

# learning together *for safer communities*



**courses • products • services**

*September - December 2002*



Social Services  
& Community  
Safety Division

[www.jibc.bc.ca/ccs](http://www.jibc.bc.ca/ccs)

II  
**JUSTICE  
INSTITUTE  
OF B.C.**

ISO 9001  
Registered  
BSI FM 63029

## The JI Way

*what we value and  
how we do our work*

We are learning centred,  
quality driven and committed  
to continuous improvement.

We combine professional expertise,  
work experience and instructional  
skills to design and deliver  
programs that are practical  
and relevant.

We provide a safe and healthy  
working and learning environment.

We communicate openly  
and work collaboratively  
and cooperatively throughout  
the Institute to build trust and  
strengthen the organization.

We are ethical and treat  
all people with fairness,  
integrity, respect.

We foster innovation  
and an entrepreneurial spirit.

We integrate our structures  
and processes to enhance  
efficiency and effectiveness.

We are fiscally responsible,  
focusing our resources on  
our core competencies.

We are accountable for  
our performance and results.

# welcome to the social services & community safety division



It's been an exciting year for SSCSD. Our scope is broadening to include not only the design and delivery of a diverse range of course offerings but also curriculum development, training consultation, and participatory research. We are proud to be a leader in strengthening social services and increasing community safety across BC and Canada. As the Director of the Division, it has been a pleasure for me to spend another year working with our expert and dedicated trainers, consultants, and support staff, as well as the students who have come to SSCSD to gain new skills and knowledge.

This year, SSCSD hosted two widely attended special events, the Forum on Working with Sexually Exploited Youth and the Violence Against Women Symposium 2002, bringing together an international group of experts to examine these critical issues.

Our work in the area of children and youth has been rapidly expanding. The Working with Youth in Community Settings Certificate has been awarded transfer credits to any child and youth care diploma or degree program in the BC system. SSCSD trainers spent time in Northern BC this year, offering leadership training to youth. We are pleased to announce a new partnership with Invest in Kids, a national non-profit organization that promotes the healthy development of children aged zero to five. We will be the BC training site for Invest in Kids' home visitors.

We have implemented two new certificate programs: our accredited Critical Incident Stress Management Certificate Program, and the Integrative Healing Certificate Program, developed in response to requests from social services professionals wishing to integrate alternative modalities into their practice.

In the Resources section of this calendar, you will find an important new listing – a manual for working with commercially sexually exploited youth. SSCSD also is developing a framework for an electronic clearinghouse on training and products related to Fetal Alcohol Syndrome (FAS), and completing a “tool kit” for clinicians working with children of mentally ill parents that will soon be available for purchase.

As you read through this calendar, you will notice a new emphasis on organizational change, workplace wellness, and executive development skills. We are excited about these new offerings; they are an essential strategy for responding to the current climate of change and uncertainty in the social services. We are also aware that agencies are looking for ways to make their training dollar go further. In response, we are exploring ideas such as offering more courses on-line and bringing more courses to the workplace to reduce travel costs and time away from work.

I look forward to meeting you, as you join us in our work to make BC and Canadian communities stronger and safer.

Shelley Rivkin  
Director



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AND  
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# learning together *for safer communities*



Since its creation in 1997, the Social Services & Community Safety Division has established itself as a leader in training design and delivery, community consultation, curriculum development, and project management. Our clients include government ministries, Crown corporations, and community-based organizations and agencies.

Whether your employees have identified training needs and you are now seeking someone to design and deliver that training, or new policies and practices are being introduced that require curriculum changes, or your community needs assistance in building skills and resources, SSCSD has a range of services to offer.

For more information on any of the programs below, please contact Shelley Rivkin, SSCSD Director, at (604) 528-5628 or e-mail [srivkin@jibc.bc.ca](mailto:srivkin@jibc.bc.ca).

## Certificate Programs and Courses

Build core skills for your new job as a child and youth counsellor ...

Add creative possibilities to your established therapeutic practice with a certificate in Integrative Healing ...

Equip new supervisors in your organization or agency with essential tools by enrolling them in Foundations of Effective Management ...

Designed to meet the needs of practitioners at all stages in their careers, from front-line workers entering a new field to experienced professionals seeking advanced training, our certificate programs and courses provide students with both theoretical knowledge and practical skills. Our instructors, some of the most respected and experienced trainers in the province, are professionals actively working in their chosen fields. They use a variety of creative instructional methods to share their knowledge and experience, in the focused and intimate setting of small classes. Participants leave SSCSD programs equipped with knowledge and skills that can be immediately applied to the workplace.

Course listings begin on page 10.

## Customized Training

Does your organization or agency have a training requirement that is not met by the courses currently listed in our calendar? Are your needs better served with on-site training?

Bring the innovation and creativity of SSCSD to your workplace with our customized training. In consultation with you, SSCSD will develop training tailored to your organization's unique needs and context.

### Risk Management: We're All in This Together

#### Video with Facilitator and Participant Guide

This 25-minute video, featuring Red Green, was produced by SSCSD and the Health Benefits Trust. The video is designed to accompany instruction modules that guide participants through the process of assessing potential risk to their clients in care, developing preventive strategies, and improving care systems, physical environment, and staff education. Risk management, as outlined in the video, leads to a significant decrease in serious incidents.

## Specialized Training for Aboriginal Communities

For over 10 years, SSCSD has been responding to the requests of Aboriginal agencies and communities for culturally relevant skills-based training. Wherever possible, Aboriginal instructors are selected to deliver this training.

To bring an SSCSD program or course to your Aboriginal agency or community, please contact Roberta Stewart, First Nations Program Coordinator for the Justice Institute, at (604) 528-5621 or e-mail [rstewart@jibc.bc.ca](mailto:rstewart@jibc.bc.ca).

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

- Child Sexual Abuse Certificate
- Critical Incident Stress Debriefing
- Responding to Family Violence
- Supporting Survivors of Residential School Abuse
- Bylaw Enforcement and Investigative Skills Certificate Program





## Project Management

SSCSD has taken on the management of a number of essential projects, including developing and managing the Graduated Driver's Licence program for ICBC, and managing the Child Protection Worker training for the Ministry of Children and Family Development. Project management can entail managing all aspects of a project or focusing on a certain aspect of the project, such as developing and piloting new curricula or coordinating training delivery.

### Let's Talk: Families across Cultures

This project was sponsored by the Vancouver and Lower Mainland Multicultural Family Support Services Society and the Immigrant Services Society of BC to help immigrant families and communities address intergenerational conflict. As project manager, SSCSD scheduled focus groups and pilot training sessions, oriented facilitators, coordinated curriculum development, and managed the production of instructor and participant guides.

## Curriculum Development

*As legislation changes, support workers in your agency need to update their knowledge and practice skills ... Newly promoted managers require training to conduct effective performance reviews ...*

Responding to requests from government departments, agencies, and communities, SSCSD develops curricula in a number of diverse areas. In consultation with workers and supervisors in the field, we identify training needs, develop an instructional plan, and write the curriculum. Our division pilots the program and makes any necessary revisions. The curriculum can then be made available to agencies and communities across BC and Canada.

### Facing Diversity: Responding to Violence against Women from Diverse Cultures

SSCSD developed this curriculum – a video and an instructor's guide – in close consultation with the groups who are now using it: 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 and abuse in their lives.

## Best Practices

An essential part of our work to strengthen social services and build community safety is our facilitation of the development of "best practices" in key areas. Last year, SSCSD worked in two fields: eating disorders and the commercial sexual exploitation of youth. In each field, we conducted focus groups with stakeholders, developed and tested a model for best practice, and then created a manual for distribution.

## Publications and Videos

Many of SSCSD's projects have led to the development of resources for use by individuals and agencies. See pages 6 & 7 for information on videos, facilitator guides and manuals: yet another way we bring the SSCSD expertise to your workplace.

## Special Events

Do you have an idea for a special event? Is there a speaker or trainer you would love to hear? Our staff have the creativity, persistence, and expertise to undertake and manage high-profile events on new and emerging issues in the field. Please contact Shelley Rivkin, SSCSD Director, at (604) 528-5628 or e-mail [srivkin@jibc.bc.ca](mailto:srivkin@jibc.bc.ca) with your ideas.

Check our Special Events section on pages 8 & 9 for upcoming offerings.



## RISK MANAGEMENT: WE'RE ALL IN THIS TOGETHER

### *Video with Facilitator and Participant Guide*

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

Price in BC: **\$135**; video only, **\$95**

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



## FACING DIVERSITY: RESPONDING TO VIOLENCE AGAINST WOMEN FROM DIVERSE CULTURES

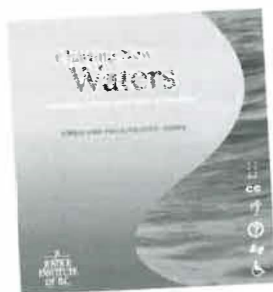
### *Video and Instructor's Guide*

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

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

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

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



## CHARTING NEW WATERS: VIOLENCE AGAINST WOMEN WITH DISABILITIES

### *Video and Facilitator's Guide*

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

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

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



## CRITICAL INCIDENT STRESS DEBRIEFING

### *Video and Facilitator's Guide*

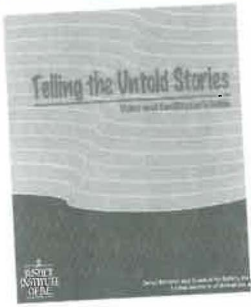
This award-winning video shows a fictitious critical incident and illustrates the stages of critical incident stress support that precede and follow it. The revised facilitator's guide provides information and instructional strategies to deliver an introductory workshop.

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

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

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





### TELLING THE UNTOLD STORIES

#### *Video and Facilitator's Guide*

This 36-minute video builds on the Critical Incident Stress Debriefing video by illustrating the impact of a traumatic event on the workplace and demonstrating the stages of a group debriefing and the effective use of external resources. A non-emergency services work site is used to show the applicability of these debriefings in a general workplace setting.

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

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



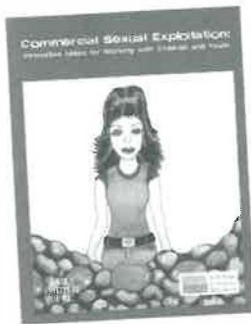
### BALANCING CONFLICTING INTERESTS: A COUNSELLOR'S GUIDE TO THE LEGAL PROCESS

#### *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**



### COMMERCIAL SEXUAL EXPLOITATION: INNOVATIVE IDEAS FOR WORKING WITH CHILDREN AND YOUTH

#### *Manual*

This manual presents a provincial framework for working with commercially sexually exploited children and youth, and innovative ideas for programs to deal with this social problem. The framework has been designed to assist in the formulation of policy, strategies, and services to assist these young people. Topics include: legal meaning of "commercial sexual exploitation"; the rights of children and youth; understanding commercial sexual exploitation; a conceptual framework within a population health approach to health promotion; meeting the needs of youth through a continuum of services; guiding principles for program design and delivery and a selection of provincial programs that meet the guiding principles and are considered to be examples of innovative and promising practices.

Price in B.C.: **\$40**

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

To learn more about any of these resources, please contact the Social Services & Community Safety Division at (604) 528-5632.

To order, please complete the order form at the back of this calendar and mail it, together with a cheque or purchase order for the correct amount, to the address on the order form. You may also e-mail your questions or orders to [sscsd\\_pr@jibc.bc.ca](mailto:sscsd_pr@jibc.bc.ca)

# transforming our futures: *a workshop series on equality rights theory and action*

West Coast Women's Legal Education and Action Fund (LEAF) presents the following series of three FREE WORKSHOPS on equality rights and legal strategies.

For information about workshop content, please contact West Coast LEAF directly at (604) 684-8772.

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

## **Sources of Equality Law in Canada and Equality Rights in British Columbia Today (#EQ275)**

In this workshop, participants will review the various sources of equality law in Canada, including the Canadian Charter of Rights and Freedoms, human rights Legislation, and international treaties, and how these sources are applied. Participants will explore the legal terminology that has developed around equality rights law, and assess how these concepts relate to real life. How does the legal system in Canada work for groups and individuals who want to assert their equality rights? What is the legal framework within which we are making these equality rights claims?

Where do community advocates and activists stand in the face of current actions by the provincial government? How do past equality rights successes relate to the cutbacks and closures that British Columbians face? This workshop will include a review of the gains made in women's equality rights in the past two decades, and an overview of the backlash we now face. Participants will identify the major themes still faced by those seeking equality in Canada.

**Date(s):** November 16, 2002  
**Fee:** Free  
**Instructor(s):** Brewin; D'Aoust

## **Assessing the Legal Tools (#EQ276)**

This workshop begins with the premise that legal tools are only one tool among many. Working from the major themes identified in the first workshop, #EQ275, participants will review the various options for legal action and discuss their strengths and weaknesses, including the problems with equality as a legal concept, the slowness of the litigation approach, myths about class proceedings in Canada, and administrative tribunals and their role in advancing equality rights. In addition, participants will look at alternatives to litigation, such as the role of lobbying, consultation, and public legal education in the struggle for equality rights in the law. This workshop will also discuss the legal profession and the strengths and weaknesses of working with lawyers.

**Date(s):** November 23, 2002  
**Fee:** Free  
**Instructor(s):** Brewin; D'Aoust

## **A Step-by-Step Guide to Creating a Legal Strategy (#EQ277)**

This workshop will be a hands-on, skill-based learning experience. Participants will identify equality rights issues in a legal framework, review legal avenues, and look at developing allies in the creation of a long-term legal strategy. The workshop will review test-case litigation, international bodies, human rights tribunals, and lobbying legislative bodies. In addition, participants will look at the role of public relations and media strategies in developing a legal framework.

**Date(s):** November 30, 2002  
**Fee:** Free  
**Instructor(s):** Brewin; D'Aoust



# rekindling hope, love and laughter in therapy and in life

with Yvonne Dolan

This workshop offers a warm-hearted, practical, solution-focused approach to helping individuals, couples, parents, and children create safe, rewarding intimate relationships despite past experiences of trauma, sexual assault, rape, abuse, violence, divorce, and loss.

Drawing from Solution-Focused Therapy, Ericksonian Utilization, and her most recent books, Yvonne Dolan has created a series of techniques to make change, intimacy, and conflict in relationships less intimidating and more rewarding for people who've been hurt by other people and/or by life events. This experiential workshop will offer practical techniques, support and consultation to therapists working with clients who struggle with relationships.

Demonstrations of techniques, case examples, and role-played practice exercises will be provided throughout the workshop.

## Participants will be able to:

- list at least two principles for taking an honest history without kindling despair
- describe a technique to relieve anxiety in relationships and apart from them
- describe a technique for identifying existing resources in relationships
- describe a technique for identifying and fostering potential resources in relationships
- identify a technique for healing unresolved issues from past relationships
- identify a technique for resolving issues of differentiation in relationships

Yvonne has been a psychotherapist for over 25 years. She conducts training seminars in Solution-Focused and Ericksonian therapy throughout the US, Canada, Europe, and occasionally in South America and the Pacific Rim. She is the author of *Resolving Sexual Abuse: Solution-Focused Therapy and Ericksonian Hypnosis for Survivors*

(W.W. Norton, 1991), *A Path with a Heart: Ericksonian Utilization with Resistant and Chronic Clients* (Brunner-Mazel, 1985, distributed by Taylor & Francis), and *One Small Step: Moving Beyond Trauma and Therapy to a Life of Joy* (Excel Press, 2000, available at [www. iUniverse.com](http://www.iUniverse.com)).

She has co-authored *Tales of Solution: A Collection of Hope-Inspiring Stories* (with Insoo Kim Berg, W.W. Norton, 2001) and, most recently, *Miracles Happen: An Agency's Journey to Becoming Solution-Focused* (with Teri Pichot), which will be published this year by Haworth Press. In workshop settings, Yvonne is known for her unique combination of practical techniques, detailed handouts, hands-on practice sessions, and lively demonstrations, punctuated by unflagging optimism and gentle humour.

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

Date(s): September 28, 2002  
Fee: \$125

## link

LINK is a two-day workshop exploring the links between alcohol and drug misuse and violence against women and children. It was developed to enable workers in the fields of alcohol and drug abuse and family violence to explore common issues and concerns related to identifying, screening, supporting, and referring clients. Another goal of the workshop is to strengthen working relationships among workers in these fields. LINK workshops are offered around the province and are facilitated by local instructors from these two fields. The registration fee is \$90 and includes course materials. If you are interested in organizing a LINK workshop in your community, contact Cheryl Bell-Gadsby at (604) 528-5626 or e-mail [cgadsby@jibc.bc.ca](mailto:cgadsby@jibc.bc.ca).

## CHILD ABUSE & NEGLECT SUPPORT WORKER CERTIFICATE PROGRAM

### Purpose

The certificate program and courses were developed in response to the evolution of the field of child abuse prevention; the rapid, unprecedented changes in services to children, adolescents, and families occurring in the province of British Columbia; and the need for front-line support workers to develop basic competency skills in the area of child abuse and neglect to meet training standards required in the accreditation process.

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

### 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 neglect.

A certificate of achievement will be given to participants who attend all 11 days of the program and successfully complete the evaluation activity.

### Registration

- The recommended registration deadline is 10 working days before the course start date.
- There is a \$25 non-refundable admission fee.

An admission form may be found on page 47. Admission forms are valid for only one year. Students will be required to reapply if courses are not taken within one year of applying to the program. For more detailed information on course content and admission requirements, please contact Natalie Clark at (604) 528-5627 or e-mail [nclark@jibc.bc.ca](mailto:nclark@jibc.bc.ca)

This certificate program is available on a contract basis. Watch for it at Northern Lights Community College, Dease Lake Campus, on February 3-7 and March 3-7, 2003. Registration phone number for Northern Lights Community College: (250) 771-5500.

- 11 days
- Complete within 2 years

- Recommended sequences, though not required
- All courses are open to Certificate Program & individual participants

### RECOMMENDED SEQUENCE OF COURSES:



## Core Courses

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

In this first course in the certificate program, participants will be introduced to all aspects of child abuse and neglect, including the history, legal definitions, contributing factors, indicators, and the impact of abuse/neglect on children. As well, participants will examine relevant sections of the Child, Family and Community Service (CF&CS) Act and understand current systemic responses to child maltreatment.

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

**Dates(s):** October 9-11, 2002  
**Fee:** \$280 (includes materials)  
**Instructor(s):** Castellanos, Douglas

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

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

**Date(s):** December 5-7, 2002  
**Fee:** \$280 (includes materials)  
**Instructor(s):** Chapman

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

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

**Date(s):** May 1-3, 2003  
**Fee:** \$280 (includes materials)  
**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):** June 6-7, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Luxemburg-Hyam



## TRAUMA COUNSELLING & CLINICAL INTERVENTION CERTIFICATE PROGRAM

### 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 core courses and two days of electives. Participants can complete the program in 10 months and must complete the program within three years.

### Who Should Attend

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

### Registration

- The recommended registration deadline is 10 working days before the course start date.
- There is a \$25 non-refundable admission fee.

### Electives

Elective credit will be considered for any Justice Institute courses of interest to the student.

An admission form may be found on page 47. Admission forms are valid for only one year. Students will be required to reapply if courses are not taken within one year of applying to the program. For more detailed information on course content and admission requirements, please contact Natalie Clark at (604) 528-5627 or e-mail [nclark@jibc.bc.ca](mailto:nclark@jibc.bc.ca)

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

## Core Courses

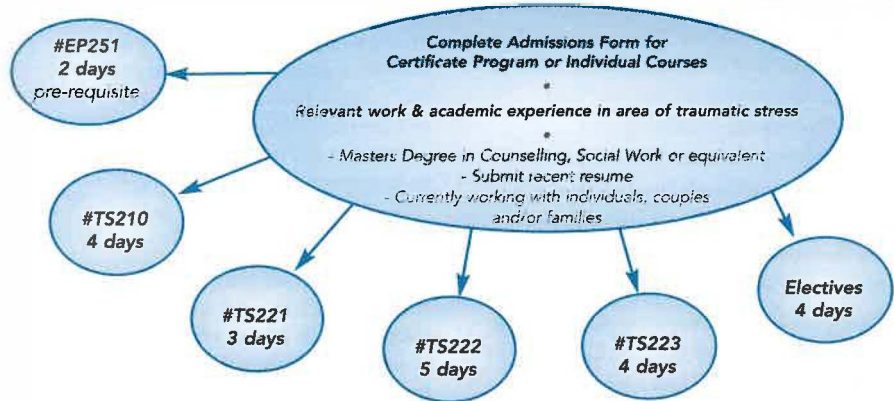
### Introduction to Trauma and Post-Traumatic Stress Reactions (#EP251)

This course is for counsellors and therapists, front-line workers, support workers, victim

- 22 days
- Complete within 2 years

- All courses are open to Certificate Program & individual course participants, except TS223

### RECOMMENDED SEQUENCE OF COURSES:



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.

Both certificate candidates and non-candidates may enrol in this course.

**Date(s):** September 26-27, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** J. 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.

**Date(s):** Oct. 30 – Nov. 2, 2002  
**Fee:** \$ 550 (includes materials)  
**Instructor(s):** Clark; J. 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.

**Date(s):** December 9-11, 2002  
**Fee:** \$365 (includes materials)  
**Instructor(s):** Ziegler; Clark

**3. Trauma Intervention (#TS222)**

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

**Date(s):** March 6-8 & April 7-8, 2003  
**Fee:** \$485 (includes materials)  
**Instructor(s):** J. 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.

**Date(s):** June 4-7, 2003  
**Fee:** \$550 (includes materials)  
**Instructor(s):** J. Solanto; Ziegler

*For additional training opportunities in stress and trauma management, please see the Critical Incident Stress Management Certificate Program on page 36.*

**SUPPORTING ADULT SURVIVORS CERTIFICATE PROGRAM (#CSA134A)****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. To enter the program, applicants must be currently working or volunteering with adults in a support capacity and must complete an admission form (see page 47).

**Certificate of Achievement**

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

**Registration**

- The recommended registration deadline is 10 working days before the course start date.
- There is a \$25 non-refundable admission fee.

**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

**Date(s):** March 5-7 & April 2-4, 2003  
**Fee:** \$605 (includes materials)  
**Instructor(s):** Whiteford; Trotter

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

This nine-day program will provide participants who work in a support capacity with an understanding of support work with sexually abused children and adolescents. The role and function of support and specific skills for working with child and adolescent survivors will be examined.

**Who Should Attend**

This program is for child and youth care workers, family support workers, transition house workers, public health personnel, crisis workers, and social workers and other front-line staff involved with children, adolescents, and their families. Applicants must be currently working or volunteering with children and/or adolescents in a supportive capacity and must complete an admission form (see page 47).

**Certificate of Achievement**

Participants must attend all nine days of the program and successfully complete a written assignment in order to obtain the certificate.

**Both #CSA134A and #CSA134B are available on contract. For more detailed information on the certificate programs, course content, and admission requirements, contact Natalie Clark at (604) 528-5627 or e-mail [nclark@jibc.bc.ca](mailto:nclark@jibc.bc.ca).**

The certificate programs have been delivered in the following communities: Williams Lake, Ahoushat, Fort Nelson, and Deas Lake. They will be offered in Skidegate, BC, in fall 2003.



## CHILD SEXUAL ABUSE INTERVENTION: CERTIFICATE PROGRAM FOR PRACTITIONERS (#CSA205)

### Purpose and Structure

In response to requests from the community, we have redesigned the original certificate programs into a new and improved format. Participants will take a core module (total of five days), and then specialize in one of two streams: child and youth or adult survivor treatment. In addition to the 10 days of core courses, participants must also complete four days of electives.

### Who Should Attend

This program is designed for counsellors and other practitioners working in a therapeutic setting with child, adolescent, and adult survivors of childhood sexual abuse.

### How to Apply

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

### Electives

Elective credit will be considered for any courses of interest to the student within the JL.

### Registration

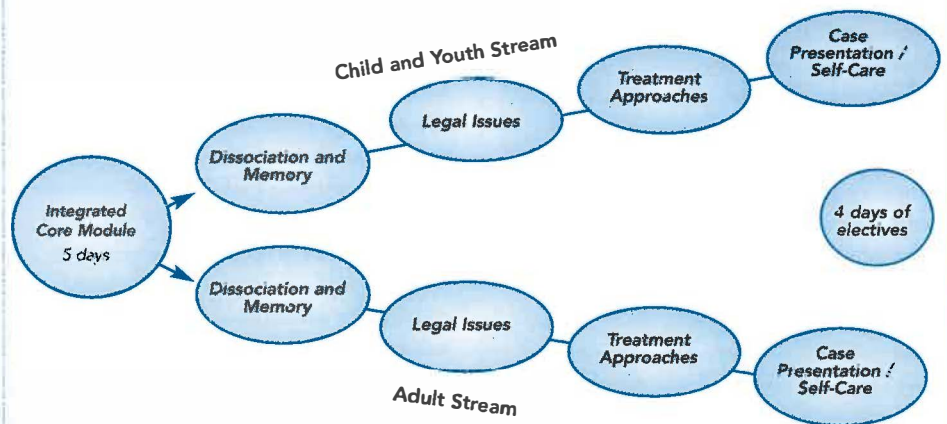
- The recommended registration deadline is 10 working days before the course start date.
- There is a \$25 non-refundable admission fee.

The admission form may be found on page 47. Admission forms are valid for only one year. Students will be required to reapply if courses are not taken within one year of applying to the program. For more detailed information on course content and admission requirements, please contact Natalie Clark at (604) 528-5627 or e-mail [nclark@jibc.bc.ca](mailto:nclark@jibc.bc.ca); or Cheryl Bell-Gadsby at (604) 528-5626 or e-mail [cgadsby@jibc.bc.ca](mailto:cgadsby@jibc.bc.ca)

**Date(s):** Feb. 24-28 & May 5-9, 2003  
**Fee:** \$1,200 (includes materials)

- 14 days
- Complete within 2 years

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



## PROFESSIONAL DEVELOPMENT COURSES ON CHILD ABUSE AND TRAUMA

### Trauma and Its Impact on Aboriginal Communities (#EP235)

This three-day workshop will explore the nature and extent of the traumatic experiences that Aboriginal people have endured, as well as holistic approaches to support individual and collective healing. Participants will examine the psychological, physiological, and social consequences of historical and ongoing trauma in First Nations communities. Special emphasis will be placed on the intergenerational effects of residential schools and other attempts at assimilation by the dominant society. Participants will discuss similarities with other trauma populations but will learn about the unique ways that trauma effects are manifested in Aboriginal people. Practical exercises will be used to demonstrate how community "helpers" can support individual and collective healing, engage in healthy community building, and foster personal empowerment in families. The format will include talking circles, group-building exercises, small group discussions, lecture, and healing activities.

**Date(s):** October 3-5, 2002  
**Fee:** \$395  
**Instructor(s):** Allbrett; J. Solanto

NEW

### Sexual Exploitation on the Internet: An Overview (#EP273)

This course will provide an overview of sexual exploitation on the Internet, from a basic introduction to Internet environments to online pedophile activities. Topics include: Web 101, online activities of Canadian youth, risks factors for online sexual exploitation, relevant Criminal Code of Canada sections, and online activities by adults with a sexual interest in children. This course will be relevant to law enforcement, social service, and youth outreach practitioners looking for an introduction to this issue.

**Date(s):** October 7, 2002  
**Fee:** \$115  
**Instructor(s):** Horton

### Children Exposed to Family Violence (#CY232)

This comprehensive 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. The course 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 and immigrant families.

Day 4 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-aged children as well as youth. This workshop will also look at the impact of abuse on parenting and how to support parents to better help their children.

**Date(s):** October 21-24, 2002  
**Fee:** \$460  
**Instructor(s):** Castellanos; Gray-Smith

**NEW**

### Adolescents and Trauma: Exploring the impact (#TS532)

This workshop will provide participants with the opportunity to explore the impact of trauma on adolescents across gender, race, class, and orientation and within the intersections of adolescents' multiple identities. Topics covered will include a review of current theories and research in the area of adolescent development and gender socialization, with a specific emphasis on how trauma impacts the daily lives and relationships of these young women and men. A continuum of trauma will be considered, including the range from childhood abuse, date rape, violence related to racism, and other forms of persecution/marginalization in the community. Particular emphasis will be given to understanding the impact of trauma in the school environment and considering the safety and support needs of traumatized adolescents within a school and community context.

**Date(s):** October 25, 2002  
**Fee:** \$150  
**Instructor(s):** Bell-Gadsby; Clark

Watch for the release of the updated *Balancing Conflicting Interests: A Counsellor's Guide to the Legal Process* in Spring 2003.

For further information on contents and how to purchase, see section on publications and videos, page 7

### 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. Prerequisite(s): Expressive Play Therapy Methods (#CY104) or Child-Centred Play Therapy (#CY104A).

**Date(s):** November 22-23, 2002  
**Fee:** \$280 (includes materials)  
**Instructor(s):** Dhaese

### Contemporary Issues in Working with Aboriginal Youth (#CY254)

This course will examine the issues facing Aboriginal youth today, within the historical context of colonization, intergenerational trauma, and existing power imbalances in Canadian society. Using a popular education approach, students will focus on the high rates of violence, sexual exploitation, family disconnectedness, institutionalized racism, and involvement with the justice system faced by Aboriginal youth. Participants will then examine some of the challenges in working with Aboriginal youth today – including issues of trust, maintaining healthy boundaries, dealing with histories of grief and loss, and measuring successes – with the goal of developing some practical skills for maintaining healthy working relationships with Aboriginal youth.

**Date(s):** January 30-31, 2003  
**Fee:** \$235  
**Instructor(s):** Hunt; Clark



## SUBSTANCE USE CERTIFICATE PROGRAM

### Purpose

The Substance Use Certificate Program provides participants with a theoretical overview of key concepts, policy, intervention models, and principles guiding the prevention, assessment, and treatment of substance use.

This program emphasizes a harm reduction approach including: understanding substance use within a bio-psycho-social-spiritual framework; applying current research and knowledge about interventions; and exploring social justice issues such as race, class, gender, power, poverty, and violence. Specific assessment and treatment approaches, including motivational interviewing, are covered in depth.

In this program, professionals in health, criminal justice, and social services are able to actively discuss issues related to substance use, and arrive at approaches that work in a range of settings. Participants will come away with a clear understanding of their values and practice framework.

### 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, who come into contact with youth, families, or adults who are using substances. The certificate will also be of interest to those involved in the management and delivery of human services.

### Registration

- The recommended registration deadline is 10 working days before the course start date.
- There is a \$25 non-refundable admission fee.

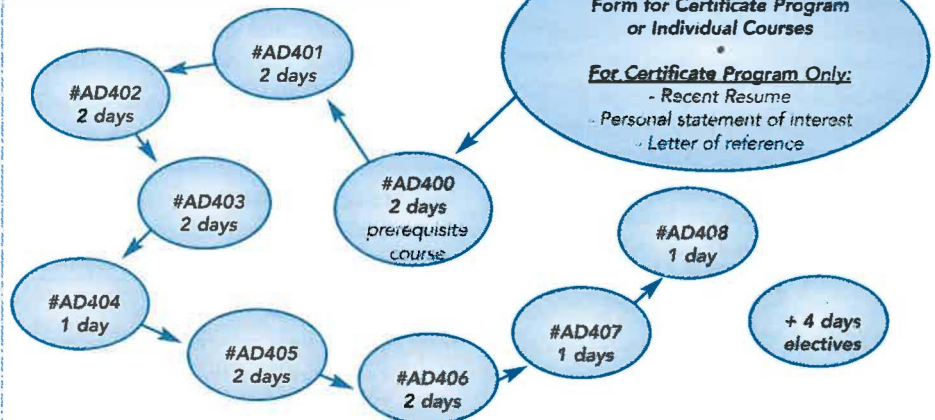
### Electives

Four days of Justice Institute electives are required in the Substance Use Certificate Program. Elective credit will be considered for any JI courses of interest to the student.

The admission form may be found on page 47. For more detailed information on course content and admission requirements, please contact Cheryl Bell-Gadsby at (604) 528-5626 or e-mail [cgadsby@jibc.bc.ca](mailto:cgadsby@jibc.bc.ca)

- 19 days
- Complete within 2 years

### RECOMMENDED SEQUENCE OF COURSES:



### 1. Understanding Substance Misuse (#AD400)

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

**Date(s):** September 16-17, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Harris

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

This course covers such topics as: introduction to the risk continuum, mapping the continuum of care, harm reduction strategies and practices, risk management, and relapse prevention. Prerequisite(s): Understanding Substance Misuse (#AD400).

**Date(s):** October 3-4, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Buirs

### 3. Mental Health Issues and Substance Use (#AD402)

This course will cover: theories of why issues of substance use and mental health conditions occur with a high percentage of clients; the identification of substance use and mental health concerns (issues of

- Recommended Sequence: After AD400, courses may be taken in any sequence

assessment and dual diagnosis); familiarization with DSM-IV TR 2000; and treatment options and resources. Prerequisite(s): Understanding Substance Misuse (#AD400).

**Date(s):** October 24-25, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Harris

### 4. Assessment Practices (#AD403)

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

**Date(s):** November 25-26, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Aksen

### 5. Case Planning (#AD404)

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

**Date(s):** November 29, 2002  
**Fee:** \$125 (includes materials)  
**Instructor(s):** Amos

**6. Interconnected Risk (#AD405)**

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(s): Understanding Substance Misuse (#AD400).

**Date(s):** November 27-28, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Saville

**7. FAS/NAS Prevention and Intervention (#AD406)**

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 (NAS); 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(s): Understanding Substance Misuse (#AD400).

**Date(s):** December 11-12, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Poole

**8. Community Voices /Contemporary Issues (#AD407)**

This course covers current policy and its costs, acupuncture and other alternative treatment methods, rapid detox, ethics and methadone, and other current issues. Prerequisite(s): Understanding Substance Misuse (#AD400).

**Date(s):** Winter 2003  
**Fee:** \$125 (includes materials)  
**Instructor(s):** Saville; Panel

**9. Drug Policy Reform (#AD408)**

This course explores the international drug policy reform movement. It begins with an exploration of the consequences of the "War on Drugs," and observes that this social policy is ineffective in dealing with the complex issue of drug abuse. The European movement towards more balanced drug policies will be explored. The role of the police and treatment providers in a cooperative four-pillar approach will be discussed. The research on supervised injection sites and the prescribing of heroin will be presented. The course concludes that our society needs to adopt a public health approach to drug abuse. Prerequisite(s): Understanding Substance Misuse (#AD400).

**Date(s):** October 2, 2002  
**Fee:** \$125 (includes materials)  
**Instructor(s):** Haden; Maxwell

## PROFESSIONAL DEVELOPMENT COURSES ON COUNSELLING AND SUPPORTIVE INTERVENTIONS

**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):** October 18-19, 2002  
**Fee:** \$235  
**Instructor(s):** Velji; Savard

**NEW****Meeting the Challenge of Challenging Times: Marketing Your Private Practice (#EP274)**

Recent and radical changes in our economic environment may be especially challenging to those of us either in private practice or considering establishing a private practice. In this two-day workshop, participants will learn how to:

- Develop a viable and efficient marketing plan adapted specifically for today's economy
- Determine the marketing demographics specific to one's private practice
- Generate a range of marketing tools specific to current areas of strength and resources
- Diversify one's service areas
- Use the administrative component of one's private practice as a marketing tool
- Integrate ethical practice as an effective marketing tool

Emphasis will be on customizing the course material to the specific needs of individual participants. Handouts will include a marketing plan, articles, an extensive bibliography, and small business management resources.

**Date(s):** October 28-29, 2002  
**Fee:** \$235  
**Instructor(s):** Franz

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

Shame is our primal human response to a loss of mutuality or power within our relationships with each other – whether in family, partnerships, group, or community. Shame may play a central organizing role in the dynamics of trauma, abuse, addictions, attachment, eating disorders, and dissociative states of consciousness. Although it may arise culturally from differing values and attitudes, it remains transcultural at the body-mind level. It may be empathetically bridged with knowledge and sensitivity.

**Date(s):** November 15-16, 2002  
**Fee:** \$235  
**Instructor(s):** Jones-Callahan

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

This two-day training will present SafeTeen: Powerful Alternatives to Violence, a dynamic and highly successful skill-based violence prevention program that has been endorsed by the BC Teachers' Federation and integrated into the curriculum in many school districts throughout BC. SafeTeen introduces a youth-specific assertiveness model that offers teens a way of accessing their own inner power and wisdom. Through verbal and body language skills, the SafeTeen model provides gender-specific strategies for managing fear and anger as well as giving youth a way of standing up for themselves and for what they believe in without violence. With a strong focus on gender esteem building, this training addresses the roots of violence. It is grounded in theory on socialization and gender, and exposes the dynamics of power and powerlessness as the underlying factors in harassment, bullying, and assault. This

training will be valuable for youth workers, support workers, teachers, and counsellors who work with adolescents in a variety of settings. Participants will gain concrete harassment and violence prevention strategies to pass on to the youth they work with.

The two days will be co-presented by a female and male facilitator in a format that includes both gender-separate and co-ed groups. It is extremely useful to have both a female and a male facilitator attend the training as a team. (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):** November 15-16, 2002  
**Fee:** \$270  
**Instructor(s):** Roberts

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

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

**Date(s):** November 18, 2002  
**Fee:** \$150  
**Instructor(s):** Austin

### **COUPLE & FAMILY THERAPY CERTIFICATE PROGRAM**

**Note:** This certificate program will be available for delivery on a contract basis only. For further information, please contact Cheryl Bell-Gadsby at (604) 528-5626 or e-mail [cgadsby@jibc.bc.ca](mailto:cgadsby@jibc.bc.ca).

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

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

**Date(s):** December 5-6, 2002  
**Fee:** \$235  
**Instructor(s):** J. Solanto

**NEW**

### **Methods of Family Therapy (#CFT251)**

This compact course reviews the basic premises of providing help and support to families through therapeutic procedures that emphasize relationship. Simulations, short presentations, demonstrations, and class discussions are used to teach modes of service designed to address family issues of structure, problem solving, stress and anxiety, communication, roles, family and individual development, mobilizing strengths, and planning for preferred futures. While some theory is presented, most of the course is devoted to skill building and the development of clinical judgement. Pre-reading and clinical experience are assets.

**Date(s):** October 22-25, 2002  
**Fee:** \$495  
**Instructor(s):** Grigg



# counsellor

## skill development series

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

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

**Date(s):** October 17-18, 2002  
**Fee:** \$235  
**Instructor(s):** Stoll

### 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 21-22, 2002  
**Fee:** \$235  
**Instructor(s):** Stoll

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

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

**Date(s):** December 2-3, 2002  
**Fee:** \$235  
**Instructor(s):** Stoll

**We are currently in the process of developing a new certificate program on Enhancing Family Capacity. Watch for details in our 2003 calendar.**

## ART AND PLAY THERAPY SERIES

### 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):** October 30-31, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Dhaese

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

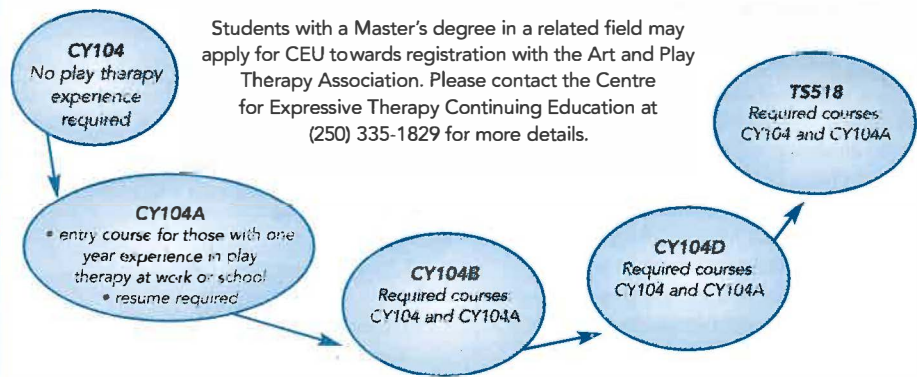
This course is for practitioners who use play and various expressive therapies in their work with children. The course explores the process built on the content presented in #CY104. The workshop includes guiding principles of child-centred play therapy, the intake process, setting up a playroom, how 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. Prerequisite(s): Expressive Play Therapy Methods (#CY104) or one year of experience in play therapy at work or school; resume required.

**Date(s):** November 1-2, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Dhaese

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

This course is for practitioners who use art and play therapy in their work with children who have experienced and disclosed neglect and abuse. Course content reviews theoretical principles underlying the use of art and play therapy with traumatized children, illustrates ways of addressing the main clinical issues of neglected and abused children. Prerequisite(s): Expressive

#### RECOMMENDED SEQUENCE OF COURSES:



Students with a Master's degree in a related field may apply for CEU towards registration with the Art and Play Therapy Association. Please contact the Centre for Expressive Therapy Continuing Education at (250) 335-1829 for more details.

Play Therapy Methods (#CY104) or  
Child-Centred Play Therapy (#CY104A).

**Date(s):** November 22-23, 2002  
**Fee:** \$280 (includes materials)  
**Instructor(s):** Dhaese

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

This course is for counsellors, school counsellors, child care workers, social workers, and other practitioners working with children who have suffered a loss due to divorce, death, abuse, hospitalization, immigration, or other traumas. Participants will explore the stages of grieving, examine children's reactions to loss through the developmental stages, and discuss principles of using expressive therapies with grieving children. The needs of children at each stage of the grieving process, and corresponding expressive methods to help these children deal with the issues, will be presented. The recurring images in the art and play of grieving children will be shown in a slide presentation. Prerequisite(s): Expressive Play Therapy Methods (#CY104) or Child-Centred Play Therapy (#CY104A).

**Date(s):** April 11-12, 2003  
**Fee:** \$280 (includes materials)  
**Instructor(s):** Dhaese

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

This workshop will focus on the role of imagery in helping children come to terms with their traumatic experiences. A variety of expressive therapy methods that encourage children's symbolic expression as well as provide ways of creating healing images to facilitate the recovery process will be considered.

Through a slide presentation, the presenter will explore and discuss the images created by traumatized children in their art, play, and sandplay through the various stages of their healing process. The role of the therapist and the challenges of each stage in facilitating such a process will be discussed. The patterns of imagery and symbols created at various stages, depending on the type of trauma, will also be considered. Prerequisite(s): Expressive Play Therapy Methods (#CY104) or Child-Centred Play Therapy (#CY104A).

**Date(s):** TBA  
**Fee:** \$280 (includes materials)  
**Instructor(s):** 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 postgraduate 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):** November 18-19, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Franz

## INTEGRATIVE HEALING CERTIFICATE PROGRAM

### Purpose

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

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

Courses may be taken individually as well as for a certificate.

### Who Should Attend

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

### Registration

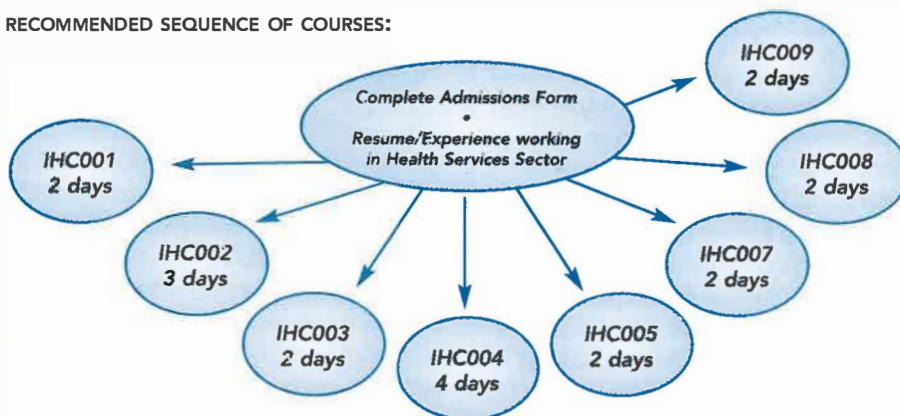
- The recommended registration deadline is 10 working days before the course start date.
- There is a \$25 non-refundable admission fee.

The admission form may be found on page 47. For more detailed information on course content and admission requirements, please contact Cheryl Bell-Gadsby at (604) 528-5626 or e-mail [cgadsby@jibc.bc.ca](mailto:cgadsby@jibc.bc.ca)

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

- Courses may be taken individually as well as for a certificate.

### RECOMMENDED SEQUENCE OF COURSES:



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

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

Participants will learn how to:

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

**Date(s):** October 22-23, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** J. & L. Solanto

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

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

**Date(s):** Oct. 31 & Nov. 1-2, 2002  
**Fee:** \$280 (includes materials)  
**Instructor(s):** Laird

### Healing and the Human Energy Field (#IHC003)

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



used by those working with adults or children.

**Date(s):** January 28-29, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Jennings

#### **Integrating Energetic Bodywork into the Counselling Process (#IHC004)**

Issues such as chronic pain, anxiety, depression, and trauma reactions affect clients both physiologically and emotionally, and are rarely resolved using cognitive therapy alone. This course explores therapeutic interventions from energetic, solution-focused, and metaphorical approaches. Participants will acquire practical clinical tools for heightening mind-body communication; refine and integrate communication skills with energetic bodywork; develop hands-on skills to reconnect with internal resources and shift the client's internal frame of reference to a healthier, more proactive stance; explore a framework that integrates Healing Touch, hypnosis, guided imagery, and other counselling skills; and examine legal and ethical issues related to touch therapy.

**Date(s):** February 18-19, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Bell-Gadsby

#### **Homeopathy and Principles of Healing (#IHC005)**

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

**Date(s):** March 13-14, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Hillen

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

Touch therapy is one of the oldest forms of traditional Chinese healing. This course introduces some general

principles of Chinese medicine and explores their integration into other healing modalities. Foundations of Chinese medicine such as Yin-Yang theory, Qi (life force energy), and Shen (spirit) and their roles in health will be explored theoretically and experientially. Participants will also learn:

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

**Date(s):** April 10-11, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Thomas

#### **Ethical Issues for Integrative Healing Practitioners (#IHC007)**

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

**Date(s):** May 5-6, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Bixler

#### **Integration of Spirituality and Counselling (#IHC008)**

This course is designed for counsellors and other mental health practitioners who are looking for ways to integrate spirituality with their clinical work. Cognitive and experiential learning will be combined to explore the meaning of spirituality, the purpose of counselling, and how an integration between the two can take place. A model of "counselling as spiritual practice" will be presented, discussed, modelled, and applied through

skill-building exercises. This workshop offers an inspirational yet practical counselling approach. Participants will learn how to develop an expanded sense of self while simultaneously supporting an essential connection with their clients.

**Date(s):** June 5-6, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Nestman

#### **Integrative Healing Clinical Practice Consultation (#IHC009)**

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

**Date(s):** Day 1: December 4, 2002  
 Day 2: TBA  
**Fee:** \$115  
**Instructor(s):** Bell-Gadsby

#### **POSTGRADUATE DIPLOMA IN CLINICAL ART THERAPY\***

**Note:** This joint offering has been postponed until Fall 2003. Interested students are encouraged to apply for this program directly to the British Columbia School of Art Therapy at (250) 598-6434.

*\* Subject to approval by the Private Post-Secondary Education Commission of BC.*

## WORKING WITH YOUTH IN COMMUNITY SETTINGS CERTIFICATE PROGRAM

### Purpose

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

### Who Should Attend

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

### Application Information

For more information, please call the Program Coordinator, Sandra Rice, at (604) 528-5633. For detailed brochures and an admission 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 AM to 4:30 PM.

### Core Learning Objectives

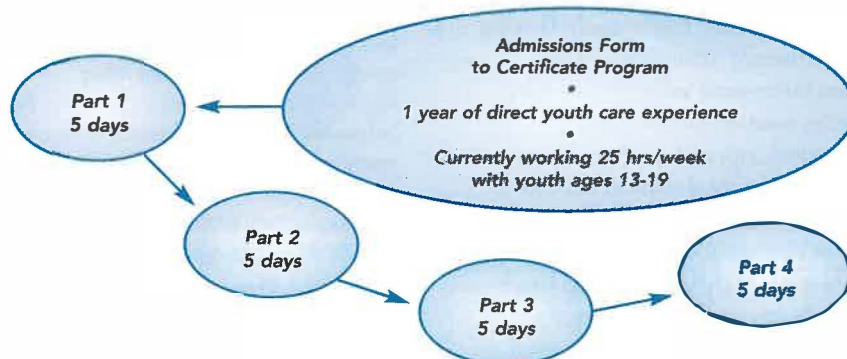
- Explore the impact of values and beliefs when working with youth
- Strengthen communication skills to build relationships with youth
- Define the role and influence of family in youth care work
- Define the normative stages of development for children and youth

## EARN CREDIT TOWARDS YOUR CHILD AND YOUTH CARE DIPLOMA OR DEGREE PROGRAM NOW.

We are pleased to announce that our Working with Youth in Community Settings Certificate Program now has transfer credit status. You will earn 4.5 units of unassigned credit towards child and youth care diploma and degree programs in other BC colleges and universities.

- 20 days (140 hours)
- \$25 non-refundable admission fee.
- Program completed in sequence with same group of participants

### SEQUENCE OF COURSES:



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 practise the principles of Positive Peer Culture
- Develop caring and sensitive approaches to sexuality issues with youth
- Describe and practise specific written communications required of youth care practitioners
- Describe and practise ethical decision making

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

### Working with Youth in Community Settings Certificate Program (Parts 1, 2, 3, and 4) (#CY158)

- Fee:** \$25 non-refundable application fee  
\$1,735 (includes materials)
- Date(s):** Part 1 – January 20-24, 2003  
Part 2 – February 24-28, 2003  
Part 3 – April 7-11, 2003  
Part 4 – May 12-16, 2003
- Instructor(s):** Hardy; Joy; Verkerk

### PROGRAM OFFERING IN VICTORIA

The Working with Youth in Community Settings Certificate Program will be offered in Victoria, BC, on behalf of Community Education, Sooke School District #62. For a detailed schedule and application, please contact Bonnie Keleher at (250) 391-9002, or Nenita Capili at the Justice Institute, (604) 528-5631.

- Date(s):** Part 1 – November 1-3 & November 22-23, 2002  
Part 2 – January 10-11 & February 14-16, 2003  
Part 3 – March 21-23 & April 11-12, 2003  
Part 4 – July 7-11, 2003
- Location:** Colwood Annex location, 2139 Sooke Road, Victoria, BC
- Fee:** \$25 non-refundable application fee  
\$1,895 (includes materials)



## ADVENTURE-BASED LEARNING CERTIFICATE PROGRAM

### Purpose

SSCSD is pleased to offer the most comprehensive training program in Adventure-Based Learning (ABL) in western Canada. This model has long been established in the US and eastern Canada. There are very few well-trained program facilitators in this region, and the JI is proud to be at the forefront of developing a core of such leaders. The instructors have been selected from among the foremost leaders in this field. They bring a rich background and diversity from their experiences in programs such as Project Adventure and Outward Bound, and in corporate, educational, and therapeutic settings. This certificate program will provide an essential foundation in adventure-based learning program design, activity selection, and group leadership that 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. There are some additional costs related to basic personal equipment and travel in these instances.

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

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

### SEQUENCE OF COURSES:



### Fees

\$2,245 (includes textbook). Participants cannot register for individual courses but must take the entire program. There is a non-refundable \$25 application fee. An admission form may be found on page 47.

### Course Times

Classes in this certificate program will be in session from 9:00 AM to 4:30 PM.

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

### Adventure-Based Learning Certificate Program (#CY220)

#### Course 1: Theories and Foundations of Adventure-Based Learning

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

#### Course 2: 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. If the weather permits, the group may experience a high-challenge course (rock climb) with a solo component, otherwise indoor experiential activities will be offered. Participants 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 3: Facilitation in Adventure-Based Learning – Level I

This course will provide an introduction to the techniques of facilitation often referred to as "processing," "reviewing," or "debriefing" the experience. Participants will come to appreciate the benefits of enriching the experience of their group members by effectively directing discussion following an activity. Techniques for facilitation in both structured and fluid settings will be demonstrated. In Level I the instructors will primarily role-model facilitation techniques that promote active participation in the discussion phase, develop a positive group culture, and ensure that the learning is transferred to real-life situations. Participants will learn the do's and don'ts of effective facilitation.



### Course 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 (#CY214)

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

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

### Course 7: Designing Adventure-Based Learning Activities

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

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

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

### Course 9: Final Adventure-Based Learning Practicum

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

### Adventure-Based Learning Certificate Program (#CY220)

**Fee:** \$25 non-refundable application fee  
\$2,245 (includes textbook)  
**Date(s):** Fall 2003  
**Instructor(s):** Loewen; Moore; J. Solanto

*The Adventure Based Learning Certificate Program is also offered on a contract basis. For more details on bringing this program to your organization or community, please contact Sandra Rice at (604) 528-5633 or e-mail [srice@jibc.bc.ca](mailto:srice@jibc.bc.ca)*

## PROFESSIONAL DEVELOPMENT COURSES ON WORKING WITH CHILDREN, YOUTH AND FAMILIES

### 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):** December 9-10, 2002, or May 5-6, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Hardy

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

This advanced one-day course is designed to provide participants with individual instructor attention. Only 14 participants will be accepted. Participants will focus on practice sessions using video, individual, and group feedback to strengthen their intervention skills in challenging situations with at-risk youth.

**Date(s):** May 23, 2003  
**Fee:** \$150  
**Instructor(s):** Hardy

### Therapeutic Applications of Adventure-Based Learning (#CY214)

For a course description, see page 23 under Adventure-Based Learning Certificate Program.

**Date(s):** TBA  
**Fee:** \$245  
**Instructor(s):** J. Solanto

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

For a course description, see page 17 in the Counselling and Supportive Interventions category.

**Date(s):** November 15-16, 2002  
**Fee:** \$270  
**Instructor(s):** Roberts

### Children Exposed to Family Violence (#CY232)

For a course description, see page 14 in the Counselling and Supportive Interventions category.

**Date(s):** October 21-24, 2002  
**Fee:** \$460  
**Instructor(s):** Castellanos; Gray-Smith

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

For a course description, see page 18 in the Counselling and Supportive Interventions category.

**Date(s):** October 17-18, 2002  
**Fee:** \$235  
**Instructor(s):** Stoll

### Building on Client Strengths (#EP196)

For a course description, see page 18 in the Counselling and Supportive Interventions category.

**Date(s):** November 14-15, 2002  
**Fee:** \$235  
**Instructor(s):** Stoll



### Adolescents and Trauma: Exploring the Impact (#TS532)

For a course description, see page 14 in the Counselling and Supportive Interventions category.

**Date(s):** October 25, 2002  
**Fee:** \$150  
**Instructor(s):** Bell-Gadsby; Clark

### Making Connections: Working through Conflict with Youth Workshop Series

#### 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 29-30, 2002, or March 10-11, 2003  
**Fee:** \$245 (includes materials)  
**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.

**Date(s):** April 23-24, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Govorchin

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

The third course in this series is an advanced course to teach participants third-party facilitation. Enrolment is limited to no more than 12 participants, to ensure ample opportunity for individual instructor attention. This course 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.

**Date(s):** June 2-3, 2003  
**Fee:** \$275 (includes materials)  
**Instructor(s):** Govorchin



Courses in the Management Development area are designed to provide both new and seasoned supervisors and managers with increased skill and knowledge. Our management development programming focuses on the practical application of learning to increase on-the-job effectiveness. Our management development certificate programs and professional development courses are categorized as follows:

- Management Development for Residential Settings
- Foundations of Effective Management
- Professional Development Series

All courses in the Professional Development Series can be taken as stand-alone courses and do not require you to be in a certificate program. Professional Development Series courses can be used as electives in the Management Development for Residential Settings Certificate Program and the Foundations of Effective Management Certificate Program. On page 31 is a separate list of Professional Development courses specific to Residential Care for managers who wish to focus their electives on residential care issues.

We welcome the opportunity to offer our Management Development certificates and Professional Development courses on a contract

basis anywhere in British Columbia. All courses can be redesigned to meet the specific needs of your organization. For a quote on bringing any program-ming to your community, please contact the Program Coordinators, Janet Amos at (604) 528-5623 or e-mail [jamos@jibc.bc.ca](mailto:jamos@jibc.bc.ca), or Sandra Rice at (604) 528-5633 or e-mail [srice@jibc.bc.ca](mailto:srice@jibc.bc.ca).

Janet Amos coordinates the Foundations for Effective Management Certificate Program and Sandra Rice coordinates the Management Development for Residential Settings Certificate Program. Both coordinators manage the Professional Development Series and have extensive experience in management programming.

## MANAGEMENT DEVELOPMENT FOR RESIDENTIAL SETTINGS CERTIFICATE PROGRAM

### Purpose

This certificate program was created in consultation with executive directors and front-line managers from the fields of both residential and vocational care. 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.

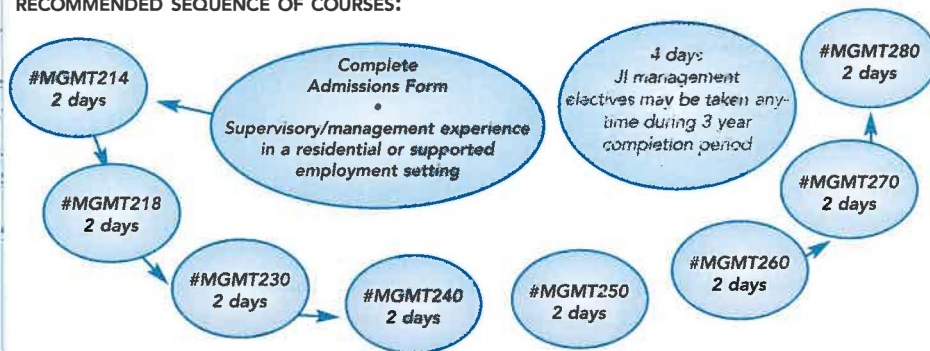
### Who Should Attend

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).

An admission form may be found on page 47. For more information, call the Program Coordinator, Sandra Rice, at (604) 528-5633 or e-mail [srice@jibc.bc.ca](mailto:srice@jibc.bc.ca). For a detailed brochure, please contact the Program Assistant, Nenita Capili, at (604) 528-5631 or e-mail [ncapili@jibc.bc.ca](mailto:ncapili@jibc.bc.ca).

- 20 days (140 hours)
- Complete within 3 years
- Application Fee: \$25 non-refundable

#### RECOMMENDED SEQUENCE OF COURSES:



### Electives

Four days of Justice Institute electives are required in the Management Development for Residential Settings Certificate Program. Please see the Professional Development Series on page 29 for a full description. You may choose courses from the Professional Development Series Specific to Residential Care or from other courses in the Professional Development Series.

## Core Courses

### Management Development for Residential Settings, Level I (#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 26-27, 2002

January 28-29, 2003

Fee: \$245 (includes materials) + one-time application fee of \$25

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 15-16, 2002  
February 17-18, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Baker

### 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 needed 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 24-25, 2002  
March 3-4, 2003  
**Fee:** \$245 (includes materials)  
**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 14-15, 2002  
April 3-4, 2003  
**Fee:** \$245 (includes materials)  
**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 2-3, 2002  
April 28-29, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Hill

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

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

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

**Date(s):** December 11-12, 2002  
May 20-21, 2003  
**Fee:** \$245 (includes materials)  
**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):** January 30-31, 2003  
June 11-12, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Goodall

### 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 12-13, 2003  
July 2-3, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Pearce

## FOUNDATIONS OF EFFECTIVE MANAGEMENT CERTIFICATE PROGRAM

formerly Basic Supervisory Certificate Program

### Purpose

The Foundations of Effective Management Certificate Program is designed for current and future supervisors and managers in the private, public, and non-profit sectors. This interactive program provides participants with practical, up-to-date supervisory and management training. The program reflects current thinking and practices in business and management education, with a particular focus on the necessary skills for effective management, dynamics of leadership, interpersonal skills, practical performance management, and planning skills. The program has been revised based on input from professionals currently practising in the field, adult education professionals, and feedback from participants who have attended earlier Basic Supervisory Program courses.

### Who Should Attend

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

### To Obtain a Certificate

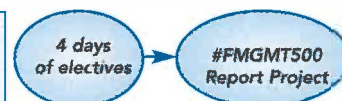
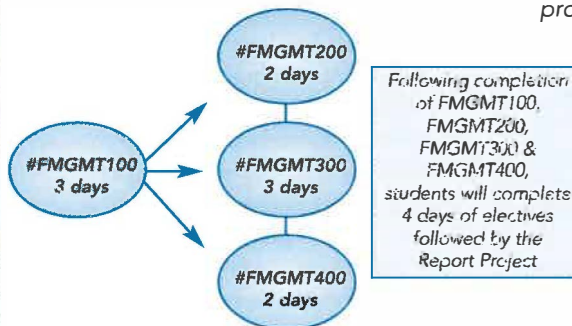
To obtain the Foundations of Effective Management Certificate, you must complete the required core courses and electives. Once you have completed Foundations of Effective Management 1, you may take the remaining core courses in any order. After completing the core courses and electives, register in the Report Project (#FMGMT500) through the Registration Office and receive a package outlining the report requirements and steps to completion. The report will be based on an actual intervention that you have completed in your workplace or volunteer organization, and will demonstrate your ability to integrate the skills and knowledge you have acquired in the program. Once you receive the assignment package, you have six months to complete the report.

For further information, please contact the Program Coordinator, Janet Amos, at (604) 528-5623 or e-mail [jamos@jibc.bc.ca](mailto:jamos@jibc.bc.ca), or contact the Program Assistant, Cathy Bottrill, at (604) 528-5619 or e-mail [cbottrill@jibc.bc.ca](mailto:cbottrill@jibc.bc.ca)

All courses are also offered on a contract basis and can be modified to suit the specific needs of your organization or agency.

- 14 days
- Complete within 3 years\*

#### RECOMMENDED SEQUENCE OF COURSES:



\* Students who took their first course in the program prior to January 2000 will have until January 2003 to complete the certificate requirements. All other students will have three years from the date they took their first Foundations of Effective Management course to complete the program.

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

## Core Courses

**NEW**

### Foundations of Effective Management 1 (#FMGMT100)

In today's environment, success depends on leadership skills at all levels of an organization. This three-day course is for current or future supervisors and managers in the private, public, or non-profit sectors. It will cover such topics as the roles of supervisor and manager, using leadership styles to enhance employee development and motivation, delegation skills, and increasing interpersonal effectiveness. The course will focus on practical skills as well as on developing an understanding of management theory. 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.

**Date(s):** November 12-14, 2003  
March 10-12, 2003  
**Time:** 8:30 AM – 4:30 PM  
**Fee:** \$370 (includes materials)  
**Instructor(s):** Buchanan; Landers

**NEW**

### Foundations of Effective Management 2 (#FMGMT200)

Supervisors and managers are asked to deal with conflict and decision-making on a daily basis. They are increasingly becoming responsible for managing teams. Unresolved conflict can lead to employee dissatisfaction, lower productivity and motivation, and poor team morale. This two-day course will have participants identify their personal style of dealing with conflict, understand the causes and patterns of conflict in their organization, and develop the skills necessary to effectively make decisions, engage in problem solving, and lead effective teams. Enrolment is limited to 16. Prerequisite(s): Foundations of Effective Management 1 (#FMGMT100).

**Date(s):** December 3-4, 2002  
February 18-19, 2003  
**Time:** 8:30 AM – 4:30 PM  
**Fee:** \$250 (includes materials)  
**Instructor(s):** Lifton

**NEW**

### Foundations of Effective Management 3 (#FMGMT300)

This course will provide supervisors and managers with a conceptual framework, technical skills, and practical tools to successfully develop and manage human resources within their organizations. Course content will include: recruitment, selection, and retention of employees; writing competency-based job descriptions with performance goals, measures, and action plans; identification

and application of ways to enhance staff performance and development; and writing and completing performance appraisals. Prerequisite(s): Foundations of Effective Management 1 (#FMGMT100).

**Date(s):** December 10-12, 2002  
April 9-11, 2003  
**Time:** 8:30 AM – 4:30 PM  
**Fee:** \$370 (includes materials)  
**Instructor(s):** Galaczy

**NEW**

#### **Foundations of Effective Management 4 (#FMGMT400)**

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

**Date(s):** January 28-29, 2002  
May 21-22, 2003  
**Time:** 8:30 AM – 4:30 PM  
**Fee:** \$250 (includes materials)  
**Instructor(s):** Case; Galaczy

**We are offering the following courses in five day blocks for those who are able or prefer to attend a five day course.**

**NEW**

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

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

**Date(s):** October 7-11, 2002  
January 13-17, 2003  
**Time:** 8:30 AM – 4:30 PM  
**Fee:** \$620 (includes materials)  
**Instructor(s):** Buchanan; Lifton

**NEW**

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

We are offering Foundations of Effective Management 3 and 4 together for those who are able to attend a five-day course. Prerequisite(s): Foundations of Effective Management 1 (#FMGMT100). Enrolment is limited to 16.

**Date(s):** November 25-29, 2002  
March 24-28, 2003  
**Time:** 8:30 AM – 4:30 PM  
**Fee:** \$620 (includes materials)  
**Instructor(s):** Case; Galaczy

**NEW**

#### **Foundations of Effective Management Certificate Program Report Project (#FMGMT500)**

To receive a Foundations of Effective Management Certificate, participants must attend Foundations of Effective Management 1, 2, 3, and 4; complete four additional days of management skills electives 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 project will be based on an actual intervention completed in the workplace or in a volunteer organization.

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

**Fee:** \$150

## **PROFESSIONAL DEVELOPMENT SERIES**

The following courses are open for general enrolment. They may also be used as electives in the Foundations of Effective Management Certificate Program and may be taken as electives in the Management Development for Residential Settings Certificate Program.

These courses are also offered on a contract basis and can be modified to suit the specific needs of your organization or agency.

Please refer to the boxed text on page 31 for specialized training for professionals working in residential and vocational settings.

#### **Coaching for Improved Performance (#FMGMT332)**

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 include: identifying which type of coaching is required, avoiding the pitfalls involved with coaching, using specific communication skills to facilitate the coaching process, and using coaching to help develop commitment.

**Date(s):** October 22-23, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Hannah; Zimmerman



**NEW****Survival Leadership (#MGMT384)**

This course is for supervisors and managers who need an infusion of new ideas and energy to tackle some of the current challenges facing community social service organizations. Participants will be introduced to key leadership concepts based on a transformational leadership model; increase awareness of their leadership styles; increase awareness of mentoring as a method of leadership development; and develop a leadership learning plan to implement at their workplaces.

**Date(s):** November 4-5, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Hill; McClellan

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

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

**Date(s):** November 9-10, 2002  
 April 30 – May 1, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Landers

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

This two-day course will help participants explore the many aspects of organizational health and wellness, including managing change, compassionate leadership, and team cohesion. The course will be rich in both theoretical information and experiential learning to identify how managers can support their teams in preventing burnout, and apply strategies for improving workplace

wellness. Participants will have the opportunity to engage in self-care techniques through art, guided imagery, and other stress management tools. Participants will leave feeling inspired about the vitality of work, with a new understanding of the features of a living workplace and new skills to support themselves and their employees.

**Date(s):** December 2-3, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Bell-Gadsby; Monk

**NEW****Healthy Working Relationships: The Manager's Role (#MGMT389)**

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

**Date(s):** November 21-22, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Bell-Gadsby; Clark

**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.

**Date(s):** November 27-29, 2002  
 June 2-4, 2003  
**Fee:** \$370 (includes materials)  
**Instructor(s):** Thomson

**NEW****Managing in a Unionized Environment (#MGMT385)**

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

**Date(s):** December 4-5, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Pawson; Woollard

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

This introductory course to quality assurance systems will 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 workplaces; 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 26-27, 2002  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Keilty; McClellan

### **Beyond the Outcome Statement: Advanced Quality Assurance Techniques (#MGMT381)**

This two-day course will be of value to participants who have completed the Quality Assurance, Best Practice, and You course (#MGMT380). Building from the introductory stage of understanding the relationship between external and internal quality assurance systems, the course moves past planning for quality services into the implementation cycle. It will provide managers with a systematic framework for implementing quality assurance methods in the workplace, and will focus on how to evaluate these strategies. Participants will learn how to take services beyond the stage of articulating the desired outcome to achieving results. They will focus on the role of stakeholders, developing quality improvement committees, implementing quality improvement tracking in daily work, and altering the work environment to focus on outcomes. Prerequisite(s): Quality Assurance, Best Practice, and You: The Manager's Role (#MGMT380), unless otherwise approved by the Program Coordinator.

**Date(s):** February 19-20, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Keilty; McClellan

### **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 participants gain a clearer understanding of occupational competencies and how they interface with recruitment, job descriptions, performance appraisals, and professional development plans.

Participants will also use these competencies to evaluate their own skills for mobility into other sectors of social services and to evaluate the experience and skills of applicants from these sectors.

**Date(s):** April 1-2, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Mercer; Woollard

### **PROFESSIONAL DEVELOPMENT SERIES SPECIFIC TO RESIDENTIAL CARE**

#### **Supporting People with Challenging Behaviours: A Person-Centred Approach (#MGMT285)**

This two-day course is for managers and front-line workers who support people who reside in community living and long-term continuing care facilities. The course is designed to strengthen both the individual and the organization's support of people with challenging behaviours using the principles of person-centred care. "Challenging behaviours" in this context refers to any verbal or physical act that appears threatening, aggressive, or destructive. The course will provide you with a process for responding effectively to these types of behaviours. The process will address a number of interconnected factors, such as the relationship between the client and the employee and the organization, environment, and community support systems. You will also learn the importance of teamwork in effective crisis management. This hands-on course will focus on real situations that will provide valuable insights on how to apply person-centred care principles to managing challenging behaviours in your work environment.

**Date(s):** April 16-17, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Barnett; Mitchell

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

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

**Date(s):** May 5-6, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Barnett; Mitchell

### **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):** April 30 – May 1, 2003  
**Fee:** \$245 (includes materials)  
**Instructor(s):** Barnett; Scott

## EXECUTIVE DEVELOPMENT SERIES

In this time of major transitioning for many organizations, we are pleased to announce the beginning of our new Executive Development Series. The spring of 2003 will see the launch of more extensive programming in this area. Our series is designed to support senior managers with their increasingly complex roles and responsibilities. Please continue to watch this section for future events featuring some of the leaders in executive development.

### Values-Based Strategic Planning: The Foundation of Organizational Effectiveness (#MGMT335)

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 (#MGMT331). Either course can be taken alone; together they complete the planning and policy process using values as a foundation.

**Date(s):** January 28-29, 2003  
**Fee:** \$260 (includes materials)  
**Instructor(s):** Noble; Zimmerman

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

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

**Date(s):** February 20, 2003  
**Fee:** \$170 (includes materials)  
**Instructor(s):** Noble

**NEW**

### Operationalizing the Strategic Plan (#MGMT337)

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

**Date(s):** March 4, 2003  
**Fee:** \$170 (includes materials)  
**Instructor(s):** Buckland; Noble

Please watch for this new course and other special events for senior managers in our January 2003 calendar.

**NEW**

### Facilitating Healthy Organizational Change

Organizations are in the midst of rethinking, restructuring, and re-engineering due to a wide range of social, economic, and political factors. Skills for planning and coping effectively with the changing work environment have fast become essential survival tools for organizational leaders. Change is a complex and dynamic journey, and this course will help senior managers identify patterns of response to change; describe several change management theories; analyze their knowledge and skills in relation to these theories; and apply new ideas for navigating the journey of change.



## TRAINER DEVELOPMENT CERTIFICATE PROGRAM

### Purpose

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

The program focuses on the core skills and knowledge required to plan and deliver creative, effective training sessions. It also provides opportunities 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.

### How to Obtain a Certificate

To obtain the Trainer Development certificate, you must first complete the required core courses and electives. Upon completion of the courses, register in Trainer Development Certificate Program: Assignment (#TD500) through the Registration Office and receive a package outlining the steps and requirements for the assignment. Once you receive the assignment package, you have six months to complete the report.

### Transferring Credits

Graduates of the Trainer Development Certificate Program may enter the University of Victoria's Certificate in Adult and Continuing Education or Vancouver Community College's Provincial Instructor Diploma Program. Please contact the Program Coordinator for more details.

For further information, please contact the Program Coordinator, Janet Amos, at (604) 528-5623 or e-mail [jamos@jibc.bc.ca](mailto:jamos@jibc.bc.ca), or contact the Program Assistant, Cathy Bottrill, at (604) 528-5619 or e-mail [cbottrill@jibc.bc.ca](mailto:cbottrill@jibc.bc.ca).

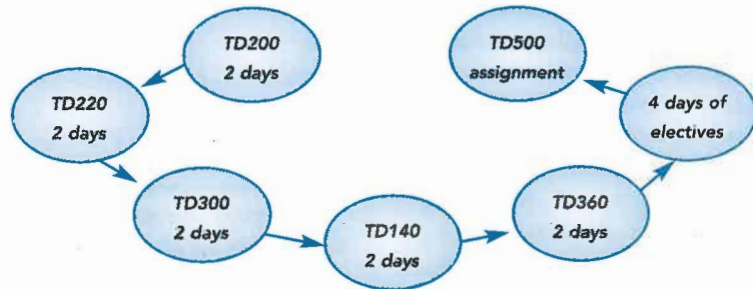
Note: Students who are currently registered in the Trainer Development Certificate Program should contact the Program Coordinator with any questions they may have regarding the certificate program.

All courses are also offered on a contract basis and can be modified to suit the specific needs of your organization or agency.

- 14 days
- Complete within 3 years\*

- Full attendance is required
- All courses open to both certificate program and non-certificate program participants

#### RECOMMENDED SEQUENCE OF COURSES:



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

## Core Courses

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

This practical course is for people who are new to delivering training as part of their overall job and want to learn new skills or enhance existing ones. Participants who wish to be exempted from #TD200 should send a written application to the Program Coordinator outlining training experience and/or previous training for trainer's courses. Please include the name of the instructor, the length of the course, and a brief description of the course.

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 7-8, 2002; Cockell  
October 28-29, 2002; Margolis  
(Vancouver Maritime Museum)  
November 5-6, 2002; Vaughan  
February 12-13, 2003; Cockell  
February 24-25, 2003; Margolis  
(Vancouver Maritime Museum)

**Fee:** \$330 (includes textbook and materials)

### Instructional Skills, Level 2 (#TD220)

This course is for trainers who want to increase their knowledge of the instructional process, reflect on their current approach, and consider more in-depth issues in training. Content includes issues in instructional design such as the development process, the value of critical thinking, and the importance of evaluation. The needs of the adult learner are further explored with a look at personality types and cognitive theory. Presentation and delivery techniques are evaluated and participants are given the opportunity for skills practice in an area of their choice. The course concludes with a practical look at the transfer of learning and an exploration of more advanced challenges facing today's trainer. 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 24-25, 2002  
January 27-28, 2003  
March 4-5, 2003  
March 19-20, 2003

**Fee:** \$310 (includes materials)

**Instructor(s):** Rahemtulla

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

This course is designed to help trainers understand their roles in the planning of education or training programs for adult learners. Participants will explore the process of instructional planning and understand some of the key elements that should be considered in course design. Content includes a look at several models related to instructional planning and an in-depth look at areas such as assessing training needs, developing learning objectives, choosing instructional methods and appropriate evaluation techniques, as well as structural issues such as building support and scheduling. Participants will have opportunities to work on their own planning project throughout the program. Prerequisite(s): Instructional Skills, Level 1 (#TD200) and Level 2 (#TD220).

**Date(s):** December 5-6, 2002  
March 26-27, 2003  
**Fee:** \$360 (includes textbook and materials)  
**Instructor(s):** Rahemtulla

### **Diversity in the Classroom (#TD141)**

The people who attend training sessions come from increasingly diverse backgrounds. Factors such as gender, ethnicity, and various kinds of disabilities can affect how well people will learn from training. This course will help trainers examine the design and delivery of their training courses in light of these differences, and modify their training methods and materials to optimize learning for all. Participants should bring samples of training materials they use to work with in this session. Prerequisite(s): Instructional Skills, Level 1 (#TD200), Instructional Skills, Level 2 (#TD220), and Fundamentals of Instructional Planning (#TD300). If you have not taken #TD300, 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 6-7, 2002  
March 17-18, 2003  
**Fee:** \$310 (includes materials)  
**Instructor(s):** Penney

### **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): Instructional Skills, Level 1 (#TD200), Instructional Skills, Level 2 (#TD220), and Fundamentals of Instructional Planning (#TD300).

**Date(s):** November 25-26, 2002  
May 7-8, 2003  
**Fee:** \$310 (includes materials)  
**Instructor(s):** Penney

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

To receive the Trainer Development Certificate, participants must complete 10 days of core training (five courses/78 hours), four days of electives (usually two courses/26 hours), and a two-part assignment. The assignment is an opportunity for the student to demonstrate his/her ability in applying the knowledge and skills gained throughout the training sessions. The final assignment, therefore, is available only once all 14 days of training have been completed. In the first part of the assignment, participants will analyze instructional delivery in a group setting and examine the ways in which instructional planning and delivery can influence the learning process. The second part focuses on instructional planning: it provides an opportunity for participants to reflect on the choices they have made or are making in planning an educational program, and the factors that influence these choices. After completing the assignment, candidates for the certificate will prepare a written report of their analysis. Certificate program requirements must be completed within three years. (Students who took their first course in the program prior to January 2000 will have until January 2003 to complete the certificate requirements. All other students will have three years from the date they take their first Trainer Development course to complete the program.)

**Fee:** \$150

## PROFESSIONAL DEVELOPMENT COURSES ON TRAINER DEVELOPMENT

The following courses are open for general enrolment. They may also be used as electives in the Trainer Development Certificate Program. The courses are also offered on a contract basis and can be modified to suit the specific needs of your organization or agency.

### 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. Prerequisite(s): Instructional Skills, Level 1 (#TD200), Instructional Skills, Level 2 (#TD220), and Fundamentals of Instructional Planning (#TD300).

**Date(s):** October 28-29, 2002  
February 27-28, 2003  
**Fee:** \$310 (includes materials)  
**Instructor(s):** Sork

### 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: the purpose of active learning, the value of introductions, the importance of expectation-setting activities, the use of energizers, the benefits of closing activities, ensuring retention and transfer, activity management, and considerations for choosing appropriate hands-on activities. Prerequisite(s): Instructional Skills, Level 1 (#TD200). 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 14-15, 2002  
May 13-14, 2003  
**Fee:** \$310 (includes materials)  
**Instructor(s):** Rahemtulla

### 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):** December 10-11, 2002  
**Fee:** \$310 (includes materials)  
**Instructor(s):** TBA

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

This practical advanced course is for trainers who instruct in a group setting. Participants will have an opportunity to increase their understanding of group dynamics and ways to enhance learning in groups. Skills practice focuses on specific communication and interactive skills for facilitating discussions in groups. Content includes: climate setting, a group dynamics model, facilitation skills, and dealing with difficult behaviours in groups. 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):** February 17-18, 2003  
(Vancouver Maritime Museum)  
**Fee:** \$310 (includes materials)  
**Instructor(s):** Margolis

### Development and Delivery of Online Learning (#TD110)

This one-day course will provide trainers with an introduction to the design and development of online learning. Content will include the role of e-learning in ongoing training programs, various approaches to technology-based learning and the advantages and disadvantages of each, instructional strategies for facilitation, and issues to consider when implementing online learning. Enrolment is limited to 16. Prerequisite(s): Instructional Skills, Level 1 (#TD200), Instructional Skills, Level 2 (#TD220), and Fundamentals of Instructional Planning (#TD300).

**Date(s):** April 30, 2003  
**Fee:** \$170 (includes materials)  
**Instructor(s):** Rahemtulla

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

This one-day course is designed for one-to-one trainers who believe that one-to-one training is more than "show and tell." This course will challenge the notion that necessary knowledge and skills to perform the job will be acquired by simply sitting and observing another person, or being shown how to do something. It will look at a systematic approach to the planning and delivery of one-to-one training sessions that will focus on the one-to-one learner. Prerequisite(s): Instructional Skills, Level 1 (#TD200).

**Date(s):** May 20, 2003  
**Fee:** \$170 (includes materials)  
**Instructor(s):** TBA



The courses in this section consist of three content areas: critical incident stress management, victim services, and bylaw enforcement and investigative skills. The Critical Incident Stress Management Certificate Program and the victim services courses are designed for front-line and management staff who support and assist individuals to cope with the immediate consequences of crime and trauma, while the Bylaw Enforcement and Investigative Skills Certificate Program is designed for regulatory personnel involved in the investigation and enforcement of specific legislation.

## CRITICAL INCIDENT STRESS MANAGEMENT CERTIFICATE PROGRAM

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

**Block 1** consists of six days of training and combines knowledge of critical incident stress (CIS) and trauma management with the skills necessary to participate in a critical incident stress intervention. Four content areas are covered: CIS management (CISM), demobilization, defusing, and CIS debriefing. Participants must complete these courses in sequence and will be evaluated at the end of this period. Participants who successfully complete Block 1 will receive a certificate of completion.

**Block 2** consists of six days specifically aimed at giving participants broad knowledge and understanding of the diverse field of CIS and trauma management. Content covers managing a CIS team, community response to CIS, CIS and first responders, CIS with children involved in traumatic events, CIS and cultural diversity issues, and post-CIS reactions. Block 2 courses may be taken in any order, but are open only to those who have successfully completed Block 1. Participants who register for the full certificate program will have to complete a final assignment before receiving a certificate of achievement.

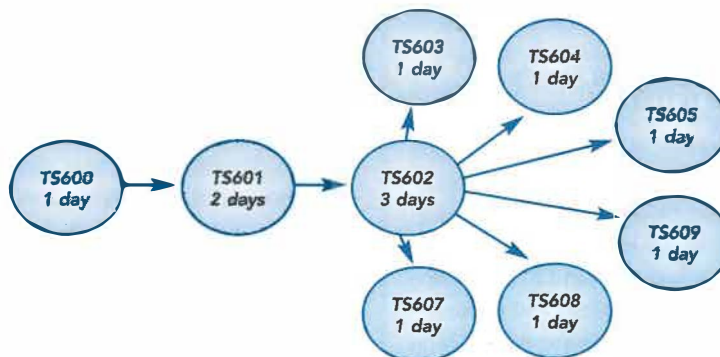
The Justice Institute of BC has negotiated with the Association of Traumatic Stress Specialists (ATSS) to become an accredited training organization in the area of critical incident stress management. Participants who successfully complete both the classroom and field components of the training will be eligible for certification. Check the ATSS Web site at [www.ATSS-HQ.com](http://www.ATSS-HQ.com) for more information on the organization and the services offered.

All courses are also offered on a contract basis.

- 14 days
- Complete within 3 years\*

- full attendance is required
- All courses open to both certificate program and non-certificate program participants

### RECOMMENDED SEQUENCE OF COURSES:



### Who Should Attend

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

### Instructional Team

The instructional team consists of three instructors: David Freeman, Laurie Pearce, and Bruce Ramsay. All are certified trauma specialists with the Association of Traumatic Stress Specialists.

### How to Apply

The admission form may be found on page 47. All interested registrants must complete an admission form before they can register for the certificate program or for individual courses. For more information, contact Cathy Bottrill at (604) 528-5619 or e-mail [cbottrill@jibc.bc.ca](mailto:cbottrill@jibc.bc.ca).

### Block 1

Participants must complete these courses in sequence and will be evaluated at the end of this period.

#### Introduction to Critical Incident Stress Management (#TS600)

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

**Date(s):** October 18, 2002  
February 21, 2003  
**Fee:** \$170 (includes materials)  
**Instructor(s):** Pearce

#### Demobilization and Defusing (#TS601)

Demobilization and defusing are the first steps in the CISM intervention process. To successfully participate in a CIS team, members must master these skills. This two-day course will examine the role of groups and dyads in critical incident stress management, what is needed to normalize an event, communication skills

for defusing, strategies to develop an effective support relationship, blocks to an effective support relationship, post-incident defusing, and post-incident do's and don'ts. By the end of the session, participants will have successfully completed a demobilization and defusing. Prerequisite(s): Introduction to Critical Incident Stress Management (#TS600)

**Date(s):** October 19-20, 2002  
February 22-23, 2003  
**Fee:** \$260 (includes materials)  
**Instructor(s):** Freeman

### **Critical Incident Stress Debriefing (#TS602)**

This three-day course will present the skills and processes that underlie the group debriefing process. This course will give participants who wish to lead teams and take a key role in the debriefing process the opportunity to practise debriefing leadership in a positive and supportive environment. The course will give those who wish to act as peers or team members the opportunity to explore the debriefing process, to observe the dynamics that may emerge during the debriefing process, and to examine how their role supports both the individual and the group in normalizing what has occurred. Much of the three days will focus on skill practice through the use of case scenarios. Participants will have an opportunity to discuss a range of approaches, experiment with their own debriefing style, experience situations that might interfere with the normalization process, and explore the importance of self-care in maintaining their role as a debriefer. Prerequisite(s): Demobilization and Defusing (#TS601)

**Date(s):** November 1-3, 2002  
February 28 – March 2, 2003  
**Fee:** \$380 (includes materials)  
**Instructor(s):** Ramsay

## **Block 2**

### **Post-Critical Incident Stress Reactions (#TS603)**

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

**Date(s):** November 15, 2002  
March 7, 2003  
**Fee:** \$170 (includes materials)  
**Instructor(s):** Freeman

### **Diversity and Trauma (#TS609)**

This one-day course will explore issues of difference and diversity as they relate to critical incident stress management. The course is not intended to provide participants with exhaustive knowledge about culture, but rather to sensitize the individual as to how culture impacts the critical incident stress management process. The cultures considered are those that form majorities within British Columbia. Prerequisite(s): CISM Block 1.

**Date(s):** November 16, 2002  
March 8, 2003  
**Fee:** \$170 (includes materials)  
**Instructor(s):** Ramsay

### **Managing Responses to Community Disasters (#TS604)**

This one-day course will provide participants with an overview of the phases and impact of a disaster and the role of government and community agencies in responding. Course content will address models for community intervention and their application to

community disasters, psychosocial needs of community members involved in a disaster, identifying at-risk populations, special considerations, and responder interventions. Prerequisite(s): CISM Block 1.

**Date(s):** November 17, 2002  
March 9, 2003  
**Fee:** \$170 (includes materials)  
**Instructor(s):** Pearce

### **Effective Team Participation (#TS605)**

Participation on a CIS team not only involves understanding the intervention process but also requires an understanding of how and when a team should be used and what has to happen in order for the team to operate effectively. This one-day course will focus on the knowledge and skills required for effective CIS team participation. Participants will gain awareness of the key skills that can be used to help the team fulfil its purpose within an organization and provide quality service. Prerequisite(s): CISM Block 1.

**Date(s):** November 29, 2002  
March 21, 2003  
**Fee:** \$170 (includes materials)  
**Instructor(s):** Freeman

### **Trauma, Children, and Youth (#TS608)**

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

**Date(s):** November 30, 2002  
March 22, 2003  
**Fee:** \$170 (includes materials)  
**Instructor(s):** Pearce

### **Vicarious Traumatization (#TS607)**

This course examines the unique issues faced by trauma responders who are exposed to critical incidents that, if not



managed properly, can contribute to burnout, substance use, relationship stress, or emotional instability. Course content will cover traumatic stress reactions; critical incident stress management in organizations; speaking about trauma to family members; key strategies for implementing policies, procedures, and programs in organizations; and on-scene interventions. Prerequisite(s): CISM Block 1.

**Date(s):** December 1, 2002  
March 23, 2003  
**Fee:** \$170 (includes materials)  
**Instructor(s):** Ramsay

### Role-Play Simulation (#TS610)

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

**Date(s):** October 22, 2002  
May 14, 2003  
**Fee:** \$170  
**Instructor(s):** Freeman; Pearce; Ramsay

## BYLAW ENFORCEMENT AND INVESTIGATIVE SKILLS CERTIFICATE PROGRAM

### Background

These certificate programs have been developed in consultation with experts in the bylaw enforcement field and are co-sponsored by the Justice Institute and the Union of BC Municipalities. The programs have been endorsed by the Bylaw Enforcement Officers and Licence Inspectors Association of BC, and the Municipal Officers' Association of BC.

### Purpose

Level I is designed to provide local government regulatory personnel with the knowledge and skills to enforce the relevant bylaws and to investigate, prepare, process, and prosecute cases pursuant to the applicable legislation. Participants are expected to participate in a mock trial and successfully complete a written exam in order to receive a certificate.

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

For further information, contact the Program Assistant, Cathy Bottrill, at (604) 528-5619 or e-mail [cbottrill@jibc.bc.ca](mailto:cbottrill@jibc.bc.ca).

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

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 can also be taken by those who aspire to become Bylaw Enforcement Officers and need to qualify for a competitive position.

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.

**Date(s):** October 7-11, 2002  
February 3-7, 2003  
March 3-7, 2003  
**Time:** 8:30 am – 4:30 pm  
**Fee:** \$850 (includes materials)  
**Instructor(s):** Gerber

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

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

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.

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.

**Date(s):** November 25-29, 2002  
May 5-9, 2003  
**Time:** 8:30 am – 4:30 pm  
**Fee:** \$850 (includes materials)  
**Instructor(s):** Gerber

## VICTIM SERVICES COURSES

The following courses are available at no cost to employees working in victim services programs funded by the Ministry of Public Safety and Solicitor General.

New employees can apply to register in these courses by contacting Victim Services Division at (604) 660-5199.

The courses are also open to individuals working in victim-related programs, at the fees listed for each course. Priority will be given to employees working in funded agencies.

### Orientation to Victim Services

This self-study program consists of approximately 40 hours of reading and activities to be completed over a 12-15-week period. Content covers: history of victim services, dynamics of victimization and power-based crimes, overview of the criminal justice system, and relevant legislation and policy. The program is designed for new employees, and participants are supported in the training by having access to up to 10 hours of tutorial support. Individuals can apply at any time to begin the program. A new on-line version of this training will be available in January 2003.

**Fee:** \$375 (includes the cost of materials and 10 hours of tutorial support). Group rates are available.

### Direct Service Delivery

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

**Date(s):** October 21 - 25, 2002  
**Fee:** \$485 (includes the cost of materials) for persons not employed in funded victim services programs

### Program Management Skills

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

**Date(s):** December 2-6, 2002  
**Fee:** \$500 for persons not employed in funded victims services programs

## A

**Mahara Allbrett** is from the Tsleil Waututh Nation and is an experienced counsellor and trainer in the areas of alcohol abuse, sexual abuse, family violence, and family systems theory. She has been in private practice as a family counsellor for over seven years. Prior to this, Mahara worked for two years as the Family Counsellor and Community Programs Manager for the Squamish Nation, and for one year as a Family Advancement Worker for Family Services of Greater Vancouver.

**Janet Amos**, BSW, MSW, has 15 years of direct practice and program development experience, including the design of a day program for women called the DEW Program, a Parenting Program for Women in Early Recovery, and the LINK (violence and substance use) program. She has provided training to a broad range of service providers on the issues of women and substance use, violence, and case management. She co-chaired the development of the Provincial Guidelines for the Perinatal Care of Substance Using Women and their Infants (1999).

**Juliet Austin**, MA (Counselling Psychology), is the director of the Canadian office of the Institute for Life Coach Training. A practising coach since 1999, Juliet specializes in mentor coaching for new coaches, marketing and practice-building techniques for coaches and therapists, and leadership and team coaching for organizations. She is a graduate of both the Institute for Life Coach Training and Coach U, and is a member of the Vancouver chapter of the International Coaching Federation.

**Rob Axsen**, BA, has 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.

## B

**Sherry Baker**, MA, is the executive director of Ishtar Transition Housing Society. Sherry is the past chair of the Community Social Service Employment Council and is a board member of the Public Services Employers' Council. Sherry has extensive experience in the area of organizational development, including strategic planning and visioning for organizations.

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

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

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

**Alison Brewin** completed her law degree in 1991. She has spent the past decade working in the field of non-profit management and women's services. In 1995 she trained with Volunteer Vancouver to provide workshops to boards of non-profit organizations. She has presented workshops on topics such as fundraising, staff/board relations, and the rights and responsibilities of board members. She is the Program Director at West Coast LEAF.

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

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

**Rob Buirs**, MA, RCC, works as an alcohol and drug counsellor and has a private practice. Rob has experience working with individuals, couples, families, and groups. He also has experience supervising interns and working with men who are violent. He has been working in the field of counselling since 1990.

## C

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

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

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

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

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

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

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

## D

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

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



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

## E

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

## F

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

**David Freeman, CTS**, is trained in individual, small group, and macro models of Critical Incident Stress Management (CISM). He has trained, managed, and led CISM for diverse groups such as fire, police, search and rescue volunteers, medical personnel, union groups, and military personnel. He is a Certified Trauma Specialist, a member of the Canadian Traumatic Stress Network, and a member of the Association of Traumatic Stress Specialists.

## G

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

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

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

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

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

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

## H

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

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

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

**Jeanne Richard Harris, RSW**, has 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.

**Susan Hill** is a private consultant and owner of Executive Solutions. She is the former executive director of Aim High in Prince George, an agency that provides service for a variety of programs that support children, youth, and adults with developmental disabilities.

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

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

## J

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

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

**Martha Joy, BSW, MCE** (Leadership and Workplace Learning), 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.

## K

**Jennifer Keilty**, MPH, BPE, is the vice president of MC Access Ltd., a private consultancy working with agencies in the health and human services sectors. Her areas of expertise include quality assurance systems, strategic communications, social marketing, and organizational planning. She has presented at local and international conferences on issues for people with disabilities and quality assurance systems.

## L

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

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

**Gloria Lifton's** career spans the fields of health, social services, and education, including managing a health organization undergoing fundamental change. Gloria has a BA in Humanistic Psychology and a Diploma in Medical Radiation Technology.

**Ramona Loewen**, BA, MA, is director of Camp Potlatch, Boys and Girls Club of Greater Vancouver. 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.

## M

**Marion Malcolmson**, MSW, RSW, works in cross-cultural settings as 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**, PhD, works as a cross-cultural training facilitator with a wide range of businesses, including the telecommunications and financial industries and postsecondary institutions. She has been an invited speaker at numerous conferences and has published several articles related to cross-cultural training.

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

**Janeen McClellan**, BA, is a consultant with MC Access Ltd., where she works with organizations to develop quality assurance systems and strategic direction. Janeen is past director of the Provincial Monitoring Group. She has extensive experience in the human services sector and has presented at local and international conferences regarding quality assurance systems.

**Collin Mercer** is former 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.

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

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

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

## N

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

**Bobbi Noble** has worked in the field of organizational development and adult education for 25 years, including 10 years as a consultant specializing in strategic planning, policy development, small group facilitation, staff training, and mediation. She works in both BC and the Yukon with non-profit societies, First Nations, labour organizations, government, and hospitals.

## O

**Georganne Oldham**, MSc (Organizational Development), specializes in training and consulting in the areas of change management, leadership, career development, and team building. She is a skilled group facilitator, consultant, trainer, and counsellor. Georganne currently works with Ryane Consulting.

## P

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

**Laurie Pearce**, PhD, has specialized in disaster management and traumatic stress for over 15 years. She is a member of the Association of Traumatic Stress Specialists and the World Association of Disaster Emergency Management, and sits on the board of directors of Emergency Social Services of British Columbia.

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

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



## R

**Leila Rahemtulla**, BComm, has been a consultant and instructor for over 10 years. She has experience with both public and private sector organizations, and has designed and delivered courses in classroom, correspondence, and technology-based formats. She has presented at numerous conferences in both Canada and the United States in the area of e-learning and instructional design. She also teaches courses in Organizational Behaviour, Management Skills, and Training Techniques for BCIT's School of Business.

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

**Heather Robb** has over 25 years of business experience in corporate management, financial planning, and human resource consulting and training. She has worked with government and private industry, designing and facilitating management and personal development programs. Heather currently works with Ryane Consulting. <not listed under any courses>

**Anita Roberts** is the program founder and guiding force behind SafeTeen. She has been working in the field of violence prevention for 25 years and is an internationally sought public speaker. She is also an award-winning author whose stories and articles have appeared in journals and magazines in Canada and the US. Anita's latest book is *SafeTeen: Powerful Alternatives to Violence* (Raincoast).

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

## S

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

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

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

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

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

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

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

## T

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

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

## V

**Colleen Vaughan**, MEd, has been an instructor at the Justice Institute of BC 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**, BA (Criminology), MSW, specializes in working with children and adolescents. He has 10 years of experience in the counselling and mental health field. He is currently employed with the Adolescent Crisis Response Program and also provides consultation and relief to the Youth Crisis Response Program.

**Debbie Verkerk**, BA, MA (cand.), is a consultant and trainer with extensive experience with adolescents in residential and school settings. She is the chairperson of the Advisors Committee, School of Child and Youth Care, Douglas College, and former program coordinator, Avalon School.

## W

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

**Doug Woollard**, BSW, RSW, is the executive director of Delta Community Living Society. He is also the chair of the Multilateral Task Force for Training, Career Pathing and Labour Mobility. Doug has worked in unionized environments since 1979 and has extensive experience and skills in contract negotiation, human resources, and project, budget, and fiscal management.

## Z

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

**Juhree Zimmerman**, BScN, MEd, CPCC, PCC, is a personal and professional coach who works with individuals and groups to create the results they want. Her background includes senior positions in planning and policy development at the provincial level in BC and Alberta. She is a leader for the Coaches Training Institute and specializes in coaching health care professionals in leadership skills.



## GENERAL INFORMATION

SSCSD Reception .....(604) 528-5608  
 JIBC Registration Office .....(604) 528-5590  
 First Nations Programs and Services  
 Roberta Stewart .....(604) 528- 5621  
 rstewart@jibc.bc.ca  
 Library .....(604) 528-5599

## INFORMATION ON SSCSD PRODUCTS AND SERVICES

Customized Training, Community Partnerships,  
 Project Management, Curriculum Development,  
 Best Practice Development

Shelley Rivkin, Director .....(604) 528-5628  
 srivkin@jibc.bc.ca

Administrative Supervisor .....(604) 528-5632  
 sscsd\_pr@jibc.bc.ca

Publications and Videos

Administrative Supervisor .....(604) 528-5632  
 sscsd\_pr@jibc.bc.ca

## INFORMATION FOR INDIVIDUALS WITH SPECIAL LEARNING NEEDS

The Justice Institute and SSCSD strive to be as accessible as possible to students with disabilities. To help you while learning at the JI, we are able to provide

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

The JIBC building is completely wheelchair-accessible. Disability-designated parking is located near both main entrances of our building with conveniently located curb approaches. All floors have separate accessible washrooms; pay phones are comfortably designed for wheelchair access as well. Our building has two elevators. There are refuge areas at each staircase in the event of fire or other disaster.

Wherever possible, SSCSD courses held off-site will be offered at wheelchair-accessible locations.

For more information please contact the Registration Services Advisor, at (604) 528-5588; TTY/TDD: (604) 528-5655.

## INFORMATION ON CERTIFICATE PROGRAMS AND COURSES

**Please note:** Specific contact information can also be found in the Certificate Programs and Courses section, at the beginning of each program area.

For questions regarding course content and prerequisites, please contact Program Coordinators. For all other inquiries, please contact Program Assistants.

## CHILD, YOUTH AND FAMILY

**Courses and Certificate Programs:** Child Abuse and Neglect Support Worker; Trauma Counselling and Clinical Intervention; Supporting Adult Survivors; Supporting Child, Adolescent, and Adult Survivors; Child Sexual Abuse Intervention; Substance Use; Couple and Family Therapy; Integrative Healing.

**Series:** Counsellor Skill Development, Art and Play Therapy

Natalie Clark, Program Coordinator .....(604) 528-5627  
 nclark@jibc.bc.ca

Cheryl Bell-Gadsby, Program Coordinator .....(604) 528-5626  
 cgadsby@jibc.bc.ca

Heather Matson, Program Assistant .....(604) 528-5573  
 hmatson@jibc.bc.ca

## WORKING WITH YOUTH IN COMMUNITY SETTINGS, AND ADVENTURE-BASED LEARNING CERTIFICATE PROGRAMS

Sandra Rice, Program Coordinator .....(604) 528-5633  
 srice@jibc.bc.ca

Nenita Capili, Program Assistant .....(604) 528-5631  
 ncapili@jibc.bc.ca

## MANAGEMENT DEVELOPMENT; TRAINER DEVELOPMENT; COMMUNITY SAFETY

**Courses and Certificate Programs:**

Management Development for Residential Settings

Sandra Rice, Program Coordinator .....(604) 528-5633  
 srice@jibc.bc.ca

Nenita Capili, Program Assistant .....(604) 528-5631  
 ncapili@jibc.bc.ca

**Courses and Certificate Programs:**

Foundations of Effective Management, Trainer Development, Bylaw Enforcement and Investigative Skills, Critical Incident Stress Management.

Janet Amos, Program Coordinator .....(604) 528-5623  
 jamos@jibc.bc.ca

Cathy Bottrill, Program Assistant .....(604) 528-5619  
 cbottrill@jibc.bc.ca

## GRADUATED DRIVER TRAINING PROGRAM

Cori Wong-Hemmings, Program Coordinator ... (604) 528-5583  
 cwong-hemmings@jibc.bc.ca

Charlene Pennington, Program Assistant .....(604) 528-5834  
 cpennington@jibc.bc.ca

## OUR CAMPUS

All SSCSD courses are held at the Justice Institute, 715 McBride Boulevard, in New Westminster, BC (unless otherwise noted in the course description). Please see the map on the back cover or call (604) 528-5608 for directions. A map and directions can also be found on our Web site at [www.jibc.bc.ca/about/f-gethere.html](http://www.jibc.bc.ca/about/f-gethere.html)

The Justice Institute building is fully wheelchair-accessible, and houses a library, gym, cafeteria, and theatre in addition to classrooms and offices. There is plenty of free parking in our parking lot.

Staff input into the building's design has ensured that there are windows that open in most exterior rooms and ample natural light everywhere. A garden and a large atrium provide ideal meeting places for students.

## REGISTRATION

### Registration Office

The JI Registration Office is open from 8:00 AM to 4:30 PM Monday to Friday. Staff are happy to give information about course availability and program prerequisites as well as to provide registration services.

**Phone: (604) 528-5590;**

**Fax: (604) 528-5653;**

**TDD/TTY: (604) 528-5655**

The Registration Office is not set up to accept registration by email at this time. However, general inquiries regarding registration can be sent to [register@jibc.bc.ca](mailto:register@jibc.bc.ca).

### Registration Services Advisor

For general advice about JI programs and courses, and justice and public safety career paths, or for assistance or students with disabilities, please contact the JI Registration Services Advisor.

**Phone: (604) 528-5588;**

**Fax: (604) 528-5653;**

**TDD/TTY: (604) 528-5655**

### How to Register

Before registering or applying for an SSCSD program, please check the certificate or course description for specific application and admission requirements.

### For certificate programs

Complete the Certificate Program Admission Form at the back of this calendar and return it to SSCSD. If you are accepted into the program, call the JI Registration Office to arrange for payment of course fees.

### For courses

You may register for SSCSD courses by mail, phone, or fax. Course fees must be paid when you register. We accept cheques, VISA, and MasterCard. Registrations are taken on a first-come, first-served basis, so early registration is recommended. Registrations will be accepted until one business day before the course begins, and waiting lists will be kept if necessary.

### By mail

- Complete the Course Registration form at the back of this calendar.
- Include payment in the form of a cheque made out to the Justice Institute or a VISA/MasterCard number with expiry date and signature. No post-dated cheques will be accepted.
- Add any additional information specified in the course description.
- Send to: Justice Institute, Registration Office, 715 McBride Boulevard, New Westminster, BC V3L 5T4.

### By phone

- Call the Registration Office at (604) 528-5590, 8:30 AM to 4:00 PM, Monday to Friday.
- Please have the course name and number, and your VISA or MasterCard number ready when you call.

### In person

- Bring registration materials and cheque, VISA or MasterCard to the Registration Office, 8:00 AM to 4:30 PM, Monday to Friday. No post-dated cheques will be accepted.

*Confirmation of registration will be sent by mail.*

## FINANCIAL ASSISTANCE

Most SSCSD courses do not qualify for student loans. For information on financial assistance, please contact the Registration Services Advisor at (604) 528-5588.

## WITHDRAWALS

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

## TRANSFERS

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

## SUBSTITUTIONS

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

## CANCELLATIONS

The Justice Institute reserves the right to substitute faculty or cancel courses. Every effort will be made to provide adequate notice of substitutions or cancellations.

In the event of a cancellation, full tuition will be refunded. The JI is not responsible for participants' expenses (eg, airline or hotel reservations) if a course must be cancelled. We truly regret any inconvenience this may cause.

## TRANSFERRING CREDITS

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

## TAX RECEIPTS

Receipts will be provided to all students for tax purposes, and will be issued in February 2003 for all Fall 2002 courses. Tuition fees over \$100 (cumulative from the same institution) are tax-deductible.

## NSF CHEQUES

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

## TRANSCRIPTS

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

## PERSONAL EDUCATION NUMBER (PEN)

A Personal Education Number will be issued to any student who does not already have one. In order to issue the number, the JI 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.

## ABORIGINAL STUDENT SERVICES

The Justice Institute and SSCSD welcome and encourage Aboriginal students to attend our programs. Roberta Stewart is available to support Aboriginal students attending courses at the JI. This includes academic counselling, emotional support, or just someone to talk to. Roberta is available in person or by phone, fax, or e-mail. Please feel free to contact her at (604) 528-5621; Fax: (604) 528-5640; or e-mail [rstewart@jibc.bc.ca](mailto:rstewart@jibc.bc.ca).

Advanced Bylaw Enforcement and Investigative Skills Certificate Program, Level II .....	38	Interconnected Risk .....	16
Adolescents and Trauma: Exploring the Impact .....	14, 25	Introduction to Art Therapy for Counsellors and Therapists .....	19
Advanced Developing Effective Interventions with Moderate to High At-Risk Youth .....	25	Introduction to Critical Incident Stress Management .....	36
Adventure-Based Learning Certificate Program .....	23, 24	Introduction to Professional Coaching for Counsellors and Therapists .....	17
Art and Play Therapy with Neglected and Abused Children .....	14, 19	Introduction to Trauma and Post-Traumatic Stress Reactions .....	11
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Assessment Practices .....	15	Making Connections: An Introduction to Effective Conflict Resolution Skills for Working with Youth .....	24
		Making Connections: Managing Emotional and Aggressive Situations with Youth .....	25
Becoming a More Effective Counsellor .....	18, 25	Making Connections: Third-Party Facilitation when Working with Youth .....	25
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		Management Development for Residential Settings, Level 3 .....	27
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Contemporary Issues in Working with Aboriginal Youth .....	14	Mask and Mirror: The Many Faces of Shame .....	17
Continuum of Care: Prevention to Harm Reduction .....	15	Meeting the Challenge of Challenging Times: Marketing Your Private Practice .....	16
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Creating Instructional Materials .....	35	Methods of Family Therapy .....	17
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		One-to-One Training .....	35
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Designing Adventure-Based Learning Activities .....	24	Orientation to Victim Services .....	39
Developing Effective Interventions: Interventions for Moderate to High At-Risk Youth .....	25		
Development and Delivery of Online Learning .....	35	People Problems: How to Supervise Challenging Employees .....	30
Direct Service Delivery .....	39	Postgraduate Diploma in Clinical Art Therapy .....	21
Diversity and Trauma .....	37	Post-Critical Incident Stress Reactions .....	37
Diversity in the Classroom .....	34	Program Management Skills .....	39
Drug Policy Reform .....	16		
		Quality Assurance, Best Practice, and You: The Manager's Role .....	30
Educational Applications of Adventure-Based Learning .....	24		
Effective Team Participation .....	37	Risky Business: Risk Management Skills for Managers .....	31
Ethical Issues for Integrative Healing Practitioners .....	21	Role-Play Simulation .....	38
Evaluating Training Programs .....	34		
Everything You Ever Wanted to Know about the DSM-IV Revised TR .....	17	SafeTeen, Powerful Alternatives: Skills to Stand Strong without Violence .....	17, 25
Expressive Play Therapy Methods .....	19	Safety and Risk: Support Worker Self-Care .....	10
Experiential Components of Adventure-Based Learning .....	23	Sexual Exploitation on the Internet: An Overview .....	13
Expressive Therapies with Children Who Have Suffered a Loss .....	19	Sources of Equality Law in Canada and Equality Rights in British Columbia Today .....	8
		Step-by-Step Guide to Creating a Legal Strategy .....	8
Facilitating Healthy Organizational Change .....	32	Supporting Children Who Have Been Abused and Neglected .....	10
Facilitation in Adventure-Based Learning – Level I .....	23	Supporting People with Challenging Behaviours: A Person-Centred Approach .....	31
Facilitation in Adventure-Based Learning – Level II .....	24	Survival Leadership .....	30
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Foundations of Effective Management 2 .....	28	Theories and Foundations of Adventure-Based Learning .....	23
Foundations of Effective Management 1 & 2 .....	29	Touch the Spirit: Chinese Medicine and Acupressure .....	21
Foundations of Effective Management 3 .....	28	Trainer Development Certificate Program: Assignment .....	34
Foundations of Effective Management 4 .....	29	Trauma and the Therapeutic Relationship .....	11
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Foundations of Effective Management Certificate Program Report Project .....	29	Trauma and Its Impact on Aboriginal Communities .....	13
Final Adventure-Based Learning Practicum .....	24	Trauma, Children, and Youth .....	37
Fostering and Encouraging Client Responsibility .....	18	Trauma Counselling Consultation Group .....	12
Fundamentals of Instructional Planning .....	34	Trauma Intervention .....	12
Healing and the Human Energy Field .....	20	Understanding and Preventing Child Abuse and Neglect .....	10
Healthy Working Relationships: The Manager's Role .....	30	Understanding Pharmacology from a Counsellor's Perspective .....	16
Homeopathy and Principles of Healing .....	21	Understanding Substance Misuse .....	15
Ideas for Active Learning .....	35	Values-Based Policy Development: A Process for Organizational Effectiveness .....	32
Images of Trauma in Children's Art, Play, and Sandplay .....	19	Values-Based Strategic Planning: The Foundation of Organizational Effectiveness .....	32
Impact of Child Abuse and Neglect: Child Development and Resiliency .....	10	Vicarious Traumatization .....	37
Instructional Skills, Level 1 .....	33		
Instructional Skills, Level 2 .....	33	Whose Home Is It, Anyway? The Manager's Role: Client-Focused Principles and Practice .....	31
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Integrating Occupational Competencies in the Workplace: The Manager's Role .....	31	Working with Groups in Instructional Settings .....	35
Integrating Relaxation Techniques and Guided Imagery into a Healing Practice .....	20	Working with Youth in Community Settings Certificate Program (Parts 1, 2, 3, and 4) .....	22
Integration of Spirituality and Counselling .....	21		
Integrative Healing Clinical Practice Consultation .....	21		



Upon completion please return to: Social Services and Community Safety Division, Justice Institute of BC  
715 McBride Boulevard, New Westminster, B.C. V3L 5T4 Fax: (604) 528-5640

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

- ☐ Adventure-Based Learning with Youth Certificate Program ☉  
☐ Child Abuse & Neglect Support worker Certificate Program  
☐ Child Sexual Abuse Intervention Certificate Program for Practitioners ☆  
☐ Critical Incident Stress Management Certificate Program  
☐ Integrative Healing Certificate Program ☆  
☐ Management Development for Residential Settings Certificate Program  
☐ Substance Use Certificate Program ☆ ☒  
☐ Supporting Adult Survivors Certificate Program  
☐ Trauma Counselling and Clinical Intervention Certificate Program ☆  
☐ Working with Youth in Community Settings Certificate Program ☉

**PLEASE NOTE: ☆ ☒ ☉**

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

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

The program marked with the ☉ symbol requires additional information: ages of youth you support, current working hours per week (minimum 25 hours)

LAST NAME	FIRST NAME	MIDDLE NAME	FORMER NAME
POSITION		ORGANIZATION	
STREET NAME AND ADDRESS			
CITY	PROVINCE	COUNTRY	
POSTAL CODE	EVENING OR HOME PHONE ( )	DAY PHONE ( )	
E-MAIL ADDRESS		FAX NUMBER ( )	
LEVEL OF EDUCATION: <input type="checkbox"/> Grade 12 <input type="checkbox"/> Diploma <input type="checkbox"/> Degree (    ) <input type="checkbox"/> Other			
PLEASE DESCRIBE THE PROGRAM YOU CURRENTLY WORK OR VOLUNTEER IN, YOUR POSITION AND PRIMARY CLIENT GROUP:			
HOW LONG HAVE YOU VOLUNTEERED OR WORKED IN PROGRAM:			
DATE STARTED:			
DIRECT SUPERVISOR:			
WHAT ARE YOUR CURRENT WORK RESPONSIBILITIES:			
PREVIOUS POSITION: (complete or attach a resumé)			
Date(s):	From:	To:	
Organization:		Position:	
Responsibilities:			

Please also complete page 2 of the admission form

**PREVIOUS POSITION:** *(complete or attach a resumé)*

**Date(s):**

**From:**

**To:**

**Organization:**

**Position:**

**Responsibilities:**

**WHAT OTHER EDUCATION, COURSES, WORKSHOPS AND TRAINING HAVE YOU PARTICIPATED IN DURING THE LAST FIVE YEARS?**  
*(complete or attach a resumé)*

**PLEASE WRITE A STATEMENT THAT OUTLINES YOUR INTEREST IN THIS PROGRAM:**

**FOR OFFICE USE:** ☐ Approved    **Date:** \_\_\_\_\_

☐ Acceptance Letter Sent    ☐ Added to TP2000    ☐ Application for Certificate Sent    ☐ Registration Notified    ☐ Library Notified

Thank you for completing this form. You will be notified as soon as possible whether or not you have been admitted to the certificate program.

☐ MALE    ☐ FEMALE (for statistical purposes)

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## No. of copies

*It's easy to register!***HOW TO REGISTER**

Before registering or applying for an SSCSD program, please check the certificate or course description for specific application and admission requirements.

**For certificate programs**

Complete the Certificate Program Admission Form at the back of this calendar and return it to SSCSD. If you are accepted into the program, call the JI Registration Office to arrange for payment of course fees.

**For courses**

You may register for SSCSD courses by mail, phone, or fax. Course fees must be paid when you register. We accept cheques, VISA, and MasterCard. Registrations are taken on a first-come, first-served basis, so early registration is recommended. Registrations will be accepted until one business day before the course begins, and waiting lists will be kept if necessary.

**By mail**

- Complete the Course Registration form at the back of this calendar.
- Include payment in the form of a cheque made out to the Justice Institute or a VISA/MasterCard number with expiry date and signature. No post-dated cheques will be accepted.
- Add any additional information specified in the course description.
- Send to: **Justice Institute, Registration Office, 715 McBride Boulevard, New Westminster, BC V3L 5T4**

**By phone**

- Call the Registration Office at (604) 528-5590, 8:30 AM to 4:00 PM, Monday to Friday.
- Please have the course name and number, and your VISA or MasterCard number ready when you call.

**In person**

- Bring registration materials and cheque, VISA, or MasterCard to the Registration Office, 8:00 AM to 4:30 PM, Monday to Friday. No post-dated cheques will be accepted.

*Confirmation of registration will be sent by mail.*

**REGISTRATION OFFICE**

The JI Registration Office is open from 8:00 AM to 4:30 PM Monday to Friday. Staff are happy to give information about course availability and program pre-requisites as well as to provide registration services.

**Phone: (604) 528-5590**

**Fax: (604) 528-5653**

**TDD/TTY: (604) 528-5655**

The Registration Office is not set up to accept registration by email at this time. However, general inquiries regarding registration can be sent to [register@jibc.bc.ca](mailto:register@jibc.bc.ca).

**REGISTRATION SERVICES ADVISOR**

For general advice about JI programs and courses, and justice and public safety career paths, or for assistance for students with disabilities, please contact the JI Registration Services Advisor.

**Phone: (604) 528-5588**

**Fax: (604) 528-5653**

**TDD/TTY: (604) 528-5655**

**FINANCIAL ASSISTANCE**

Most SSCSD courses do not qualify for student loans. For information on financial assistance, please contact the Registration Services Advisor at (604) 528-5588.

**WITHDRAWALS**

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

**TRANSFERS**

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

**SUBSTITUTIONS**

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

**CANCELLATIONS**

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

**TRANSFERRING CREDITS**

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

**TAX RECEIPTS**

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 2003 for all 2002 courses.

**NSF CHEQUES**

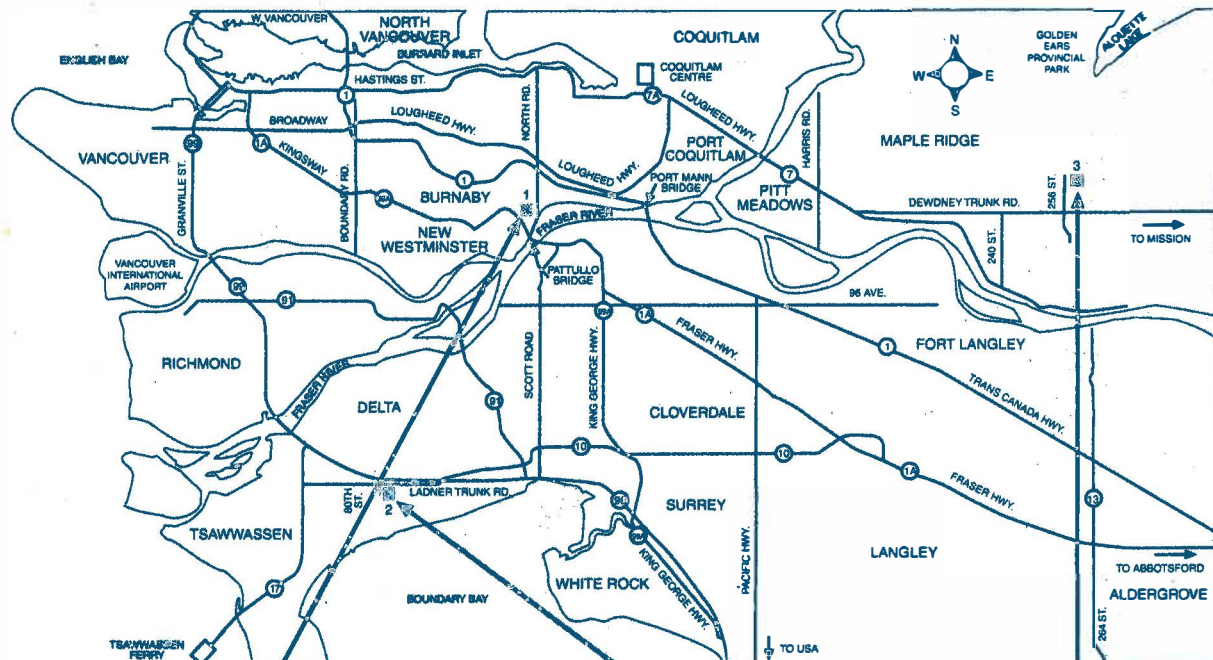
A fee of \$15 applies to all cheques returned due to "not sufficient funds."

**TRANSCRIPTS**

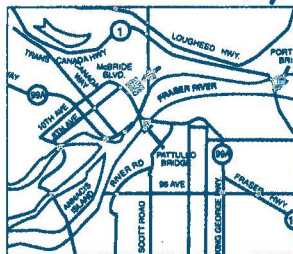
Transcripts are available from the Registration Office. Upon completion of a certificate program, students will receive one copy of their official transcript at no charge. In all other cases, a fee applies.

**STUDENT PERSONAL EDUCATION NUMBER (PEN)**

A Personal Education Number will be issued to any student who does not already have one. In order to issue the number, the JI 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.

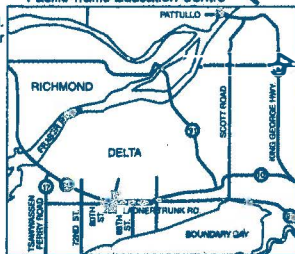


1. JUSTICE INSTITUTE Main Campus



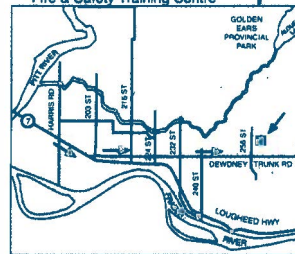
715 McBride Blvd.  
New Westminster  
BC V3L 5T4  
Telephone:  
(604) 525-5422  
Facsimile:  
(604) 528-5653

2. JUSTICE INSTITUTE  
Pacific Traffic Education Centre



Boundary Bay  
Airport  
Telephone:  
(604) 528-5805  
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, BC V3L 5T4**

**Phone: (604) 528-5839  
or fax to: (604) 528-5640**

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

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