre for Leadership and Community Learning. She has 25 years of project management and management development training experience. She has worked in a variety of business and residential care settings and is a former board member and current committee member with British Columbia Association for Community Living.

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.

S

Yvonne Savard, RPN, RN, BScN, has an extensive mental health background ranging from individual/group therapy to acute psychiatry. Yvonne works as a psychiatric nurse clinician and teaches the mental health component to third-year BScN students at two local universities. Yvonne is actively involved in numerous community/hospital committees related to mental health quality of care.

Stephanie Saville, MA, is a family therapist and has worked with youth for the past decade. Her work is rooted in Narrative Therapy ideas and practices. Stephanie is currently a member of the counselling team for Adult Community Education in New Westminster, and works with the Urban First Nations Learning Centre.

Sally Scott, MA, RCC, is a therapist in private practice, specializing in trauma recovery, transition, and grief work. An experienced presenter, she has designed and facilitated various seminars and workshops for both community and professional groups.

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.

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 First Nations communities related to the multi-generational 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 Winnipeg to Fort Smith. His research and publications focus on educational planning and professional ethics.

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.

T

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.

V

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 (cand.), is a consultant and trainer with extensive experience with adolescents in residential and school settings. She is the chairperson of the Advisors Committee, School of Child 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.

W

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.

Jennifer White has an MA in Counselling Psychology and an EdD in Educational Leadership and Policy. She has worked in the field of suicide prevention for 15 years. Jennifer has worked as a clinical therapist, educator, researcher, and community planner, and has written numerous articles, book chapters, and manuals on the topic of suicide prevention. She served as the director of the Suicide Prevention Information and Resource Centre, at the Mental Health Evaluation and Community Consultation Unit in the Department of Psychiatry at UBC from 1995 to 2002. Since July 2002, she has been working at SAFER as a mental health therapist and educator.

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.

Z

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.

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 52 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 JIBC 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 firstnations@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



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.

REGISTRATION INFORMATION

Note these deadlines

For Certificates

We recommend that you apply for certificates at least one month 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 certificate begins.
- 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. Registrations are generally accepted up to one business day before the course begins.

FOLLOW THESE STEPS TO REGISTER

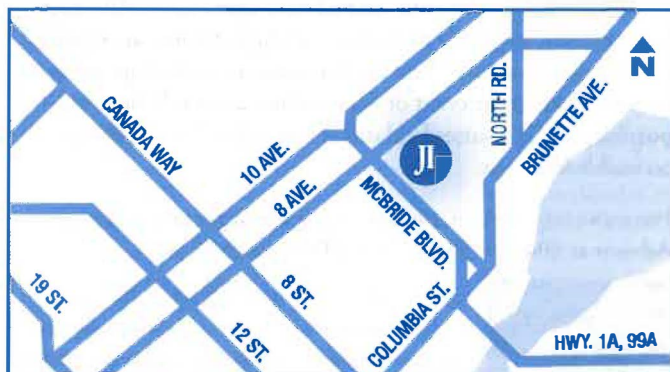
For Certificates*

1. Complete the Certificate Program Application Form on page 57. Make sure you have included all required materials and the \$25 application fee. Mail or fax the application to:

JIBC Registration Office
715 McBride Boulevard
New Westminster, BC V3L 5T4
Fax: 604.528.5640

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.

JIBC LOCATION MAPS



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

For Courses*

1. Make sure that you have completed all prerequisites.
 2. Fill out the Course Registration Form on page 59.
 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 Child-Centred Play Therapy (#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 Westminister, 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 Westminister, 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, birth date, and level of education. This information is collected under the authority of the Freedom of Information and Protection of Privacy Act, and is needed to process each student's registration form.

Tax Receipts

Receipts will be provided to all students for tax purposes, and will be issued in February 2004 for all Fall 2003 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- or videotapes of your work. The fee for PLAR depends on the work involved in the assessment. The maximum charge is \$250, and fees usually range from \$25 to \$150. The PLAR process can take anywhere from a few days to a few weeks. Call 604.528.5632, e-mail clcl_pr@jibc.bc.ca or visit our website at www.jibc.bc.ca/clcl for more information.

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.

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**

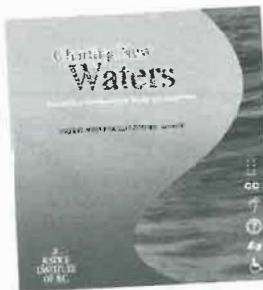
FACING DIVERSITY: RESPONDING TO VIOLENCE AGAINST WOMEN FROM DIVERSE CULTURES*Video and Instructor's Guide*

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 B.C.: **\$65**

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

Video only: **\$50**

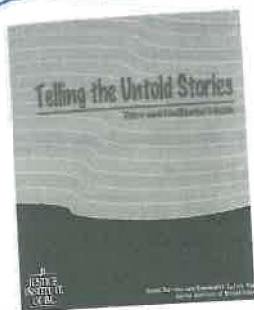
CRITICAL INCIDENT STRESS DEBRIEFING*Video and Facilitator's Guide*

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

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

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

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



TELLING THE UNTOLD STORIES

Video and Facilitator's Guide

This 36-minute video 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 B.C.: **\$75**

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



BALANCING CONFLICTING INTERESTS: A COUNSELLOR'S GUIDE TO THE LEGAL PROCESS

Manual

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

Price in B.C.: **\$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 B.C.: **\$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 B.C.: **\$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 60 of this calendar 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.

A Continuum of Care: Prevention to Harm Reduction (#AD401)	13
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Art of Making a Living (#MGMT129)	33
Art Therapy in Early Stages of Addiction Recovery (#AD210)	15
Assessment Practices (#AD403)	14
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Becoming a More Effective Counsellor (#EP508)	11
Building on Client Strengths (#EP196)	11
Business of Health: An Integrated Approach (#MGMT121)	32
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Child Sexual Abuse Intervention Certificate for Practitioners (#CSA204)	22
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Compassion and Policy: The Heart and Mind of Drug Policy Reform (#AD408)	14
Conducting a Training Needs Assessment (#TD340)	39
Consultative Selling Skills (#MGMT130)	33
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Creating a Healthy Workplace: The Manager's Role (#MGMT388)	35
Creating a Successful Business Plan (#MGMT128)	33
Creating Balance and Excellence in Communication for Front-line Staff (#MGMT106)	36
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Creative Approaches to Working with Groups (#EP589)	11
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Development and Delivery of Online Learning (#TD109)	39
Dialogue and Transformation (#MGMT124)	32
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Ethical Issues for Integrative Healing Practitioners (#IHC007)	17
Evaluating Training Programs (#TD360)	38
Everything You Ever Wanted to Know about the DSM-IV Revised TR: Level II (#EP204A)	8
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Getting Girls off the Scale, off the Couch and on with Their Lives (#CY255)	8
Healing and the Human Energy Field (#IHC003)	16
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Holistic Journal: A Therapeutic Tool for Treating Stress and Trauma (#IHC017)	18
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Integration of Spirituality and Counselling (#IHC008)	17
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Making Connections: An Introduction to Effective Conflict Resolution	
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Management Development for Residential Settings, Level 7 (#MGMT270)	31
Management Development for Residential Settings, Level 8 (#MGMT280)	31
Managing in a Unionized Environment (#MGMT385)	35
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Managing Responses to Community Disasters (#TS604)	42
Marketing for Managers (#MGMT127)	33
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Prevention of Suicide Across the Lifespan: Knowledge, Skills, and	
Applications to Everyday Practice (#MH005)	8
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Recovering from Trauma: Facilitating a Group Experience (#MH002)	9 & 21
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Understanding Pharmacology from a Counsellor's Perspective (#EP308)	12 & 15
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Gender Identity with the Substance-Using Client (#AD215)	15
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Working with Children, Youth, and Families Certificate (#CY168)	24
Working with Groups in Instructional Settings (#TD320)	39

Use this application form for certificates and for individual courses in Critical Incident Stress Management
 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 one month 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 certificate begins.

☐ 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:

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: _____

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"/> Adventure-Based Learning	• Include the age of the youth you support and number of working hours per week (20-25)
<input type="checkbox"/> Child Abuse & Neglect Support Worker	• Include your resume
<input type="checkbox"/> Child Sexual Abuse Intervention	• Include your resume
<input type="checkbox"/> Critical Incident Stress Management Certificate	
<input type="checkbox"/> Critical Incident Stress Management Course:	• Course Title and Number _____
<input type="checkbox"/> Enhancing Family and Community Capacity Certificate	• Include your resume and a letter of reference
<input type="checkbox"/> Foundations of Effective Management	
<input type="checkbox"/> Integrative Healing	• Include your resume
<input type="checkbox"/> Management Development for Residential Settings	
<input type="checkbox"/> Substance Use	• Include your resume and a letter of reference
<input type="checkbox"/> Supporting Adult Survivors	• Include your resume
<input type="checkbox"/> Supporting Child, Adolescent and Adult Survivors	• Include your resume
<input type="checkbox"/> Trainer Development	
<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

CERTIFICATE PROGRAM APPLICATION FORM

Please describe the type of organization you work or volunteer in, your key responsibilities and client group served:

[illegible]

How long have you worked or volunteered in this position?

Date Started? _____ Position Title: _____

Previous work experience:

1. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 2. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 3. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 4. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 5. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 6. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 7. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 8. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 9. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 10. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

What other education, courses, workshops and training have you participated in during the last five years:

[illegible]

Please tell us why you are interested in this certificate:

[illegible]

ENCLOSED IS MY NON-REFUNDABLE APPLICATION FEE OF \$25. THIS IS REQUIRED FOR ALL APPLICATIONS.

☐ Cheque or money order. Cheque issued by: _____

☐ Mastercard

☐ VISA

Name on card: _____ Authorization Number: _____

FOR OFFICE USE ONLY: ☐ Approved Date: _____

Do not use this form to register for Critical Incident Stress Management courses.
You must apply for these courses using the Certificate Program Application 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.
- Registrations are generally accepted up to one business day before the course begins.

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-Centred 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:

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: _____

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
Courses are GST-exempt.			TOTAL FEE:

ENCLOSED IS MY COURSE FEE PAYMENT BY:

☐ Cheque or money order. Cheque issued by: _____

☐ Mastercard Exp.

☐ VISA Exp.

Name on card: _____ Authorization Number: _____

Use this form to order publications and videos listed on pages 54 & 55

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

DATE: _____

NAME: _____

COMPANY/AGENCY: _____

MAILING ADDRESS: _____

PHONE/FAX: _____

- ☐ Risk Management: We're All in this Together
 - ☐ Video & Facilitator & Participant Guide
 - ☐ Video only
- ☐ Facing Diversity
 - ☐ Video & Instructor's Guide
 - ☐ Video & Discussion Guide
- ☐ Charting New Waters
- ☐ Critical Incident Stress Debriefing
- ☒ Telling the Untold Stories
- ☐ Balancing Conflicting Interests
- ☐ Commercial Sexual Exploitation
- ☐ Helping Children Whose Parents Have a Mental Illness

No. of copies

PST is not required if package is used for educational purposes

Total: _____

PST:

GST:

Amount enclosed: _____

ENCLOSED IS MY PAYMENT BY:

- ☐ Cheque or money order. Cheque issued by: _____ (make payable to the JIBC)

- ☐ **Mastercard**

- ☐ VISA

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 Exp.

--	--

Name on card: _____ Authorization Number: _____

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	604.528.5588
<i>Information on programs, career paths, and services for students with disabilities</i>	
Shelley Rivkin, CLCL Director	604.528.5628, srivkin@jibc.bc.ca
<i>New customized training and project development initiatives</i>	
CLCL Administrative Supervisor	604.528.5632, clcl_pr@jibc.bc.ca
<i>Assistant to the Director; information on and ordering of publications and videos</i>	
CLCL Reception	604.528.5608
Roberta Stewart, First Nations Programs and Services	604.528.5621, firstnations@jibc.bc.ca
<i>Specialized training for Aboriginal communities, services for Aboriginal students</i>	
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.

Leadership Programs

Master of Arts in Leadership and Training

Karen White, Program Coordinator

604.528.5569, kwhite@jibc.bc.ca

Erin Del Giudice, Program Assistant

604.528.5875, edeljudice@jibc.bc.ca

Bachelor of General Studies in Justice and Public Safety Leadership

Karen White, Program Coordinator

604.528.5569, kwhite@jibc.bc.ca

Tiffany Cooper, Program Assistant

604.528.5539, tcooper@jibc.bc.ca

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

For Contract Training Information:

Cheryl Bell-Gadsby, Program Coordinator

604.528.5626, cgadsby@jibc.bc.ca

For On-Campus Course Offerings:

Natalie Clark, Program Coordinator

604.528.5627, nclark@jibc.bc.ca

Cheryl Bell-Gadsby, Program Coordinator

604.528.5626, cgadsby@jibc.bc.ca

Lorian Markin, Program Assistant

604.528.5573, lmarkin@jibc.bc.ca

Management, Leadership, and Trainer Development; Community Safety

Foundations of Effective Management Certificate, Management for Residential Settings Certificate, Trainer Development Certificate, Critical Incident Stress Management Certificate

For Contract Training Information:

Janet Amos, Organizational Learning Coordinator

604.528.5623, jamos@jibc.bc.ca

Cathy Bottrill, Program Assistant

604.528.5619, cbottrill@jibc.bc.ca

For 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 Certificate

Janet Amos, Organizational Learning Coordinator

604.528.5623, jamos@jibc.bc.ca

Cathy Bottrill, Program Assistant

604.528.5619, cbottrill@jibc.bc.ca



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Send labels to:

**CLCL Mailing List
Justice Institute of BC
715 McBride Boulevard
New Westminster, BC V3L 5T4**

**Phone: 604.528.5839
or fax to: 604.528.5640**

Centre for Leadership and Community Learning
Justice Institute of BC
715 McBride Boulevard
New Westminster, BC V3L 5T4

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