



Social Services
& Community
Safety Division

COURSE CALENDAR
September - December 2000



J
JUSTICE
INSTITUTE
OF B.C.

Social Services & Community Safety

JUSTICE INSTITUTE OF B.C. OUR VALUES

STUDENT-CENTRED

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

ACCESSIBLE

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

INNOVATIVE

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

POSITIVE AND SUPPORTIVE

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

QUALITY-DRIVEN

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

RELEVANT

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

RESPONSIVE

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

TEAMWORK

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

PARTNERSHIPS

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

Welcome to the Social Services & Community Safety Division's September to December calendar. As you read through the calendar, I hope that you will find courses or certificate programs that meet your current needs for skill development or career enhancement. You will note that we offer courses and certificate programs for a broad range of individuals working in the human services and criminal justice fields at the pre-employment through to experienced practitioner level. Don't forget to check our Web site for upcoming event and course descriptions.

As well as the course offerings described in the calendar, I thought you might be interested in some of the other activities and contract course offerings that the Divisions has been undertaking. These past eight months have been very exciting ones for the Division. In February, we organized a very successful conference called Voices from Each Generation: Reclaiming Wellness in Aboriginal Communities. Over 125 conference participants, many from Aboriginal communities outside the Lower Mainland, attended and provided very positive feedback on the quality and diversity of the workshop offerings.

In April, we learned that the Justice Institute had been awarded the provincial organization of the year award by the Ministry of Women's Equality for our division's curriculum development and program delivery in the area of prevention of violence against women. The awards luncheon was held on April 28 at the Hotel Vancouver.

On May 4, we held the second annual Division graduation. One hundred students representing the 15 certificate programs attended the ceremony. Keynote speaker Joe Solanto gave a very interesting and entertaining presentation on the role of education and training and the people behind the students who support them through the process.

Work is underway on the development of a new certificate program in Adventure-Based Learning. The program will be launched in January 2001. Once introduced, it will be the first training program in western Canada to train people in this approach to working with people at risk. As well, we are in discussions with the Victoria School of Art Therapy about the possibility of offering some of the diploma courses to students based in the Lower Mainland. Watch for details of all these initiatives in the January 2001 calendar.

Through our contract courses section, we have been able to provide training in a number of areas. Examples include Victim Services Training for the Ministry of Attorney General, and the Child Protection Pre-Employment Program for the Ministry for Children and Families. As well, we have been delivering our Aboriginal Trauma certificate program to a number of communities around the province.

As always, your feedback and input are important to us. Please feel free to contact me or any of the program coordinators by phone or e-mail with your ideas and concerns.

Shelley Rivkin
Director

There is much to see on our SSCSD Web site!

You will find:

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

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

www.jibc.bc.ca



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Watch for the debut of our new certificate programs:

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General Information

LOCATION

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

COURSE TIMES

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

PARKING

Parking at the JI campus is free of charge.

PAY PHONES

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

FOOD ON CAMPUS

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

MAILING LIST

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

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

Who to Contact

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

Shelley Rivkin, Directorsrivkin@jibc.bc.ca 528-5628
Kate Hill, Administrative/Research Assistant.....khill@jibc.bc.ca 528-5632
Meenpal Basi, Program Assistantmbasi@jibc.bc.ca 528-5630

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

Natalie Clark, Program Coordinatornclark@jibc.bc.ca 528-5627
Cheryl Bell-Gadsby, Program Coordinatorcgadsby@jibc.bc.ca 528-5626
Amber Hall, Program Assistant.....ahall@jibc.bc.ca 528-5620
Heather Olson, Program Assistantholson@jibc.bc.ca 528-5573

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

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

Management and Training Skills

Patricia McNeill, Program Coordinatorpmcneill@jibc.bc.ca 528-5623
Nadine Wolitski, Program Assistantnwolitski@jibc.bc.ca 528-5619

Marketing and Special Projects

Tamar Levi-Bandel, Program Coordinatortlevi-bandel@jibc.bc.ca 528-5625
Mary Smethurst, Production Assistantmsmethurst@jibc.bc.ca 528-5637

First Nations Student Advisor

Renée Nyberg-Smith, First Nations Advisorrnyberg@jibc.bc.ca 528-5621
Roberta Stewart, Aboriginal Program Consultant ..rstewart@jibc.bc.ca 528-5621

Child Protection Worker Pre-Employment Program, Graduated Licensing Project

Cori Wong-Hemmings, Program Coordinatorcwong-hemmings@jibc.bc.ca .. 528-5583
Charlene Pennington, Program Assistant.....cpennington@jibc.bc.ca 528-5834
Program Information Line:Local number 528-5639
Toll-free number 1-877-275-4339

Community Safety, Bylaw Enforcement

Meenpal Basi, Program Assistantmbasi@jibc.bc.ca 528-5630

Jl Telephone Numbers

Registration Office(604) 528-5590
General Inquiries, Receptionist(604) 525-5422
First Nations Advisor(604) 528-5621
Library(604) 528-5599
Instructional Media Development Centre(604) 528-5600
Student Services Advisor(604) 528-5663

Community Partnerships

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

Custom Designed Training

We custom design and deliver a broad range of skills based courses and certificate programs to meet the needs of employees working in government ministries, Crown Corporations, municipal offices, non-profit organizations and private industry. Over

the past fifteen years we have developed a wide variety of training programs and specialized designed curricula in respond to new policy initiatives or legislative changes. An example of customized training is the two-day training program on the new Adult Guardianship Legislation for Ministry for Children and Families employees.

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

First Nations Student Services

Renée Nyberg-Smith, the First Nations Advisor, is available to support Native stu-

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

Office: A226

Phone: (604)528-5621

Fax: (604)528-5640

E-mail: rnyberg@jibc.bc.ca

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

Students with Disabilities and Special Learning Needs

For information on the support services available for students with disabilities or special learning needs, please contact the Student Services Advisor at (604)528-5663 or TDD/TTY at (604)528-5655. The New Westminster campus of the Justice Institute is completely accessible. Wherever possible, Social Services & Community Safety Division courses held off-site will be offered at wheelchair-accessible locations.

Social Services & Community Safety Division Graduation May 3, 2001

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

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



FREQUENTLY ASKED QUESTIONS

1. Who is eligible to take your courses?

We offer a wide range of courses for many different groups of students. The course descriptions in this calendar will clearly indicate whether the course is directed toward a first-line supervisor, a support worker, or an experienced practitioner.

2. What is the difference between a course, a workshop series, and a certificate program?

Courses typically run between one and two days and either address a new or emerging issue or focus on a specific skill set. Some courses are offered on a regular basis, whereas other courses are offered on a one-time basis only.

Workshop series usually run between six and eight days and address a few key themes. Most workshop series are skill-focused and are directed toward more experienced practitioners.

Certificate programs generally run between nine and 20 days and address a body of knowledge and a range of skills. While we offer certificate programs in a number of different formats, all certificate programs require participants to demonstrate their acquired knowledge and skills through classroom participation and homework assignments.

3. Why should I consider enrolling in one of your certificate programs?

Our certificate programs are designed to enhance and update the knowledge and skills of people currently working in the human services field. Our instructors are experienced practitioners who bring their knowledge, expertise,

and instructional skills into the classroom. The certificate programs have helped many graduates find employment or advance in their chosen career area.

4. How do I register for a certificate program?

Before you can register for a certificate program, you must submit an admissions form detailing your educational background and work experience. Once the designated program coordinator has accepted your application, you must submit your registration form and payment to the Registration Office.

5. Where can I obtain an admissions form?

You can obtain an admissions form by contacting the appropriate program coordinator. Check the certificate program descriptions in this calendar for further details.

6. Are certificate programs offered only in the Lower Mainland?

Many of our certificate programs are offered in a number of locations around the province. Check the calendar listings or contact the appropriate program coordinator.

7. What do I need to do in order to receive a certificate?

Each certificate program will have slightly different requirements. Generally, you are expected to attend all of the sessions, participate in the classroom activities, and complete the necessary homework and final assignments.

8. How long will it take to complete a certificate program?

Each certificate program varies in length and format. For certificate courses that are modular in nature, we recommend that you take at least one calendar year to complete the program. This will allow time for you to reflect on the course content and integrate the skills you have acquired into your current work.

9. Do the course numbers indicate the "level" of the courses, with courses in the 200 series being less advanced than those listed as 300 or 400 series courses?

No, the numbers are there only to ensure that each course has a number distinct from all other courses.

10. Are these courses transferable to another educational institution?

You must check with the specific educational institution you are transferring to regarding their guidelines for transfer credits.

11. Are there any student loans or grants that I can apply for?

Most SSCSD courses do not qualify for student loans as they are not considered "full time." For more information on financial assistance, please contact either Student Services at (604)528-5663 or the First Nations Advisor at (604)528-5621.

Co-sponsored by
Maple Ridge Alcohol & Drug
Counselling and the
Justice Institute of B.C.

Scott D. Miller, Ph.D.

Two-Day Training Workshop

September 13-14, 2000
9:00 am – 4:30 pm

Workshop Fee: \$185
Group Supervision: \$40

See page 18, or contact for more information, Cheryl Bell-Gadsby at (604)528-5626 or Heather Olson at (604)528-5573.

A Holistic Approach to Working with Women Who Experience Violence

The Justice Institute, in collaboration with Atira Transition House Society, presents a series of half-day forums to discuss the links between violence against women, substance use/addictions, mental health, and child welfare issues. For more information, see page 27.

Date(s): 6 Tuesdays, 9:00 am – 12:00 noon:

September 26, 2000

October 24, 2000

November 14, 2000

January 16, 2001

February 20, 2001

March 28, 2001

Cost: \$15, includes coffee-and-muffin reception, 8:00 – 9:00 am

For more information, contact Cheryl Bell-Gadsby at (604)528-5626 or Heather Olson at (604)528-5573.



**Watch for a new certificate program coming in
Winter/Spring 2001 –**

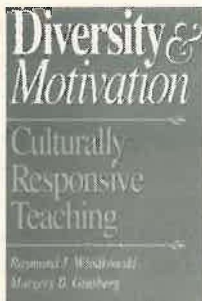
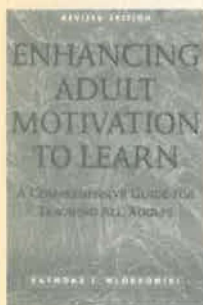
Integrated Healing Certificate

An exciting and innovative new program for counsellors and practitioners in mental health related fields. This program will present a variety of theoretical models, which are used in multidimensional healing approaches and examine a framework for integrating these approaches into practice. Learning will take place via lecture, demonstration, discussion, panel presentation, and skill-building exercises. Content will cover areas such as Homeopathy/Naturopathy, Body-Centred Psychotherapy, Healing Touch, Hypnotherapy, Energetic Healing and Traditional Chinese Medicine. Experts in each field will teach all courses.

Please join us for an introduction to this program: *Introduction to Integrative Theoretical Approaches* (#IHC100), October 18-20, 2000, a prerequisite and sampler of this new program.

See page 24 for more information, or contact Cheryl Bell-Gadsby at (604)528-5626 or by e-mail at cgadsby@jibc.bc.ca

Motivationally Based Instruction: Two Special Train the Trainer Sessions with Dr. Raymond Wlodkowski



Rigor without Mortis: A Motivationally Based Theory of Instruction

Dr. Wlodkowski's presentation advances the idea, as well as the supporting research, that all adults do learn when their perspectives and interests are included in the learning process. How to accomplish motivationally based teaching is the challenge facing educators as they encounter the most diverse group of students in the history of higher education. Dr. Wlodkowski offers a comprehensive and documented approach to meet this exciting but often daunting educational demand.

Location: Theatre, Justice Institute of BC
Time: 7:00 pm – 9:30 pm
Date(s): November 2, 2000
Fee: \$35
To register: Use Special Events registration form at back of calendar.

Enhancing Adult Motivation to Learn (#TD650)

This two-day course is an immersion experience with a motivationally based instructional approach to teaching all adults, especially those from diverse backgrounds. Participants will learn a research-documented framework and related teaching strategies that can be applied to instruction in any subject area. This course is an experiential process with opportunities for participants to practice and apply all demonstrated teaching methods. To ensure transfer of new learning, all participants will leave this workshop with a completed and motivationally based instructional plan relevant to their teaching discipline. *This is an advanced-level course for participants with a minimum of two years' experience in instructing adults. Participants will receive two days of elective credit in the Trainer Development Certificate Program.*

Location: Aspen Room, Executive Inn, 405 North Road, Coquitlam, B.C.
Time: 9:00 am – 4:30 pm
Date(s): November 3-4 (Friday & Saturday)
Fee: \$325
To register: Complete the registration form on page 49.

For information call Patricia McNeill at (604)528-5623; e-mail: pmcneill@jibc.bc.ca; fax: (604)528-5640.

Dr. Raymond J. Wlodkowski is research professor in the School for Professional Studies at Regis University, Denver. He is a licensed psychologist who has taught in universities for three decades. He specializes in motivation, adult learning, diversity, and professional development. He is the author of *Enhancing Adult Motivation to Learn* (Jossey-Bass, 1999), which received the Frandson Award for Literature. Four of his books have been translated into Chinese, Japanese, Korean, and Spanish. He is the recipient of numerous awards, including the University of Wisconsin, Milwaukee Award for Teaching Excellence and the Faculty Merit Award for Excellence at Antioch University, Seattle.

DR. SIMON PRIEST

is one of the leading experiential learning facilitators and researchers in the world. He is the author of the most famous adventure-based learning texts, such as *Effective Leadership in Adventure Programming*, *The Essential Elements of Facilitation*, and *Adventure Education*, and has most recently co-authored with Karl E. Rohnke, *101 Best Corporate Team Building Activities*. Dr. Priest has held several visiting professorships at more than 10 of the leading experiential learning universities around the world. He is the author of 10 books and 150 refereed articles, and has presented hundreds of workshops at conferences around the world. He is joining us for this learning experience from Australia, where he is currently the Acting Director to the Outdoor Education and Nature Tourism School.

One Day**Adventure-Based Learning Experience with****Dr. Simon Priest****November 8, 2000****9:00 am – 4:30 pm**

Dr. Priest will lead a one-day adventure-based learning experience at the Justice Institute along with several of the instructors in our new Adventure-Based Learning Certificate Program.

This workshop (#CY215) will be a unique opportunity to work with Dr. Priest, who now lives in Australia, to learn more about using experiential learning in work with children, youth, and families and for more experienced facilitators of experiential learning to learn advanced facilitation skills. Participants will work in a variety of adventure-based learning activities which promote active participation in the discussion phase, the development of a positive group culture, and methods to ensure that the learning is transferred to "real life" situations. Participants will learn when these exercises are appropriate in a specific learning context.

Location: Theatre, Justice Institute of BC

Fee: \$125

To register: Complete the registration form on page 49, or contact the Registration Office.

NEW TRAINING VIDEO BECOMES AVAILABLE

RISK MANAGEMENT: WE'RE ALL IN THIS TOGETHER

Managing Risk
in Residential
and Community
Continuing Care



The Social Services & Community Safety Division in partnership with the Healthcare Benefit Trust is pleased to announce the launching of a new video resource on Thursday, November 9, 2000.

For more information, please contact Sandra Rice at (604)528-5633 or Nenita Capili at (604)528-5631.



Spring Institute

The Applications of Relational Theory with The Stone Centre

**Judith Jordan and
Maureen Walker**

Increasingly research suggests that empathic, empowering relationships are at the core of resilience.

Building on the ground-breaking work of Dr. Carol Gilligan and Jean Baker Miller, The Stone Centre has conducted new and innovative research in the area of Relational Theory.

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

A growing body of research suggests that relational skills increase effectiveness, creativity, and employee retention. A one-day post-conference workshop, *Relational Practice in Organizations*, will explore interdisciplinary dimensions of relational theory and its application to organizational theory and practice. For more information, contact Natalie Clark at (604)528-5627 or Cheryl Bell-Gadsby at (604)528-5626.

Programming Staff Profiles

Our programming staff is one of our key strengths. Each coordinator brings extensive expertise via experience and education to their own program areas. This, combined with a commitment to providing creative and dynamic courses enables SSCSD to provide leading-edge training to our students. This calendar, we are pleased to profile our programming staff and look forward to highlighting additional staff in future calendar editions.

Shelley Rivkin, M.S.W., is responsible for the overall leadership of the division, including the establishment of program priorities, new initiatives, and course standards. She also maintains a curriculum development role in the area of violence against women and is currently the project director for the child protection pre-employment training program delivered through the B.C. public post-secondary system.

Sandra Rice has extensive experience as an educator and project manager. She has specific expertise on issues within the field of residential care; management; developmental disabilities; and youth care. She manages the Management Development for Residential Settings, Working With Youth in Community Settings, and Adventure Based Learning Certificate Programs. Sandra is currently a director on the British Columbia Association for Community Living board.

Patricia McNeill has extensive experience coordinating the Management Skills Training and Trainer Development program areas, which include two certificate programs: Basic Supervisory Skills and Trainer Development. Patricia has experience in writing and editing and has produced several works for the Self-Counsel Press.

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

Natalie Clark, M.S.W., R.S.W., has extensive experience as a feminist therapist, clinical supervisor, and educator specializing in issues of child abuse, trauma, sexual exploitation, and adolescent female development. She currently facilitates a girls' group for marginalized adolescent females through the Edmonds Youth Resource Centre as well as provides counselling for youth at Cameray and the Burnaby Youth Clinic.

Cori Wong-Hemmings coordinates the provincial Child Protection Pre-Employment Program and the ICBC Graduated Licence Program. She has experience working with women and children whom have been abused and individuals suffering from mental illnesses.

Tamar Levi-Bandel coordinates the production of our calendar and marketing as well as a variety of special projects for the division. She has many years of experience producing and coordinating special events and conferences in both the public and private sectors.

■ CHILD, YOUTH, AND FAMILY

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

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

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

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

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

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

TRAIN FOR A NEW CAREER!

Child Protection Workers

PURPOSE

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

WHO SHOULD ATTEND?

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

All applicants must have one of the following degrees:

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

HOW IS IT OFFERED?

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

APPLICATION INFORMATION

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



THE EDUCATIONAL ALLIANCE

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

CHILD ABUSE AND NEGLECT

CHILD ABUSE & NEGLECT CERTIFICATE PROGRAM

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

RECOMMENDED SEQUENCE OF COURSES:



PURPOSE

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

WHO SHOULD ATTEND?

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

Admission forms may be obtained by contacting Amber Hall at (604)528-5620. For more detailed information on the certificate program, course content, and admission requirements, contact Natalie Clark at (604)528-5627 or e-mail nclark@jibc.bc.ca.

Core Courses

1. Understanding Child Abuse and Neglect (#EP260)

In this first course in the certificate program, participants will analyze the impact of historical systemic oppression on children, develop a comprehensive theoretical framework of child maltreatment, and understand current systemic responses to child maltreatment. They will also learn to recognize cultural differences regarding norms, values, and traditions.

Length: Three days
 Dates(s): October 5-7
 Fee: \$195
 Instructor(s): Grunberg, Castellanos

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

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

Length: Three days
 Date(s): November 8-10
 Fee: \$195
 Instructor(s): Riehm

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

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

Length: Three days
 Date(s): December 7-9
 Fee: \$195
 Instructor(s): Luxemburg-Hyam

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

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

Date(s): January 19-20, 2001
 Fee: \$175
 Instructor(s): Luxemburg-Hyam

The Child Abuse and Neglect Certificate Program will be offered in Fort Nelson. Please contact Natalie Clark for more information.



PURPOSE

The courses focus on key theories of trauma and traumatic stress, central concepts in trauma intervention, and practical skill application. The program consists of five courses (18 days of core courses, including the two-day prerequisite course). Participants can complete the program in 10 months and must complete the program in two years.

WHO SHOULD ATTEND

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

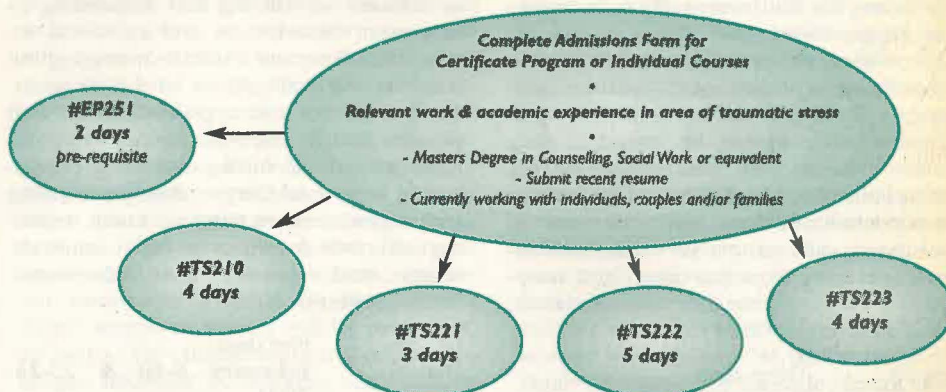
For more detailed information on the certificate program, course content, and admission requirements, please contact Natalie Clark at (604) 528-5627 or e-mail nclark@jibc.bc.ca.

CHILD ABUSE AND NEGLECT

TRAUMA COUNSELLING & CLINICAL INTERVENTION CERTIFICATE PROGRAM

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

RECOMMENDED SEQUENCE OF COURSES:



Core Courses

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

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

Date(s): **September 27 & 28 or October 16 & 17**
 Time: **9:00 am – 4:30 pm**
 Fee: **\$195**
 Instructor(s): **Solanto**

1. Trauma Assessment and Treatment Planning (#TS210)

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

Length: **Four days**
 Date(s): **October 18-21**
 Fee: **\$310**
 Instructor(s): **Fortes, Solanto, Ziegler**

2. Trauma and the Therapeutic Relationship (#TS221)

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

Length: Three days
Date(s): November 23-25
Fee: \$225
Instructor(s): Fortes, Ziegler

3. Trauma Intervention (#TS222)

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

Length: Five days
Date(s): February 8-10 & 23-24, 2001
Fee: \$395
Instructor(s): Fortes, Solanto, Ziegler

4. Trauma Counselling Consultation Group (#TS223)

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

Length: Four days
Date(s): April 25-28, 2001
Fee: \$450
Instructor(s): Solanto, Ziegler

PURPOSE

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

WHO SHOULD ATTEND?

This training program is for front-line staff and others who work in a support capacity with adults who were sexually abused in childhood.

HOW TO APPLY

To enter the program, applicants must be currently working or volunteering with adults in a supportive capacity and must complete an admissions form (contact Amber Hall at (604)528-5620 to request an admissions form).

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

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

CHILD ABUSE AND NEGLECT

SUPPORTING ADULT SURVIVORS CERTIFICATE PROGRAM (CSA134A)

CONTENT

- Create a framework for understanding child sexual abuse within a societal and historical context
- Examine the impact of childhood sexual abuse on the individual through the life cycle
- Define the support needs of sexually abused adults, and the corresponding role of a support worker in responding to these needs
- Discuss the coping mechanisms of survivors and the impact of factors such as culture, sexual orientation, and ability on the experience of adults who were sexually abused in childhood

- Define an appropriate support role and strategies for working with the survivor of sexual abuse in the context of a larger treatment system
- Develop and practise skills in supportive interventions and effective advocacy for working with adult survivors within an empowerment framework

Length: Six days
Date(s): October 19-21 & November 2-4
Fee: \$495
Instructor(s): Whiteford, Trotter

Additional Child Abuse and Trauma Courses

Trauma and Cultural Diversity in Clinical Work (#TS530)

Culture penetrates deeply into every aspect of communication. It is the clinician's ability to validate and navigate this domain of conversation that will build bridges and create safety towards the eventual approach of trauma material. This workshop will support practitioners in becoming increasingly culturally responsive and skilled in maintaining effective intercultural dialogues in their work with members of multicultural communities who have trauma-related histories. This course will address a variety of concepts, theories, and activities to stimulate clinicians to stay open and present to the challenges of intercultural communications.

Date(s): **September 29-30**
 Fee: **\$185**
 Instructor(s): Fortes

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

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

Date(s): **November 6**
 Fee: **\$150**
 Instructor(s): Ziegler

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

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

Date(s): **October 23-24**
 Fee: **\$195**
 Instructor(s): Solanto

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

This course will be of interest to social workers, family court counsellors, child and youth workers, legal advocates, and practitioners involved in assessing or working with children, youth or families where violence has been an issue. Participants will review the behavioural consequences and coping styles of children exposed to violence in their homes, and effective strategies for responding to their needs. It also offers an overview of working with families from culturally diverse backgrounds and introduces some strategies to support them. This includes First Nations as well as refugee families.

Length: **Three Days**
 Date(s): **November 8-10**
 Fee: **\$195**
 Instructor(s): Castellanos, Gray-Smith

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

This course takes participants through an in-depth understanding of the needs and rights of child witnesses through the transition times in their lives. Through case studies participants will: learn about appropriate interventions, learn how to handle disclosures of witnessing abuse from preschool and school-age children as well as youth, and learn how to do risk assessments. This workshop will also look at the impact of abuse on parenting and how to support parents to better help their children. It also addresses the importance of prevention and community development in recognizing family violence as a social issue. It will be of interest to those working or coming into contact with children or youth exposed to family violence and with their parents: social workers, family court counsellors, mediators, teachers, counsellors, and youth workers. **Prerequisite(s):** Children Exposed to Family Violence, Level I (#CY230).

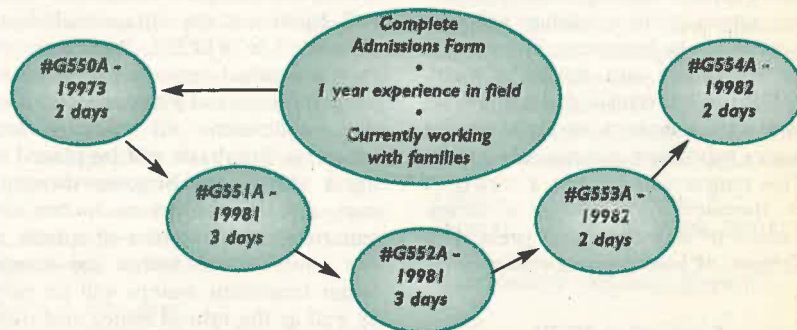
Date(s): **December 7-8**
 Fee: **\$185**
 Instructor(s): Castellanos

COUNSELLING AND SUPPORTIVE INTERVENTIONS

FAMILY SUPPORT WORKER CERTIFICATE PROGRAM

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

RECOMMENDED SEQUENCE OF COURSES:



PURPOSE

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

WHO SHOULD ATTEND?

This certificate program is for family support workers, social workers, front-line staff, and others working in support capacities with families, who are interested in developing specialized skills and supportive interventions within a family systems framework.

To obtain an application form, please contact Douglas College at (604) 527-5161. Registration and fees are handled through Douglas College Continuing Education, (604) 527-5472.

Core Courses

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

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

Date(s): **October 20-21**, at Douglas College

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

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

Length: Three days

Date(s): **November 23-25**, Douglas College

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

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

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

Length: Three days

Date(s): **February 8-10**, 2001, Douglas College

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

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

Date(s): **March 30-31**, 2001, Douglas College

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

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

Date(s): **May 11-12**, 2001, Douglas College



PURPOSE

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

WHO SHOULD ATTEND?

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

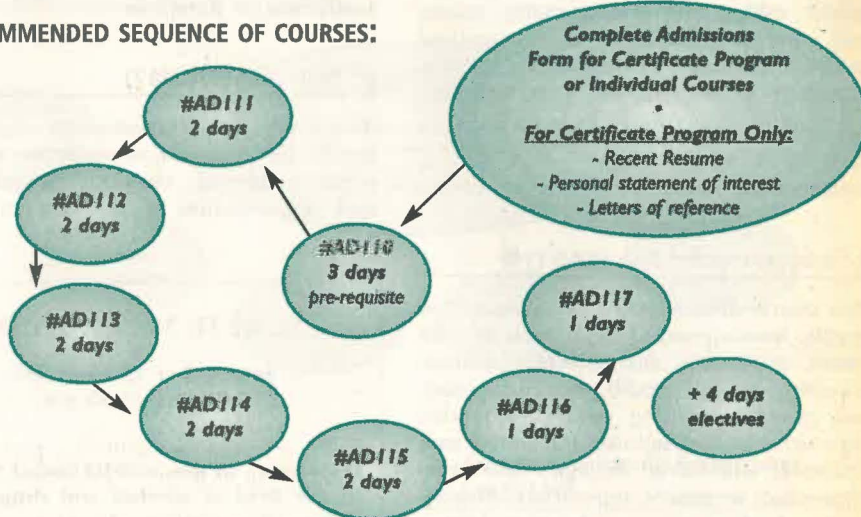
To request an admissions form, contact Heather Olson at (604)528-5573 or e-mail bolson@jibc.bc.ca. For more detailed information on the certificate program, course content, and admission requirements, please contact Cheryl Bell-Gadsby at (604)528-5626 or e-mail cgadsby@jibc.bc.ca, and ask for a brochure.

COUNSELLING AND SUPPORTIVE INTERVENTIONS

SUBSTANCE USE/MISUSE CERTIFICATE PROGRAM

- 19 days
- Complete within 2 years
- Recommended Sequence, after pre-requisite courses may be taken in any sequence

RECOMMENDED SEQUENCE OF COURSES:



Core Courses

1. Understanding Substance Misuse (#AD110)

This course covers current topics, theories, and models of substance use/misuse, including the bio-psycho-social-spiritual model and the harm-reduction approach; continuum of substance use/misuse; impact on the individual, family, and community; identification of barriers to accessing help; and ethical issues and challenges. This course is a prerequisite for all courses in the Substance Use/Misuse Certificate Program.

Length: Three days
Date(s): September 11-13
Fee: \$225
Instructor(s): Harris, Robertson

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

This course covers such topics as: introduction to the risk continuum, mapping the continuum of care, scope of practice and related strategies, harm reduction, risk management, matching theory to reality, and relapse prevention. **Prerequisite:** Understanding Substance Misuse (#AD110).

Date(s): September 14-15
Fee: \$185
Instructor(s): Robertson

3. Assessment of Addictive Behaviours (#AD112)

This course covers: values clarification, identification of helper characteristics, assessment methods and instruments, Trans-theoretical Model of Change, motivational interviewing, and treatment planning. **Prerequisite:** Understanding Substance Misuse (#AD110).

Date(s): October 10-11
Fee: \$185
Instructor(s): Axsen

4. Integrated Case Management (#AD113)

This course covers: treatment planning as it relates to integrated case management, a multidisciplinary approach to integrated case management practice that includes a review of the current Ministry for Children and Families integrated case practice model, ethical and confidentiality issues, and current practices in documentation/record keeping. **Prerequisite:** Understanding Substance Misuse (#AD110).

Date(s): **October 30-31**
 Fee: **\$185**
 Instructor(s): Amos

5. Interconnected Risk (#AD114)

This course covers: social determinants of health; interconnected risks such as substance use/misuse and violence, trauma, sexuality, mental health, marginalization, and poverty; building your own model/approach; multi-diagnosis; integrated care planning; and safety strategies and complementary treatment approaches. **Prerequisite:** Understanding Substance Misuse (#AD110).

Date(s): **November 1-2**
 Fee: **\$185**
 Instructor(s): Robertson

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

This course covers: the impact of prenatal exposure to substances; definition of Fetal Alcohol Syndrome (FAS), Partial FAS, alcohol-related birth defects (ARBD), and Neonatal Abstinence Syndrome; the lifespan approach; effective practice approaches; models and resources for working with pregnant women who are using substances and their families; ethical issues and dilemmas; and personal, professional, and systemic barriers. **Prerequisite:** Understanding Substance Misuse (#AD110).

Date(s): **December 7-8**
 Fee: **\$185**
 Instructor(s): Amos

7. Contemporary Issues (#AD116)

This course covers: current policy and its costs, acupuncture and other alternative treatment methods, rapid detox, ethics and methadone, and other current issues. **Prerequisite:** Understanding Substance Misuse (#AD110).

Date(s): **November 3**
 Fee: **\$95**
 Instructor(s): Robertson

8. Self-Care (#AD117)

This course covers: assessment of personal needs, development of strategies for personal well-being, vicarious trauma, risks and opportunities in working with sub-

stance users, design of a self-care plan, and more. **Prerequisite:** Understanding Substance Misuse (#AD110).

Date(s): **December 9**
 Fee: **\$95**
 Instructor(s): Harris

Electives

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

The following courses may be used as electives:

- Solution-Focused and Narrative Therapy Approaches to Problems of Substance Misuse (#AD209) – page 20
- Becoming a More Effective Counsellor (#EP508) – page 21
- The Therapeutic Relationship: Introduction to Ethics and Professional Boundaries (#EP255) – page 21
- Advanced Motivational Interviewing (#AD204) – page 21
- Making Connections: An Introduction to Effective Conflict Resolution Skills for Working with Youth (#CY185) – page 29
- Developing Effective Interventions: Interventions for Moderate to High At-Risk Youth (#CY189) – page 30
- Building Supportive Relationships and Connections with Youth Who Misuse Substances (#AD208) – page 22
- Making Connections: Managing Emotional and Aggressive Situations with Youth (#CY186) – page 29
- Making Connections: Third-Party Facilitation when Working with Youth (#CY187) – page 30
- Understanding Pharmacology from a Counsellor's Perspective (#EP308) – page 23
- Scott Miller 2-day workshop
- Art Therapy in Early Stages of Addiction Recovery (#AD210) – page 24

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

Scott D. Miller, Ph.D.

September 13-14, 2000
 9:00 am – 4:30 pm

Forty years of research on "what works" in the field of alcohol and drug treatment will be translated into empirically supported practical, efficient, and individualized therapeutic skills that you can utilize when working with those who are affected by substance misuse problems.

Participants will: learn to deal with the most difficult and challenging clients; learn a method of incorporating valid and reliable outcome information into the treatment process; have an opportunity for a small group supervision session with Dr. Miller.

Dr. Miller is the co-author of *Working with the Problem Drinker: The Solution-Focused Approach* (Norton, 1992) and *The "Miracle" Method: A Revolutionary New Approach for Finding Solutions to Problem Drinking* (Norton, 1995).

Workshop Fee (#AD300): **\$185**
 Group Supervision (#AD301): **\$40**

For information, contact Cheryl Bell-Gadsby at (604)528-5626 or Heather Olson at (604)528-5573.

To register, contact the Justice Institute at (604)528-5590.

Maple Ridge Alcohol & Drug Counselling and the Justice Institute of B.C. are co-sponsoring this exciting training opportunity.

COUNSELLING AND SUPPORTIVE INTERVENTIONS

COUPLE & FAMILY THERAPY CERTIFICATE PROGRAM

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

RECOMMENDED SEQUENCE OF COURSES:



Core Courses

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

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

Length: Six days
 Date(s): October 12-14 & 26-28
 Fee: \$415
 Instructor(s): Grigg, Jung-Hwa Suh, Egyeda

2. Couple and Family Assessment (#CFT120)

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

Length: Six days
 Date(s): November 16-18 & 30, & December 1 & 2
 Fee: \$415
 Instructor(s): Walls, Grigg, Shapiro, Egyeda



PURPOSE

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

WHO SHOULD ATTEND?

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

To request an admissions form, contact Heather Olson at (604)528-5573 or e-mail holson@jibc.bc.ca. For more detailed information on the certificate program, course content, and admission requirements, please contact Cheryl Bell-Gadsby at (604)528-5626 or e-mail cgadsby@jibc.bc.ca, and ask for a brochure.

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

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

Length: Six days
Date(s): February 1-3 & 15-17, 2001
Fee: \$415
Instructor(s): Egyeda, Sigal, Walls

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

This course examines the treatment methods of the major theories and models of couple and family therapy. When discussing the "working" or "facilitating change" stage

of therapy, the focus will be on strategies and interventions. Issues related to engaging, assessing, contracting and terminating therapy will be examined briefly. The links among perceptual, conceptual, and therapeutic skills in each model of therapy will also be addressed. Participants will describe and analyze their own treatment methods, consider the connections between their approaches and the methods presented, and examine the consistency between theoretical understandings and treatment methods.

Length: Six days
Date(s): April 19-21 & May 3-5, 2001
Fee: \$415
Instructor(s): Egyeda, Grigg, Jung-Hwa Suh

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

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

common to families with specific issues or problems, will be addressed. Throughout the course, participants will explore the therapeutic challenge of working with these issues without defining their clients by their problems.

Length: Six days
Date(s): May 31, June 1-2 & 14-16, 2001
Fee: \$415
Instructor(s): Whiteford, Egyeda, Finlay

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

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

Length: Six full-day sessions
Date(s): March 15-17 & June 21-23, 2001
Fee: \$450
Instructor(s): TBA

Additional Counselling and Supportive Interventions Courses

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

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

This introductory course is for counsellors, support workers, group home staff, social workers, and other mental health professionals interested in expanding their familiarity with and understanding of psychiatric concepts and processes in order to better serve their clients who are receiving medi-

cal/clinical services within the mental health care system. Participants will examine the *Diagnostic and Statistical Manual of Mental Disorders* (4th edition), review basic psychiatric diagnostic terminology, and explore the Multi-Axial Evaluation according to DSM-IV criteria. Common diagnostic categories such as mood disorders, anxiety disorders, and personality disorders will be discussed, highlighting the role of non-medical mental health professionals in the diagnostic process.

Date(s): October 2-3
Fee: \$185
Instructor(s): Solanto

NEW

Solution-Focused and Narrative Therapy Approaches to Problems of Substance Misuse (#AD209)

This two-day course is designed to introduce participants to key concepts and practices of solution-focused and narrative therapy approaches to substance misuse problems. Topics covered include specific goal-directed skills in listening, and narrative therapy reauthoring approaches, ideas, and practices. During the workshop participants will discuss transcripts based on solution-focused and narrative approaches, and use role plays to address specific challenges participants face in their work.

Date(s): October 6 & 7
Instructor(s): Saville

Becoming a More Effective Counsellor (#EP508)

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

Date(s): **October 25-26**
 Fee: **\$185**
 Instructor(s): **Stoll**

The Art of Running a Private Practice: Small Business Skills for Therapists (#EP506)

This course will provide participants with the skills and resources necessary to succeed in establishing and maintaining a financially viable, stable, and ethically sound private practice. Participants will complete a series of self-assessments to identify the strengths they bring to private practice and the areas in which they need to cultivate existing or additional skills. Key business skills will be examined, including general business management, business planning, communications, financial management, marketing and promotion, and legal and tax aspects. The essential components of developing a business plan will be reviewed, highlighting potential financing sources and ongoing financial needs throughout the first year of the life of the practice and beyond.

Date(s): **October 30-31**
 Fee: **\$185**
 Instructor(s): **Franz**

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

This course will provide counsellors, child and youth care workers, family support workers, social workers, school personnel, police, and other practitioners with an overview of the systemic, societal, and legal issues that support and impact on the sexual exploitation of children and youth. Participants will examine key issues that place children and youth "at risk" of sexual exploitation. As well, participants will review and practice different intervention options available within a clinical, support, and community development context.

Date(s): **October 31 – November 1**
 Fee: **\$185**
 Instructor(s): **Clark, Aebi**

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

For a course description, see page 15.

Date(s): **November 6**
 Fee: **\$150**
 Instructor(s): **Ziegler**

NEW**Integrative Psychotherapy: Positioning Yourself in the System (#CFT702)**

This day's experiential and interactive workshop provides an opportunity for practicing counsellors and therapists to engage in a process designed to increase awareness of personal themes that may block creativity in conversations with clients. This is a therapist-focused experience grounded in systems thinking which will invite those providing help to question their position(s) in the therapeutic process for which they are responsible. Learning will take place in a supportive collegial atmosphere designed to combat professional isolation and inertia.

Date(s): **November 6**
 Fee: **\$95**
 Instructor(s): **Egyeda**

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

This course will provide an introduction to the area of professional boundaries and ethical practice, including the limits of confidentiality, dual relationships, conflict of interest, and legal liability. Participants will explore internal and external factors that affect their ability to enact personal values in their role as counsellors, and consider the role of countertransference in developing an effective counselling relationship. A variety of professional codes of ethics will be examined critically to identify their strengths and limitations in guiding counsellors to assume personal/professional accountability, establish and maintain therapeutic boundaries, and skillfully use ethical judgement in their work. A model of ethical decision making related to boundary issues in counselling will be presented, and participants will develop skills to respond to and resolve conflicts between their personal values and professional codes of ethics.

Date(s): **November 6-7**
 Fee: **\$185 (\$95 student price)**
 Instructor(s): **Franz**

Advanced Motivational Interviewing (#AD204)

This course is for service providers who wish to develop more in-depth knowledge and skills related to motivational interviewing. Motivational interviewing is a system of techniques to assist clients in building motivation to change behaviours, strengthen the commitment to make changes, and maintain changes once they are made. Participants will develop a more comprehensive understanding of how people change, using the Trans-theoretical Model of Change, and will learn specific strategies for working with clients at each level of readiness to change. The course material will focus on application towards working with substance misuse issues through use of Decisional Balance Grids, and will address issues around working with resistance and ambivalence.

Note: Participants will benefit from having previous exposure to an introductory level of Motivational Interviewing, such as that offered in the Assessment of Addictive Behaviours course (#AD112).

Date(s): **November 6-7**
 Fee: **\$185**
 Instructor(s): **Axsen**

Building Supportive Relationships and Connections with Youth Who Misuse Substances (#AD208)

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

Length: Three days
Date(s): November 8-10
Fee: \$225
Instructor(s): Snowden, Crabtree

Building on Client Strengths (#EP196)

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

Date(s): November 9-10
Fee: \$185
Instructor(s): Stoll

NEW

Loss and Grief: Strategies for Supporting and Surviving Trauma (#EP588)

The two-day workshop is designed to increase awareness and skills for helping clients work through repetitive and traumatic losses. Participants will review the tools needed to support individual clients who are grieving and to conduct grief support groups with their clientele, while also maintaining effective self-care strategies. In order to accomplish this, the format of the training will be largely experiential and involve personal sharing, cross-learning, and mutual support in a safe environment.

Date(s): November 14-15
Fee: \$195
Instructor(s): Solanto, Herbert

NEW

Creative Approaches to Working with Groups (#EP589)

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 that develops only through practice and experience. This workshop is designed to offer learners a wide spectrum of both theoretical and experiential approaches to group facilitation and to introduce participants to the emerging models of group work which focus on collaboration, community building, and creativity. We will 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): November 16, 6:30 - 9:30 pm, November 17 & 18, 9:00 am - 4:30 pm
Instructor(s): Laird

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

This course is for therapists, social workers, mental health staff, child care counsellors, probation and corrections officers, teachers, school counsellors, and other practitioners who work with youth. Participants will develop skills to identify and assess suicide and homicide risk factors. They will

also examine and distinguish between a range of high-risk indicators, including self-harming behaviours and suicidal ideation. This course will address assessment of suicide risk with children under 12. Participants will have the opportunity to practise their newly learned assessment skills in case scenarios.

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

Date(s): November 17-18
Fee: \$185
Instructor(s): Velji

Facilitating Parenting Groups - Essential Skills (#EP586)

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

Date(s): November 20-21
Fee: \$185
Instructor(s): Stoll

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

This course is for counsellors, therapists, and other practitioners who are providing clinical supervision and consultation and are interested in further developing their supervisory skills. Participants will differentiate between, and consider the challenges inherent in providing, clinical supervision

and consultation (particularly in the field of violence/trauma), and will discuss common problems and why supervision often fails. Participants will develop a supervisory or consultation contract, define their own philosophy of supervision, explore approaches to supervision within a range of clinical/theoretical approaches, and learn to manage transference and countertransference in the therapist/client/supervisor triangle. The balance between safety and challenge in the supervisory relationship will be highlighted.

Date(s): **November 21-22**
 Fee: **\$195**
 Instructor(s): Ziegler

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

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

Date(s): **November 23**
 Fee: **\$95**
 Instructor(s): Shapiro

Enter to win a free JI course.
 Complete the Communications
 Survey located at the centre
 of this calendar and fax to
 (604)528-5640.

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

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

Date(s): **November 24-25**
 Fee: **\$185**
 Instructor(s): Velji, Savard

Supporting Females Through the Crisis of Adolescence (#CY190)

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

Date(s): **November 27-28**
 Fee: **\$185**
 Instructor(s): Clark, Redenbach

NEW

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

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

Date(s): **November 29-30**
 Fee: **\$185**
 Instructor: Stoll

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

This two-day introductory workshop will present Safe Teen, a skill-based violence prevention program that has been integrated into the curriculum in many school districts throughout B.C. The Safe Teen program is grounded in theory on socialization and gender, and addresses the dynamics of power and powerlessness as the underlying factors of harassment, bullying, and assault. Participants will be introduced to skills and concepts to use in their work with adolescents, including assertiveness, building and respecting boundaries, embracing differences, handling disclosures, defining sexual harassment and sexual assault, and increasing self-esteem/power. Participants will learn how to pass on violence prevention skills to the adolescents with whom they work. This workshop is for youth workers, support workers, teachers, and counsellors who work with adolescents in a variety of settings. Participants are encouraged to wear comfortable clothing. (Note: This training is offered in two streams using a gender separate format. If there are not enough participants (male or female), that specific stream may not be offered.)

Date(s): **December 1 & 2**
 Fee: **\$195**
 Instructor(s): Roberts

NEW

Exploring the Secrets of Personal Snapshots and Family Albums – An Introduction to PhotoTherapy Techniques (#CY253)

The value of a snapshot lies not so much in the visual "facts" of the image, but rather what these mean inside the mind and heart of the viewer. Therefore, clients' ordinary snapshots and family albums (and their interactions with these) can be useful catalysts to therapeutic growth and change, serving as representational objects, symbolic self-constructs, and metaphorical transitional objects that help bridge into feelings and memories in ways that words alone cannot accomplish. Slide and video-illustrated theoretical presentation about the "why" and "how" of PhotoTherapy techniques will be combined with anecdotal case discussions, role-play demonstrations, and several opportunities to experience many of the major techniques personally. Prior experience with cameras is not required. Participants are asked to bring 20 to 40 snapshots that have special meaning (personal or family photos, postcards, greeting cards, magazine pages, or even just photocopies of these).

Date(s): **October 12-14 (Thursday night, Friday, and Saturday)**
 Fee: **\$210**
 Instructor(s): **Weiser**

NEW

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

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

Date(s): **October 23 & 24**
 Fee: **\$185**
 Instructor(s): **Franz**

Expressive Play Therapy Methods (#CY104)

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

Date(s): **November 1-2**
 Fee: **\$195**
 Instructor(s): **Jose-Dhaese**

Child-Centred Play Therapy (#CY104A)

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

Date(s): **November 3-4**
 Fee: **\$195**
 Instructor(s): **Jose-Dhaese**

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

This course is for practitioners who use art and play therapy in their work with children who have experienced and disclosed neglect and abuse. Course content reviews theoretical principles underlying the use of art and play therapy with traumatized children, illustrates ways of addressing the main clinical issues of neglected and abused children, and examines the recurring images that emerge in children's play and art (through the various stages of therapy). It is recommended that participants take #CY104 and #CY104A before registering for this course.

Date(s): **November 17-18**
 Fee: **\$195**
 Instructor(s): **Jose-Dhaese**

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

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

Date(s): **September 25-26**
 Fee: **\$185**
 Instructor(s): **Franz**

NEW

Introduction to Integrative Therapeutic Approaches (#IHC100)

This three-day course is designed as the prerequisite for the new **Integrated Healing Certificate** that will be offered in 2000-2001. This exciting and innovative program is for counsellors and practitioners in mental health-related fields. The prerequisite course will present a variety of theoretical models used in multidimensional healing approaches, and examine a framework for integrating these approaches into practice. Participants will learn: the principles and strategies for working with an integrative team of professionals, how to apply a model for treatment decisions according to the needs of the client, discuss special ethical and legal considerations, understand the content of this new certificate program. Via a panel presentation and case presentations, participants will have the opportunity to experience 5-6 specialists from areas such as homeopathy/naturopathy, body-centred psychotherapy, healing touch, hypnotherapy, energetic healing, and traditional Chinese medicine.

Length: **Three days**
 Date(s): **December 5-7**
 Fee: **\$225**
 Instructor(s): **Solanto and field experts**

Violence Against Women in Relationships Core Training (#EP193)

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

Date(s): **October 27-28**
 Fee: **\$185**
 Instructor(s): **Kang**

NEW

Woman to Woman Partner Abuse (#EP595)

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

being planned for those who attend this workshop to address more complex counselling issues.

Date(s): **November 24-25**
 Fee: **\$185**
 Instructor(s): **Holmes, Welch**

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

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

Date(s): **December 4-5**
 Fee: **\$185**
 Instructor(s): **Davidson**

The following courses will be of interest to police, crown counsel and victim service workers:

Enhanced Investigative and Interviewing Skills in Violence Against Women Cases

These two-day course has been designed to address the social, psychological, investigative, and prosecutorial issues that influence and affect the interview process. Through the use of interactive and experiential activities, as well as simulated interviews using actors, participants will have an opportunity to examine threat assessment approaches and their applicability to working with women who have experienced violence; observe and practice specific interview skills to work with traumatized and

reluctant witnesses; and receive instructor and peer feedback on their interviewing skills.

Enhanced Investigative and Interviewing Skills in Child Sexual Assault Cases

This three-day course is for those involved in the investigation and prosecution of child sexual assault cases. Content covers Criminal Code provisions, child sexual abuse policy, issues and relationships; developmental and behavioural issues impacting the interview process, the accommodation syndrome, the stepwise interview process and statement validity, investigation strategies, and managing multiple-victim cases. Each participant will have an opportunity to conduct a 30-minute videotaped interview with a young child. Each participant will receive both peer and instructor feedback on their interviewing skills.

Both courses are instructed by experienced police officers and other criminal justice practitioners involved in the interview process.

There is no fee for these courses as funding has been provided through the Victim Services Division. Coordinating committees, police departments, or victim services programs who are interested in arranging to have either of these courses should contact Shelley Rivkin at (604)528-5628 or srivkin@jibc.bc.ca.



LINK

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

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

Supporting Females Through the Crisis of Adolescence (#CY190)

For a course description, see page 23.

Date(s): November 27-28
 Fee: \$185
 Instructor(s): Clark, Redenbach

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

For a course description, see page 23.

Date(s): TBA
 Fee: \$195
 Instructor(s): Roberts

Director Shelley Rivkin accepts Building Safer Future Award on behalf of SSCSD for "outstanding work in developing and delivering training and public education, promoting the prevention of violence against women."

A Holistic Approach to Working with Women Who Experience Violence

Last spring the Justice Institute, in collaboration with Atira Transition House Society, presented a half-day forum and panel presentation to discuss the links between violence against women, substance use/addictions, mental health, and child welfare issues. We had such an overwhelming response that we are offering the following series of half-day events to continue the discussion:

1. The Intersectionality of Oppressions: Violence and Substance Use
2. Impacts of Violence: Disordered Eating, Anxiety/Depression, Social Control, and Substance Use
3. Sex, Violence, and Substance Use
4. Violence, Substance Use, and Health Issues
5. Prison, Violence, and Substance Use
6. Parenting, Violence, and Substance Use

Date(s): 6 Tuesdays, 9:00 am – 12:00 noon

September 26, 2000

October 24, 2000

November 14, 2000

January 16, 2001

February 20, 2001

March 28, 2001

Fee: \$15, which includes coffee-and-muffin reception, 8:00 am – 9:00 am

For more information, contact Cheryl Bell-Gadsby at (604)528-5626 or Heather Olson at (604)528-5573.

To register, use the Special Events Registration Form on page 50.



PURPOSE

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

WHO SHOULD ATTEND

This program is designed for professionals who are currently working with youth and families in a variety of community settings (residential, treatment, recreational, outreach, educational, or therapeutic foster care programs).

APPLICATION INFORMATION

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

COURSE TIMES

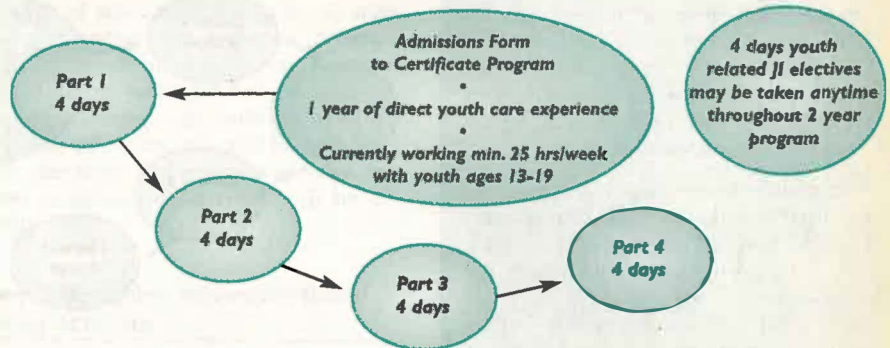
Classes in this certificate program are in session from 9:00 to 5:00.

WORKING WITH YOUTH

WORKING WITH YOUTH IN COMMUNITY SETTINGS

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

REQUIRED SEQUENCE OF COURSES:



CORE LEARNING OBJECTIVES

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

FEES

The fee for the four parts of the program is \$1050. Immediately upon acceptance, applicants must pay a deposit of \$100, which will be deducted from the full program fee. An additional \$475 is due on October 30, 2000, and the balance of \$475 is due on December 19, 2000.

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

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

Length: Sixteen days
Fee: \$1050
Date(s): Part 1 – November 20-23
Part 2 – January 8-11, 2001
Part 3 – February 19-22, 2001
Part 4 – April 2-5, 2001
Instructor(s): Hardy, Joy, Verkerk

PURPOSE

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

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

WHO SHOULD ATTEND?

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

HOW IS IT OFFERED?

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

FEES

\$1675. Participants cannot register for individual courses but must take the entire program. There is a non-refundable \$25 application fee.

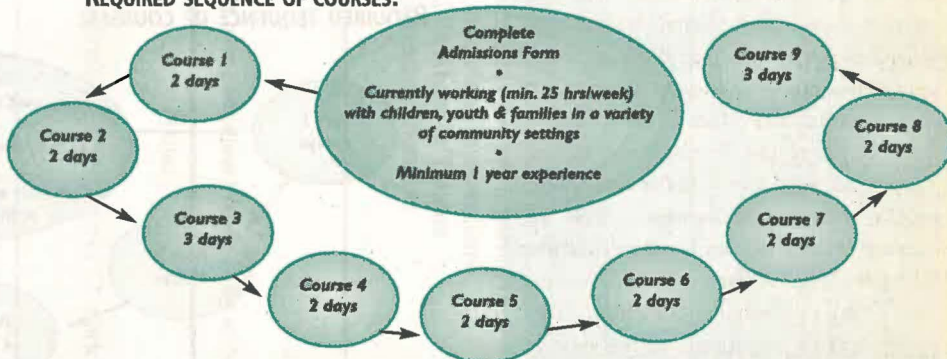
WORKING WITH YOUTH

ADVENTURE BASED LEARNING CERTIFICATE PROGRAM

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

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

REQUIRED SEQUENCE OF COURSES:



Adventure-Based Learning Certificate Program (#CY220)

Course 1: Theories and Foundations of Adventure-Based Learning

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

Length: Two days

Date(s): TBA (January-August 2001)

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

This course will provide an introduction to the techniques of facilitation often referred to "processing," "reviewing," or "debriefing" the experience. Participants will come to appreciate the benefits of enriching the experience of their group members by effectively directing discussion following an

activity. Techniques for facilitation in both structured and fluid settings will be demonstrated. In Level I the instructors will primarily role-model facilitation techniques that promote active participation in the discussion phase, develop a positive group culture, and ensure that the learning is transferred to "real-life" situations. Participants will learn the "do's" and "don'ts" of effective facilitation.

Course 3: Experiential Components of Adventure-Based Learning

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

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

In this course participants will review advanced facilitation techniques beginning with conducting a thorough needs assessment of a group and individual members.

Processing and debriefing techniques will emphasize the use of briefing, frontloading, story-lines, metaphor, and active reviewing to enrich and solidify the learning experience. The use of structured questioning will be examined. Designing these processes specifically in keeping with group make-up and group goals will be discussed.

Course 5: Educational Applications of Adventure-Based Learning

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

Course 6: Therapeutic Applications of Adventure-Based Learning

This course will review the history of using ABL to achieve therapeutic goals within a wide variety of settings, including individual, group, and family counselling, whether indoors or in the wilderness. The theoretical bases that ABL and several widely accepted therapeutic models have in com-

mon will be explored. The use of diagnostic and assessment strategies and program/treatment planning in keeping with therapeutic goals will be discussed. Particular emphasis will be placed on facilitating structured experiences for youth at-risk in order to overcome tendencies towards resistance, acting-out, and dropping out. Participants will learn how to enhance the likelihood of learning transfer by creating meaningful metaphors between program activities and individual or group treatment issues. Program variations for use with different populations, e.g., substance misusing, violent offenders, etc. will be reviewed. Finally, literature and research reviews that address program effectiveness will be examined.

Course 7: Designing Adventure-Based Learning Activities

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

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

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

Course 9: Wilderness Adventure Project

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

Course brochures will be available at the end of September. If you wish to receive one, please contact the Program Assistant, Nenita Capili, at (604)528-5631 or e-mail ncapili@jibc.bc.ca.

Additional Courses on Working with Children, Youth, and Families

Making Connections: Working Through Conflict with Youth

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

The first two-day course in the Making Connections: Working Through Conflict with Youth series is designed as an introduction to effective conflict resolution skills for participants who work with youth in a variety of community settings. Participants will increase their awareness of their own beliefs about conflict, and the impact of

these beliefs on their actions when working through conflict situations with young people; assess their skills in resolving difficult situations with youth; identify and practise non-coercive collaborative processes for resolving youth-related conflicts; and develop key skills such as assertive expression, non-defensive listening, and self-management.

Date(s): **October 30-31
February 26-27, 2001**
Fee: **\$185**
Instructor(s): Govorchin

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

The second course in the Making Connections: Working Through Conflict with Youth series is designed for participants who work directly with youth in a variety of community settings. Participants will examine their own responses to highly emotional and aggressive behaviours in youth; strengthen their skill level in managing these behaviours; explore and practise a range of defusing and limit-setting strategies for responding to youth in crisis; and practise strategies for coaching youth to manage their own behaviours. (It is rec-

ommended that Course 1 be completed before Course 2 or 3.)

Date(s): **March 26-27, 2001**
 Fee: **\$185**
 Instructor(s): Govorchin

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

The third course in the Making Connections: Working Through Conflict with Youth series is designed for participants who work directly with youth in a variety of community settings. Participants will examine options for facilitating as a third party in situations of conflict with youth; practise strategies for successful arbitration, conciliation, and mediation with youth; develop skills to facilitate communication between disputants; examine their role as third-party facilitator; develop skills to manage the emotional climate and ensure safety for youth during interventions; and practise process and communication skills to guide youth in conflict through a simulated mediation process. (It is recommended that Course 1 be completed before Course 2 or 3.)

Date(s): **May 7-8, 2001**
 Fee: **\$185**
 Instructor(s): Govorchin

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

This two-day course is designed to respond to the changing complexities of working with youth who have moderate to high needs. Child and youth care workers are frequently expected to work with youth who may display behaviours that can be challenging, aggressive, violent, suicidal, and/or chemical-dependent. Participants will

have the opportunity to share ideas, deal with specific on-the-job realities, and meet with community-based professionals who manage these issues on a daily basis. The course will focus on specific practical interventions with a range of behaviours such as motivational issues, manipulation, mental health issues, violent offenders, sexual intrusiveness, and aggression. Participants will discuss the real numbers behind high-risk statistics and examine the changes in the field and how to access resources to help in their work with young people.

Date(s): **October 18-19**
April 9-10, 2001
 Fee: **\$185**
 Instructor(s): Hardy

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

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

Date(s): **May 28, 2001**
 Fee: **\$125**
 Instructor(s): Hardy

Creating Positive Change Through Peer Groups (#CY182)

This course is designed to help individuals working with youth create positive change in the lives of youth by understanding that one of the most powerful influences in their lives is their peer group. The course focuses on concepts and skills that can be

used in peer groups to support positive change for young people. Participants will learn to identify the strengths of individuals within the group and coach them in ways to help other youth in their group; to identify and explore group roles through strategies for group dynamics; and to define the role of the worker in supporting the development of strengths within the group.

Date(s): **November 6-7**
 Fee: **\$185**
 Instructor(s): Verkerk, Neher

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

For a course description, see page 23.

Date(s): **TBA**
 Fee: **\$185**
 Instructor(s): Roberts

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

For a course description, see page 22.

Date(s): **November 17-18**
 Fee: **\$185**
 Instructor(s): Velji

Building Supportive Relationships and Connections with Youth Who Misuse Substances (#AD208)

For a course description, see page 22.

Length: **Three days**
 Date(s): **November 8-10**
 Fee: **\$225**
 Instructor(s): Snowden, Crabtree

B.C. Association for Community Living

AGM and Conference

Executive Inn, Richmond, B.C.

June 7-9, 2001

■ CAREER AND MANAGEMENT DEVELOPMENT

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

- Management Skills Training
- Residential Care Management
- Trainer Development

Courses in the Management Development for Residential Settings Certificate Program require that front-line managers and supervisors who work in residential and vocational settings have completed an application form and are accepted into the certificate program. See below for full details. Other Residential Care courses listed on page 39 are open for enrolment to all managers who work in the residential/vocational field, and do not require acceptance into the certificate program.

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

For information on Trainer Development courses, see page 40.

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



**The Social Services & Community Safety Division
in partnership with
Health Care Benefit Trust
are pleased to announce the launching of a new video
on Thursday, November 9, from 3:30 to 5:30**

RISK MANAGEMENT: WE'RE ALL IN THIS TOGETHER

**Managing Risk
in Residential
and Community
Continuing Care**



This video features **Red Green** from the CBC's *The New Red Green Show*. Red asks participants to look at managing risk through a series of humorous vignettes and tips from caregiving professionals from residential and community continuing care programs. This 25-minute video with accompanying facilitator and participant guides has been designed with four one-hour modules to guide participants through a learning experience to assess potential risk situations to their clients in care and develop preventative strategies as well as strategies that will improve their care systems; the physical environment; staff education; and a significant decrease in serious incidents.

For more information, please contact Nenita Capili at 528-5631. Invitations are limited.



MANAGEMENT SKILLS TRAINING

BASIC SUPERVISORY CERTIFICATE PROGRAM

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

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

PURPOSE

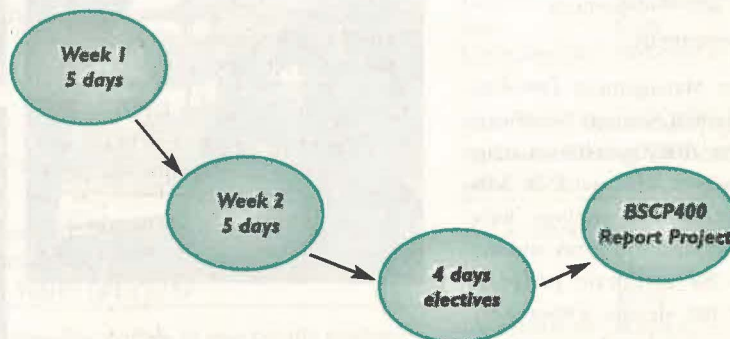
The Basic Supervisory Certificate Program provides participants from a range of backgrounds and settings with the core skills and knowledge they need to be an effective supervisor. The program was developed in response to requests from participants for a certificate to show that they have successfully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

WHO SHOULD ATTEND?

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

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

RECOMMENDED SEQUENCE OF COURSES:



Core Courses

Basic Supervisory Program, Week 1 (#BSCP200)

Week 1 of the Basic Supervisory Program is for first-level supervisors, or those who aspire to be supervisors, in both government and private agencies. This competency-based course covers such topics as the role of the supervisor, situational leadership and teamwork, staff development, delegation of work, communication and interpersonal effectiveness, problem solving and decision making, and conflict resolution. Participants will receive a package of forms to be completed before the course begins. *We recommend that you register at least three weeks before the course start date to allow time for you to receive and complete the forms.* Co-sponsored with the Corrections and Community Justice Division. Enrollment is limited to 16.

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

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

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

Date(s): October 23-24
 Time: 8:30 am – 4:30 pm
 Fee: \$200
 Instructor(s): Ryane Consulting Inc.

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

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

Length: Three days
 Date(s): November 20-22
 Time: 8:30 am – 4:30 pm
 Fee: \$300
 Instructor(s): Ryane Consulting Inc.

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

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

Date(s): December 4-5
Time: 8:30 am – 4:30 pm
Fee: \$200
Instructor(s): Ryane Consulting Inc.

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

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

Length: Three days
Date(s): January 22-24, 2001
Time: 8:30 am – 4:30 pm
Fee: \$300
Instructor(s): Ryane Consulting Inc.

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

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

Fee: \$150

Electives

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

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

This course is for managers who want to develop their competence in team building. The course will explore the concept of team – what differentiates a group from a team, what a team really is, why teams exist in the first place, and how teams are developed – and look at ways to measure and improve team effectiveness. The role of the leader in work teams will also be explored. Participants will practise strategies for building and enhancing teams while developing an understanding of how teams function.

Date(s): October 11-12
Fee: \$200
Instructor(s): E. Robinson

Self-Directed Work Teams (#MGMT345)

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

Date(s): October 13
Fee: \$125
Instructor(s): E. Robinson

Coaching for Improved Performance (#MGMT332)*

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

NEW

Participants in this course now have the option of registering for three one-hour group coaching sessions in which instructors will introduce and demonstrate advanced coaching skills. The sessions will be conducted via teleconference. **Participants will be responsible for paying long distance charges for the sessions.** Following each of the teleconference sessions, participants will practice newly acquired skills with a "buddy" from the course, use the new skills at their workplace, and report on the results of their practice. Each telephone session will be debriefed and evaluated. Dates for the sessions will be determined in consultation with the participants.

Date(s): October 16-17
Fee: \$200, two-day course
\$275, two-day course plus 3 one-hour group follow-up sessions
Instructor(s): Hannah, Zimmerman

NEW

Managing 'Round the Clock (#MGMT358)

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

lines and specific strategies for protecting against shift work stress.

Date(s): **October 18**
 Time: 9:00 am – 5:00 pm
 Fee: \$125
 Instructor(s): Severn

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

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

Date(s): **October 25-26**
 Fee: \$200
 Instructor(s): Heath

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

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

Date(s): **November 7-8**
 Fee: \$200
 Instructor(s): Ryane Consulting Inc.

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

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

Date(s): **November 15**
 Fee: \$125
 Instructor(s): Keenan

NEW

Mastering the Art of Feedback (#MGMT375)

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

Date(s): **November 16**
 Time: 9:00 am – 5:00 pm
 Fee: \$125
 Instructor(s): Hamilton

Harassment Awareness (#MGMT340)*

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

Date(s): **November 20**
 Fee: \$125
 Instructor(s): L. Robinson

Presentation Skills (#MGMT370)

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

Date(s): **November 21**
 Fee: \$125
 Time: 9:00 am – 5:00 pm
 Instructor(s): Caldwell

NEW

Project Management: Fundamentals and Application (#MGMT378)

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

Date(s): **November 23-24**
Time: 9:00 am – 5:00 pm
Fee: \$200
Instructor(s): Keenan

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

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

Length: Three days
Date(s): **November 27-29**
Fee: \$275
Instructor(s): Ryane Consulting Inc.

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

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

Date(s): **February 19-20, 2001**
Fee: \$200
Instructor(s): Zimmerman, Noble

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

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

Date(s): **February 21, 2001**
Fee: \$125
Instructor(s): Zimmerman, Noble



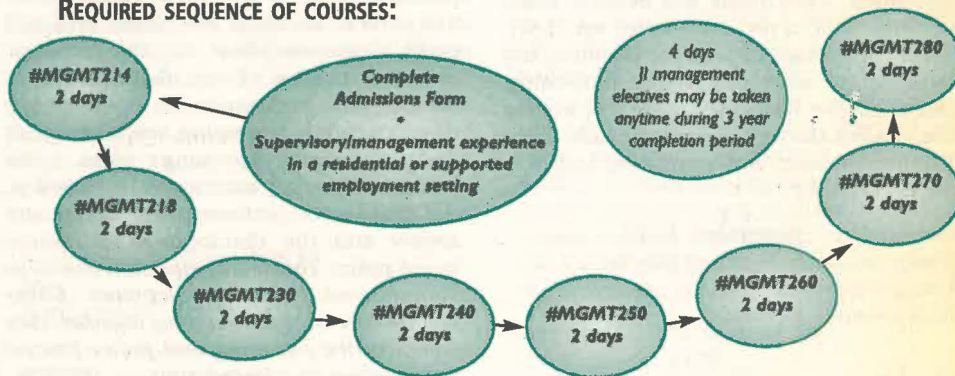
Enter to win a free JI course. Complete the Communications Survey located at the centre of this calendar and fax to (604)528-5640.

RESIDENTIAL CARE MANAGEMENT

MANAGEMENT DEVELOPMENT FOR RESIDENTIAL SETTINGS CERTIFICATE PROGRAM

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

REQUIRED SEQUENCE OF COURSES:



PURPOSE

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

WHO SHOULD ATTEND?

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

For more information, call the Program Coordinator, Sandra Rice, at (604)528-5633 or e-mail srice@jibc.bc.ca. For a detailed brochure and an admission form, please contact the Program Assistant, Nenita Capili, at (604)528-5631 or e-mail ncapili@jibc.bc.ca.

Core Courses

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

This two-day course is designed to help supervisors examine and apply basic supervisory skills. It covers the role and responsibilities of the supervisor, ways to assess the supervisor's personal communication style and strengthen communication with staff, methods for assessing employees' levels of motivation and ability, and how to communicate with and delegate to staff who work shifts or on call.

Date(s): **September 28-29 or January 30-31, 2001 or May 02-03, 2001**

Fee: **\$185**

Instructor(s): Govorchin

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

This two-day course is designed to help supervisors who work in residential/supported employment settings develop performance goals and objectives with their staff, practise writing performance standards, examine methods for conducting effective performance reviews, develop action plans for staff development, practise managing performance problems, examine situational leadership theory and assess personal leadership styles, diagnose

the level of competence and commitment of staff in relation to tasks, and contract with staff for specific leadership styles to best suit their needs.

Date(s): **October 10-11 or February 19-20, 2001 or June 11-12, 2001**

Fee: **\$185**

Instructor(s): L. Robinson

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

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

Date(s): **October 30-31 or March 12-13, 2001**

Fee: **\$185**

Instructor(s): Joy

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

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

Date(s): **November 16-17 or April 5-6, 2001**
 Fee: \$185
 Instructor(s): Cohen, Malcolmson

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

This two-day course is designed to help supervisors identify and practise specific management problem-solving and decision-making techniques and their effectiveness; define existing management structures and roles; set agendas and practise basic facilitation skills for effective team meetings; and examine potential meeting challenges such as conflict, hidden agendas, content over process, and process over content.

Date(s): **December 4-5 or April 30 - May 1, 2001**
 Fee: \$185
 Instructor(s): L. Robinson

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

This two-day course is designed to help supervisors write job descriptions, interview and select staff, and provide effective orientation in the context of residential/supported employment facilities. Participants will gain an understanding of the functions and elements of a job description, practise writing job descriptions, iden-

tify effective recruitment procedures for full-time and relief staff, practise methods for conducting an effective job interview that also complies with ethical standards, and identify the elements of a successful orientation.

Date(s): **December 13-14 or May 22-23, 2001**
 Fee: \$185
 Instructor(s): Eni

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

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

Date(s): **February 1-2, 2001 or June 13-14**
 Fee: \$185
 Instructor(s): E. Robinson

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

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

Date(s): **March 14-15, 2001 or July 4-5**
 Fee: \$185
 Instructor(s): E. Robinson

Electives

Four days of Justice Institute electives are required in the Management Development for Residential Settings Certificate Program. They may be taken at any time during the certificate program. Electives currently being offered are listed below. See course descriptions in this calendar in the Counselling and Supportive Interventions, Management Skills Training, and Trainer Development categories, and under Other Residential Care Courses on page 38. **Electives must be Justice Institute courses.**

- Attendance Awareness (#MGMT350)
- Clear and Simple: A Course on Writing Memos, Letters, and Reports (#MGMT212)
- Coaching for Improved Performance (#MGMT332)
- Creativity-Based Solutions: New Tools for Managing People and Problems (#MTMT342)
- Facilitating for Results: Helping Groups to Succeed (#MGMT306)
- Fundamentals of Instructional Planning (#TD300)
- Harassment Awareness (#MGMT340)
- Ideas for Active Learning (#TD100)
- Instructional Skills, Level 1 (#TD200)
- Integrating Occupational Competencies in the Workplace: The Manager's Role (#MGMT117)
- Managing Round the Clock (#MGMT358)
- Organizational Effectiveness (#MGMT333)
- People Problems: How to Supervise Challenging Employees (#MGMT315)
- Project Management Fundamentals and Applications (#MGMT378)
- Quality Assurance, Best Practice, and You: The Manager's Role (#MGMT380)
- Risky Business: Risk Management Skills for Managers (#MGMT111)
- Self-Directed Work Teams (#MGMT345)
- Together We Stand: Effective Team Building (#MGMT120)
- Values-Based Policy Development: A Process for Organizational Effectiveness (#MGMT331)
- Values-Based Strategic Planning: The Foundation of Organizational Effectiveness (#MGMT336)
- Whose Home Is It, Anyway? The Manager's Role: Client-Focused Principles and Practice (#MGMT112)
- Working with Groups in Instructional Settings (#TD320)

Other Residential Care Courses

NEW

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

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

Date(s): **October 16-17 or April 3-4, 2001**
 Fee: **\$185**
 Instructor(s): **Eni, Mercer**

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

This course is for managers and supervisors who wish to strengthen and maintain a client-focused environment that adheres to the principles of self-determination and empowerment. The course will address the challenges that managers and supervisors encounter when balancing complex support requirements with the need to respect the individuality of the person with a disability. Participants will gain an understanding of how to promote client-focused practice in all aspects of their jobs, including

team meetings, personal planning meetings, and health care decision making. Normalization, inclusion, discomfort with disability, language, and sexuality are topics that will be included.

Date(s): **November 6-7 or June 4-5, 2001**
 Fee: **\$185**
 Instructor(s): **Barnett, Scott**

NEW

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

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

Date(s): **November 29-30 or April 25-26, 2001**
 Fee: **\$185**
 Instructor(s): **Hawkins, McClellan**



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

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

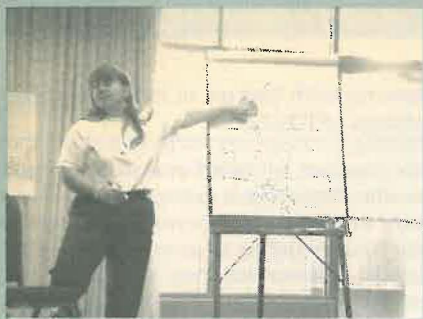
Date(s): **September 26-27 or December 11-12 or May 7-8, 2001**
 Fee: **\$185**
 Instructor(s): **L. Robinson**

CONTRACT COURSES

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

COURSES IN VICTORIA

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



PURPOSE

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

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

WHO SHOULD ATTEND?

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

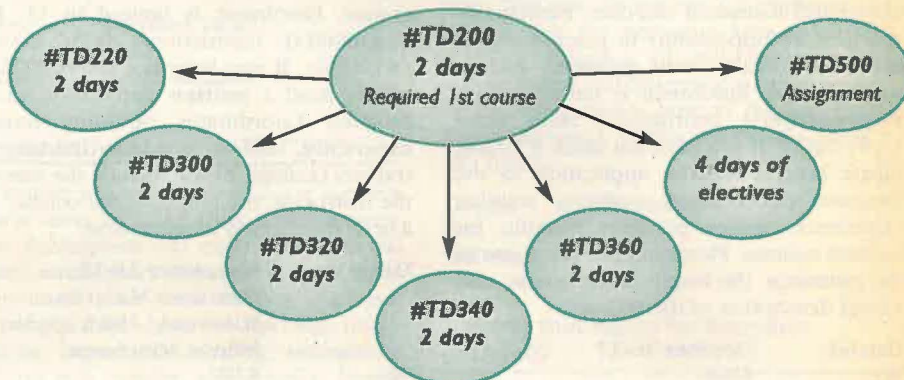
For further information, please contact the Program Coordinator, Patricia McNeill, at (604)528-5623 or e-mail pmcneill@jibc.bc.ca. To request an application package or a booklet with additional information about the certificate program, contact the Program Assistant, Nadine Wolitski, at (604)528-5619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

TRAINER DEVELOPMENT

TRAINER DEVELOPMENT CERTIFICATE PROGRAM

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

RECOMMENDED SEQUENCE OF COURSES:



Core Courses

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

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

Instructional Skills, Level 1 (#TD200)*

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

This practical course is for people who deliver training as part of their overall job

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

Date(s): **October 12-13, Kalef**
October 30-31, Owens
November 20-21, Vaughan
December 5-6, Owens

Fee: \$250

SPECIAL EVENT

Dr. Raymond Wlodkowski, author of the award-winning book *Enhancing Adult Motivation to Learn*, will present two special train-the-trainer sessions this fall.

On November 2, Dr. Wlodkowski will conduct a special evening session on motivationally based teaching. The advanced level course that follows on November 3 and 4 will focus on a research-documented framework and related teaching strategies for enhancing adult motivation to learn.

For a complete description and registration information, see page 8.

Instructional Skills, Level 2 (#TD220)

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

Date(s): **October 16-17**
 Fee: **\$240**
 Instructor(s): Kalef

Evaluating Training Programs (#TD360)

This interactive course is for trainers responsible for planning and/or carrying out evaluations of their training programs. It provides a systematic overview of program evaluation; the concepts covered can be applied to a wide range of situations. Participants will have an opportunity to increase their understanding of the type of evaluation most appropriate for their programs, and to apply the knowledge and skills to their own work. They should have in mind a program evaluation to work on over the course of the two days. Enrolment is limited to 16. **Prerequisite(s):** Fundamentals of Instructional Planning (#TD300) (formerly #MGMT223A). If you have not taken #TD300 (or #MGMT223A), please send a **written** application to the Program Coordinator outlining previous training or experience in instructional planning.

Date(s): **November 6-7**
 Fee: **\$240**
 Instructor(s): Owens

Fundamentals of Instructional Planning (#TD300)*

This interactive course is for trainers who are responsible for planning instruction for adult learners. Participants will have an opportunity to increase their understanding of the instructional planning process and apply the knowledge and skills to their own planning situation. Participants should have a project in mind to work on during the course. Enrolment is limited to 16. **Prerequisite(s):** Instructional Skills, Level 1 (#TD200). If you have not taken #TD200, please send a **written** application to the Program Coordinator outlining training experience and/or previous training for trainers courses. Please include the name of the instructor, the length of the course, and a brief description of the course.

Date(s): **November 16-17,**
 Vancouver Maritime
 Museum, 1905 Ogden
 Avenue, Vancouver
 Fee: **\$240**
 Instructor(s): Kalef

Conducting a Training Needs Assessment (#TD340)

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

Date(s): **November 27-28**
 Fee: **\$240**
 Instructor(s): Sork

Working with Groups in Instructional Settings (#TD320)*

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

Date(s): **December 7-8;** Vancouver Maritime Museum, 1905 Ogden Avenue, Vancouver
 Fee: **\$240**

Trainer Development Certificate Program: Assignment (#TD500)

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

Fee: **\$150**

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

Electives

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

NEW

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

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

Date(s): **October 23**
Time: 9:00 am – 5:00 pm
Fee: \$125
Instructor(s): Hamilton

Creating Instructional Materials (#TD120)

This interactive course is for people who create instructional materials for adults. It focuses on principles of design and plain language to meet the special needs of the adult learner and instructional designer.

Participants will be able to apply the skills and knowledge to their own materials. Topics include creating effective overheads, flipcharts, handouts, workbooks, and other materials used to plan and design instructional events. Manuals and other "stand-alone" materials will be discussed; however, the focus of the course is on material used for classroom-style instruction. Please bring samples of your materials to the course.

Date(s): **October 26-27**
Fee: \$240
Instructor(s): Cahill, Westgard

Ideas for Active Learning (#TD100)*

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

Date(s): **November 30 – December 1**, Vancouver Maritime Museum, 1905 Ogden Avenue, Vancouver
Fee: \$240
Instructor(s): Kalef

One-to-One Training (#TD150)

This one-day course is designed for one-to-one trainers who want to explore different planning and instructional strategies and techniques for conducting effective one-to-one training sessions. Research has shown that more than half of all training efforts are conducted on the job and that they occur on a one-to-one basis. However, little attention has been given to this type of instruction. This one-day course will challenge the notion that the necessary knowledge and skills to perform a job will be acquired by simply sitting and observing another person, or by being shown how to do something. **Recommended:** Instructional Skills, Level 1 (#TD200).

Date(s): **December 1**
Fee: \$125
Instructor(s): Vaughan

Training that Works for Everyone (#TD140)

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

Date(s): **December 4**
Fee: \$125
Instructor(s): Margolis

Coming in the Spring –

Look for a new course for people who instruct difficult topics – such as sexual health, grief and loss, harassment, and related subjects – in the health, education, and social service sectors.

■ COMMUNITY SAFETY

Courses in the Critical Incident Stress Debriefing Certificate Program are designed to ensure that critical incidents at the work site can be effectively managed in order to provide for the emotional safety and health of those involved. They will be of interest to employees at every work site as critical

incidents happen everywhere, usually without warning. These courses and certificate program are offered on a **contract-only** basis. For more information, please contact the Program Assistant, Meenpal Basi, at (604)528-5630.



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

PURPOSE

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

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

WHO SHOULD ATTEND?

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

HOW IS IT OFFERED?

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

Lawyers with experience in prosecuting and defending cases in the British Colum-

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

Length: Five days
Date(s): **October 16-20**
February 19-23, 2001
Time: 8:30 am - 4:30 pm
Fee: \$640
Instructor(s): TBA

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

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

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

PURPOSE

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

Course content is designed to prepare participants to better investigate, prepare, and prosecute cases pursuant to applicable legislation. Drafting of bylaws, development of policies and procedures, risk management, and defusing potentially volatile situations will be addressed.

WHO SHOULD ATTEND?

This certificate program is for experienced bylaw enforcement officers; 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.

HOW IS IT OFFERED?

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

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

Length: Five days
Date(s): **Fall 2000 date TBA**
January 22-26, 2001
April 2-6, 2001
Time: 8:30 am - 4:30 pm
Fee: \$640
Instructor(s): TBA

■ FIRST NATIONS PROGRAMS AND SERVICES

Traumatic Stress Certificate Program for Aboriginal Practitioners

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

While the theoretical and practical training components are based on current clinical understanding in the fields of critical incident stress and traumatology, the curriculum development team has ensured that Native experiences, perspectives, and healing approaches have been woven throughout the training as the basis of the theory. Issues such as the Indian Act, enfranchisement, racism, residential school, the "60s scoop," adoption by non-Natives, and loss of culture will be addressed.

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

The program is 20 days long. Look for a detailed program booklet coming soon. The program is currently available on contract for Aboriginal communities and agencies. Contact Roberta Stewart for more information at the contact numbers above.

First Nations Advising

Renée Nyberg-Smith and Roberta Stewart, the First Nations Program Staff, are both of Aboriginal ancestry. Renée is from the Secwepemc (Shuswap) Nation and Roberta is from the Nisga'a Nation. Both have worked with Aboriginal communities and agencies in social development, and are experienced counsellors, trainers, and curriculum developers. Part of their duties at the Justice Institute include developing and delivering training programs for Aboriginal communities and for agencies working in social services and community safety, as well as coordinating the new Traumatic Stress Certificate Program for Aboriginal Practitioners. They also work closely with other JI Academies and Divisions on the programs they provide to Aboriginal people.

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

Office: A226

Phone: (604)528-5621

Fax: (604)528-5640

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

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

Training

For the past 11 years, Social Services & Community Safety Division has been responding to the requests of Aboriginal communities and agencies for culturally relevant, skills-based training. Our program staff are committed to working with First Nations communities to develop and deliver training to meet changing needs. Wherever possible, Aboriginal instructors are selected to deliver this training. Some of the courses and programs that we have delivered to Native clients include:

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

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

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

INSTRUCTORS

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

Janet Amos, M.S.W., has 10 years of experience in the alcohol and drug field, in the areas of direct practice and program development in the field of violence against women. She provides support, resources, and training to health and social services providers working with women who are pregnant and using substances.

Kate Anderson, M.Ed., Ph.D. (Cand.), is a seasonal instructor in the School of Child and Youth Care at the University of Victoria. She has extensive experience with a number of advocacy organizations involved with health, disability, and mental health concerns.

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

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

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

Tulia Castellanos works as a family and child counsellor and coordinator. She has extensive experience working with immigrant and refugee families in Canada, and creates and delivers training in the areas of community development, cross-cultural, and family issues.

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

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

completed a Princeton University internship in adventure-based learning techniques. Mary Anne Crabtree, B.A. (Hon.), B.S.W., is currently program director of Nexus, a substance misuse outreach program. She has been providing support services to street-involved youth for 15 years, as well as providing training and youth program development.

Anne Davidson, M.Phil., P.G.C.E., B.Sc.Econ., B.A., has worked with the Elizabeth Fry Society as a front-line counsellor and supervisor in maximum security settings since 1993. She has also worked with perpetrators of violence against women in Surrey and has been a member of A/CAM since 1994.

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

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

Jacinta Eni is currently the Executive Director of Community Ventures Society. She has extensive management experience working in preschool, residential, and vocational settings for people with developmental disabilities. Jacinta is a long-time member of the Multilateral Task Force for Training, Career Pathing and Labour Mobility.

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

Elizabeth Fortes, M.A., has been a clinician in the field of suicide prevention and traumatic bereavement since 1982. She has worked with SAFER of GVMHS and with Aboriginal populations in the Northwest Territories and Nunavut. Elizabeth has an interest in exploring the relationship between intercultural transitions and trauma.

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

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

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

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

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

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

Maureen Hannan, B.Sc., M.B.A. (Managerial Leadership), has designed and delivered leadership courses that focus on coaching, interpersonal communication, team effectiveness, and conflict resolution skills for 24 years.

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

Jeane Richard Harris, M.S.W., R.S.W., has more than 30 years of experience working with special populations in education, geriatrics, psychiatry, community mental health, addictions, and dual diagnosis. She currently teaches in the field of substance use/misuse at Douglas College and the University College of the Fraser Valley.

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

INSTRUCTORS

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

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

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

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

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

Reva Kalef, M.Ed., specializes in assisting instructors and instructional designers in their ongoing professional development. Reva has extensive experience working with post-secondary educational institutions, government, the non-profit sector, and business and industry.

Ninu Kang, M.A. (Cand.), is the program coordinator for the Family Violence Initiative, which comprises the Assaultive Husbands Program for South Asian Men and the Women's Support Services at MOSAIC. Ninu has extensive experience in the area of wife assault, cross-cultural issues, and anti-racism.

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

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

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

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

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

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

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

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

Chris Moore has over 10 years of experience in the field of Adventure Learning. He is a consultant who develops experiential learning programs within educational, therapeutic, and corporate contexts. Chris is the current chair of the International Association for Experiential Education Northwest Region.

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

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

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

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

Lynn Redenbach, B.A., R.P.N., has a private practice specializing in work with adults and adolescents who have eating problems. She has over 15 years experience in the counselling field working in numerous areas, including family violence, substance abuse, and trauma.

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

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

Scott Robertson, M.S.W., ICADC, is a private practitioner and consultant. He has worked on a variety of system issues, such as child welfare, substance use, HIV/AIDS, mental health, and health care, for the last 17 years.

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

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

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

Yvonne Savard, R.P.N., R.N., B.Sc.N., has extensive mental health background ranging from individual/group therapy to acute psychiatry. Yvonne works as a Psychiatric Nurse

INSTRUCTORS

Clinician as well as teaches the mental health component to third-year B.Sc.N. students at two local universities. Yvonne is actively involved in numerous community/hospital committees related to mental health quality of care.

Stephanie Saville, M.A., R.C.C., has more than 10 years of experience as a therapist and trainer specializing in problems related to substance misuse. She has extensive clinical experience as a Family Therapist using a Narrative framework with youth and families in a residential treatment program.

Joanne Severn, B.A., Psych/SW, is a former shift worker and manager in a number of different 24/7 operations. She is now a Partner with Executive Assistance Management Consulting, and is the only seminar leader for Managing 'Round the Clock in B.C.

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

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

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

Kathy Snowden, B.S.W., M.S.W., is currently the Program Director of Odyssey II, a substance misuse outpatient program for youth and their families. She has had 16 years of experience working with high- and at-risk youth.

Joe Solanto, Ph.D., is a therapist, clinical supervisor, and educator in private practice.

He has more than 20 years of experience working with high-risk youth, and is the for Director and Expedition Leader for the Vancouver Ocean Challenge Society, a program that provides high-risk youth with challenging outdoor/marine experiences in a therapeutic context.

Thomas J. Sork, Ph.D., is Professor of Adult Education at UBC. He has presented needs assessment workshops to dozens of practitioner groups from Vancouver to St. John's and Winnipeg to Fort Smith. His research and publications focus on educational planning and professional ethics.

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

Jung Hwa Suh, M.A., is a family therapist with Family Services of Greater Vancouver. She has postgraduate training at Brattleboro Family Institute and Yaletown Family Therapy Institute. She is a clinical member of AAMFT.

Beth Trotter, M.A., R.C.C., has been a therapist in private practice for 12 years, specializing in working with adults who have experienced trauma in childhood.

Colleen Vaughan, M.Ed., has been an instructor at the Justice Institute of B.C. for more than seven years. She has developed and delivered workshops for both the Emergency Management Division and the Corrections and Community Justice Division.

Munir Velji, B.A. Crim., M.S.W., specializes in working with children and adolescents. He has 10 years of experience in the counselling and mental health field. He is currently employed with the Adolescent Crisis Response Program and also provides consultation and relief to the Youth Crisis Response Program.

Debbie Verkerk, B.A., M.A. (Cand.), is a consultant and trainer with extensive experience with adolescents in residential and school settings. She is the chairperson of the

Advisors Committee, School of Child Care, Douglas College, and former program coordinator, Avalon School.

Judy Weiser, Ph.D., is a psychologist and art therapist in private practice. The director of the PhotoTherapy Centre in Vancouver, past editor of the Journal of PhotoTherapy, she consults, lectures, and teaches workshops about PhotoTherapy technique. She has authored PhotoTherapy Techniques - Exploring the Secrets of Personal Snapshots and Family Albums.

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

Tanyce Westgard, B.B.A., has facilitated, designed, developed, and evaluated workshops, seminars, and courses for more than 12 years. She has worked extensively with front-line managers, directors, and senior executives in business and industry, and is currently completing her Master's degree in education at UBC.

Heather Whiteford, M.S.W., is a therapist with Family Services of Greater Vancouver and an instructor at Pacific Coast Family Therapy Training Association. She is interested in the ways in which work with families can support people in sustaining themselves through trauma and loss.

Maggie Ziegler, M.A., has worked as a psychotherapist for 20 years, with a specialty in trauma and violence. She has extensive experience in trauma-related curriculum development, teaching, and supervision.

Juhree Zimmerman, R.N., B.Sc.N., M.Ed., is the Director of Policy, Planning and Communications for the Public Trustee of British Columbia. Among other responsibilities, she directs and manages the strategic planning process and develops corporate and divisional policy.

SOCIAL SERVICES & COMMUNITY SAFETY RESOURCES

RISK MANAGEMENT: WE'RE ALL IN THIS TOGETHER

Managing Risk
in Residential
and Community
Continuing Care



Risk Management: We're All in This Together

Video with Facilitator and Participant Guide

This video features Red Green from CBC's "The New Red Green Show." Red asks participants to look at managing risk through a series of humorous vignettes and tips from caregiving professionals. This 25-minute video has been designed with four one-hour modules to guide participants through the process of assessing potential risk to their clients in care and developing preventative strategies as well as strategies that will improve their care systems, the physical environment, and staff education, and lead to a significant decrease in serious incidents.

Price in B.C.: \$135

Price out-of-province: \$155



Facing Diversity: Responding to Violence Against Women From Diverse Cultures

Video and Instructor's Guide

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

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

Price in B.C.: \$75

Price out-of-province: \$100



Charting New Waters: Violence Against Women with Disabilities

Video and Facilitator's Guide

This 35-minute video with accompanying facilitator's guide has been designed to raise awareness of the barriers and issues faced by women with disabilities when they try to end the violence in their lives. The video combines interviews with disability advocates and criminal justice personnel with three dramatic vignettes portraying women with disabilities who have experienced or are currently experiencing violence in their lives.

Price in B.C.: \$65

Price out-of-province: \$90

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



Critical Incident Stress Debriefing

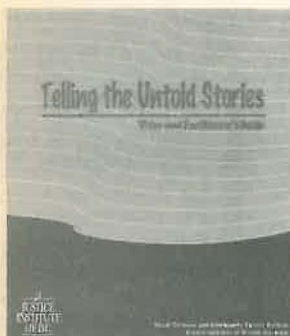
Video and Facilitator's Guide

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

SOCIAL SERVICES & COMMUNITY SAFETY RESOURCES



Telling the Untold Stories

Video and Facilitator's Guide

This 36-minute video demonstrates the potential impact of traumatic workplace events on staff, including how external resources may assist an organization, and illustrates the stages of a group debriefing. A non-emergency services work site is used to show the applicability of these debriefings in a general workplace setting.

Price in B.C.: \$75

Price out-of-province: \$100



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

Manual

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

Price in B.C.: \$40

Price out-of-province: \$65

*To learn more about any of these packages, please contact the Social Services & Community Safety Division at (604)528-5637.
To order, please complete the order form below and mail it, together with a cheque or purchase order for the correct amount, to the address on the order form*

ORDER FORM

Date _____
Name _____
Company/agency _____
Mailing address _____

Phone/fax _____

- ☐ Red Green's Tips for Managing Risk
- ☐ Facing Diversity
- ☐ Charting New Waters
- ☐ Critical Incident Stress Debriefing
- ☐ Telling the Untold Stories
- ☐ Balancing Conflicting Interests

No. of copies

PST _____
GST _____

Amount enclosed _____

Please send orders to:

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

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

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

REGISTRATION FORM

Have you ever taken a course at the Justice Institute of B.C.? ☐ YES ☐ NO

CURRENT DATE: _____

If YES, Student Identity Number (if known):

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P.E.N. (if known): _____

If NO, please provide us with the month, day, and year of your birth: _____

☐ MALE ☐ FEMALE (for statistical purposes)

Have you moved recently? If so, we need your new address. If you have changed your name, we need your previous and current names.

The following is my: ☐ Work address ☐ Home address

LAST NAME	FIRST NAME	MIDDLE NAME
POSITION		ORGANIZATION
STREET NAME AND ADDRESS		
CITY	PROVINCE	COUNTRY
POSTAL CODE	EVENING OR HOME PHONE ()	DAY PHONE ()
HIGHEST LEVEL OF EDUCATION COMPLETED: _____		
DISABILITIES/SPECIAL REQUIREMENTS (PLEASE DESCRIBE): _____		
ARE YOU OF ABORIGINAL HERITAGE? <input type="checkbox"/> YES <input type="checkbox"/> NO		

Many of our courses have prerequisites. Please read the course descriptions in our calendar carefully before registering in a course.

COURSE NAME	COURSE NO.	START DATE	COURSE FEE

Note: Courses are GST-exempt. Fee payment should be submitted with this form.

TOTAL FEE

ENCLOSED IS MY COURSE FEE PAYMENT BY:

☐ Cheque or money order. Cheque issued by: _____

Name of Cardholder

☐ MasterCard

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 Exp.

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☐ VISA

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 Exp.

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Authorization Number _____

☐ Please check this box if you already receive this calendar from another source or are not interested in future mailings.

Justice Institute of B.C., 715 McBride Boulevard, New Westminster, B.C. V3L 5T4
For registration only: phone (604)528-5590; fax (604)528-5653

PLEASE USE ONE REGISTRATION FORM PER STUDENT. PHOTOCOPY THIS FORM FOR USE BY EACH ADDITIONAL STUDENT.

Special Events Registration Form

The following special events will be taking place at the Justice Institute of B.C. Please check the special events listing on page 7 for further course information or a contact number.

- Rigor without Mortis: A Motivationally Based Theory of Instruction

Forum Series:

- The Intersecting Oppressions: Violence & Substance Abuse
- Impacts of Violence: Disordered Eating, Anxiety/Depression, Social Control, and Substance Abuse
- Sex, Violence, and Substance Abuse
- Violence, Substance Abuse, and Health Issues
- Prison, Violence, and Substance Abuse
- Parenting, Violence, and Substance Abuse

Event Title	Date	Time	Fee	Yes
Rigor without Mortis	November 2	7:00 – 9:30 pm	\$35	
Women's Forum Series	September 26	9:00 am – 12:00 noon	\$15	
Women's Forum Series	October 24	9:00 am – 12:00 noon	\$15	
Women's Forum Series	November 14	9:00 am – 12:00 noon	\$15	
Women's Forum Series	January 16, 2001	9:00 am – 12:00 noon	\$15	
Women's Forum Series	February 20, 2001	9:00 am – 12:00 noon	\$15	
Women's Forum Series	March 28, 2001	9:00 am – 12:00 noon	\$15	
TOTAL FEES				

To register:

Please complete the following information and fax to (604)528-5640 or mail to Special Events, SSCSD, Justice Institute of B.C., 715 McBride Blvd., New Westminster, B.C. V3L 5T4.

A confirmation letter will not be sent. No tax receipt will be issued for these events.

FIRST & LAST NAME		ORGANIZATION	
MAILING ADDRESS			
PHONE NUMBER	FAX NUMBER	E-MAIL ADDRESS	
PLEASE INDICATE YOUR METHOD OF PAYMENT. WE WILL BE ACCEPTING ONLY CASH OR CHEQUES IF YOU ARE PAYING AT THE DOOR.			
<input type="checkbox"/> CHEQUE MAILED IN WITH REGISTRATION FORM. CHEQUE NUMBER: _____			
<input type="checkbox"/> VISA/MasterCard: _____ Expiry Date: _____			
<input type="checkbox"/> I WILL BE PAYING AT THE DOOR.			

It's easy to register!



Justice Institute of B.C.
715 McBride Boulevard
New Westminster, B.C. V3L 5T4
Attn: Registration Office



By **phone**: (604)528-5590; TDD/TTY: (604)528-5655
(8:30 am – 4:00 pm, Monday to Friday)



In **person**: 8:00 am – 4:30 pm, Monday to Friday



By **fax**: (604)528-5653

INQUIRIES BY E-MAIL

The Registration Office is not set up to accept registration by electronic mail, but can respond to general inquiries and information requests through this medium. The Registration Office general e-mail address is register@jibc.bc.ca.

REGISTER EARLY

Many courses fill quickly, so register early. Registrations are accepted on a first-come, first-served basis, and **cannot be completed until we receive full payment for the course(s)**. *No post-dated cheques will be accepted.*

TAX DEDUCTION

You may deduct tuition fees from your taxable income if the total amount exceeds \$100 for the year. Income tax receipts will be issued in February 2000 for all 1999 courses.

REFUNDS

Registration fees are refundable provided we receive notification of cancellation one week (7 days) prior to the course date. *Refunds are subject to an administrative charge.*

TRANSFERS

We must receive notification regarding transfer from one course to another *one week (7 days) prior to the date of the course you are transferring from*. *Transfers are subject to an administrative charge.*

SUBSTITUTIONS

Course substitutions are welcome as long as the substituting participant has completed the course prerequisites. The substituting participant must obtain a substitution form from the Registration Office.

CONFIRMATION OF REGISTRATION

Confirmation of registration is sent to students by mail. We are unable to confirm registration by fax. If you have questions regarding your confirmation, please contact a registration representative at (604)528-5590.

COURSE CANCELLATIONS

A full refund of tuition fees will be issued for courses cancelled by the Justice Institute. In every case, as much advance notice as possible will be provided. The Institute is not responsible for participants' expenses (e.g., airline or hotel reservations) if a course must be cancelled. The Institute reserves the right to cancel courses. We truly regret any inconvenience this may cause.

NSF CHEQUES

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

ADDRESS OR NAME CHANGE

If your name or address has changed since you last registered for a course at the Justice Institute, please indicate this on the registration form so that we can update your student file.

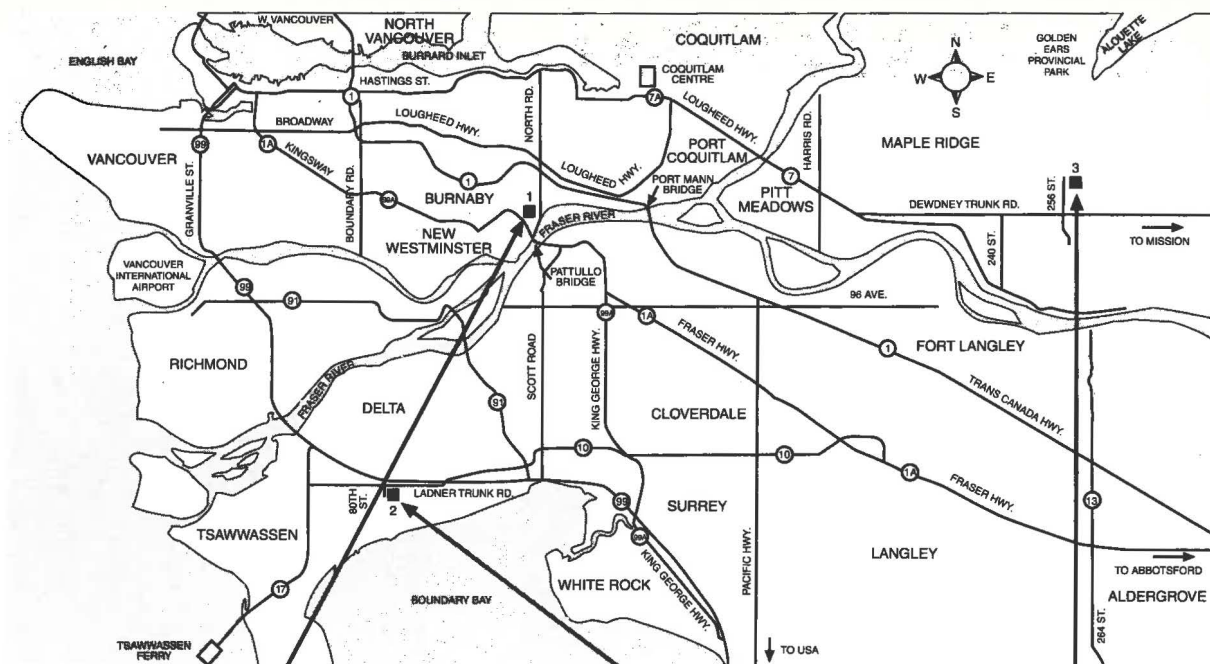
STUDENTS WITH DISABILITIES



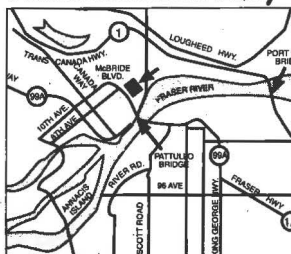
The Justice Institute has received funds from the Ministry of Advanced Education and Training to provide classroom support for students with disabilities attending courses at the Institute. For more information on the services available, please contact the Student Services Advisor at (604)528-5663 or TDD/TTY at (604)528-5655.

STUDENT PERSONAL EDUCATION NUMBER

The Ministry of Education has extended their student number system, called the Personal Education Number (PEN), into the post-secondary system. Each institution will be able to issue PEN numbers to students who do not already have an assigned number. In order to issue the number, we must collect information on gender, birth date, and level of education. This information is collected under the authority of the Freedom of Information and Protection of Privacy Act, and is needed to process each student's registration form.



1. JUSTICE INSTITUTE Main Campus



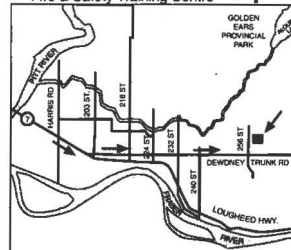
715 McBride Blvd.
New Westminster
BC V3L 5T4
Telephone:
(604) 525-5422
Facsimile:
(604) 525-5653

2. JUSTICE INSTITUTE Pacific Traffic Education Centre



Boundary Bay
Airport
Telephone:
(604) 525-5805
Facsimile:
(604) 525-5806

3. JUSTICE INSTITUTE Fire & Safety Training Centre



13500 -
256th Street
Maple Ridge
BC V4R 1E2
Telephone:
(604) 462-1000
Facsimile:
(604) 462-9149

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

Send labels to:

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

or fax to: (604) 525-5640

**JUSTICE
INSTITUTE
OF BC.**

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

ADDRESS CHANGE REQUESTED

MAIL POSTE

Canada Post Corporation / Société canadienne des postes

Postage paid

Bik

Port payé

Nbre

02863014-99
Vancouver, B.C.