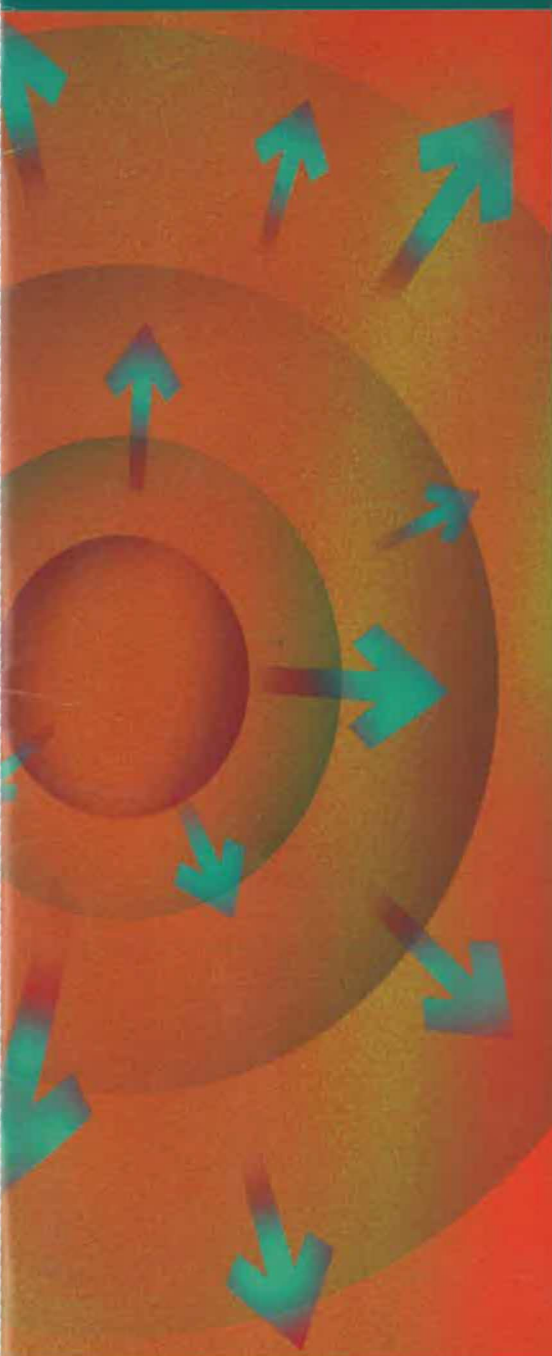


TRAINING FOR SAFER COMMUNITIES



Social Services
& Community
Safety Division



COURSE CALENDAR

September 2001 - August 2002

For Not to be taken
from the room.
reference

J
JUSTICE
INSTITUTE
OF B.C.

www.jibc.bc.ca/ccs

Our Values

STUDENT-CENTRED

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

ACCESSIBLE

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

INNOVATIVE

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

POSITIVE AND SUPPORTIVE

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

QUALITY-DRIVEN

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

RELEVANT

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

RESPONSIVE

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

TEAMWORK

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

PARTNERSHIPS

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

Social Services and Community Safety

Welcome to the Social Services & Community Safety Division 2001-2002 calendar. After 10 years of producing two calendars a year, we have made the decision to produce an annual calendar. Through your feedback we have learned that you prefer to see the scope of courses and special events that we have scheduled over the span of a year rather than over a four- to six-month period. We have also learned that more and more of you use our Web site to check out our current offerings and upcoming events. We will continue to send out brochures describing our certificate programs and special events, but will update our Web site more frequently to keep you informed.

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

We have just completed the redevelopment of the Critical Incident Stress Management Certificate Program. A detailed description of the revised program can be found on page xx. We are very excited about the possibility of becoming an accredited training institution with the Association of Traumatic Stress Specialists. We hope that this will be the beginning of a number of new partnerships.

We are also very excited about a new partnership with the British Columbia School of Art Therapy in Victoria, and are pleased to be able to offer a pilot program for the Post-Graduate Diploma in Clinical Art Therapy. Designed to accommodate the scheduling needs of mental health care practitioners, this two-year program has been extended to over four years. In addition, we have a number of new special events that we hope will be of interest to you.

Do you have an idea for a new workshop or special event? Do you want to bring one of the programs advertised in the calendar to your workplace? We are always open to new ideas and new faces, and the majority of our programs are portable and flexible. Please feel free to contact me or the Program Coordinators by telephone or e-mail with your ideas, suggestions, or requests.

Shelley Rivkin
Director

TAKE A LOOK AT US NOW!

www.jibc.bc.ca

You will find:

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

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

www.jibc.bc.ca



CONTENTS

■ Welcome	2
Who to Contact	4
Community Partnerships	5
Customized Training	5
Students with Disabilities and Special Learning Needs	5
First Nations Student Services	5
■ Frequently Asked Questions	6
■ Special Events	7
■ Child, Youth, and Family	10
Child Abuse and Trauma	10
Counselling and Supportive Interventions	18
Creative and Expressive Therapies	29
Working with Youth	34
Adventure-Based Learning	35
■ Women's Issues	39
■ Management Development	41
Residential Care Management	41
Management Skills Training	45
■ Trainer Development	49
■ Community Safety	52
Critical Incident Stress Management	52
Victim Services	54
■ Bylaw Enforcement and Investigation	55
■ First Nations Programs and Services	56
■ Instructors	58
Certificate Program Admission Form	65
Registration Form	67
Registration Information	68

Certificate Programs

NEW Adventure-Based Learning	35
NEW Art Therapy Diploma	31
Basic Supervisory Certificate	45
Bylaw Enforcement and Investigative Skills - Level 1	55
Bylaw Enforcement and Investigative Skills - Level 2	35
Child Abuse and Neglect Support Worker	10
Child Sexual Abuse Intervention	14
Couple and Family Therapy	18
UPDATED Critical Incident Stress and Trauma Management	52
Family Support Worker	22
NEW Integrative Healing	29
Management Development for Residential Settings	41
Substance Use	20
Supporting Adult Survivors	13
Trainer Development	49
Trauma Counselling and Clinical Intervention	11
NEW Supporting Aboriginal Survivors of Trauma	56
Working with Youth in Community Settings	34
NEW First Nations Community Leadership Diploma Program	57

GENERAL INFORMATION

LOCATION

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

COURSE TIMES

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

PARKING

Parking at the JI campus is free of charge.

PAY PHONES

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

FOOD ON CAMPUS

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

MAILING LIST

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

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

Who to Contact

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

Shelley Rivkin, Directorsrivkin@jibc.bc.ca528-5628
Kate Hill, Administrative Supervisorkhill@jibc.bc.ca528-5632

Child Abuse and Trauma, Counselling, Creative and Expressive Therapies, Women's Issues

Natalie Clark, Program Coordinatornclark@jibc.bc.ca528-5627
Cheryl Bell-Gadsby, Program Coordinatorcgadsby@jibc.bc.ca528-5626
Heather Matson, Program Assistanthmatson@jibc.bc.ca528-5573
Janet Gray, Program Assistantjgray@jibc.bc.ca528-5620

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

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

Management Skills Training, Trainer Development, Bylaw Enforcement, Critical Incident Stress

Janet Amos, Program Coordinatorjamos@jibc.bc.ca528-5623
Nadine Wolitski, Program Assistantnwolitski@jibc.bc.ca528-5619

Victim Services

Shelley Rivkin, Directorsrivkin@jibc.bc.ca528-5628
Barbara Bradey, Program Assistantbbradey@jibc.bc.ca528-5630
Charlene Pennington, Program Assistantcpennington@jibc.bc.ca528-5630

Marketing and Special Projects

Tamar Levi-Bandel, Program Coordinatortlevi-bandel@jibc.bc.ca528-5625
Production Clerk528-5637

First Nations Student Advisor

Roberta Stewart, First Nations Advisorrstewart@jibc.bc.ca528-5621

Child Protection Worker Post-Employment Program, Graduated Licensing Project

Cori Wong-Hemmings, Program Coordinatorcwong-hemmings@jibc.bc.ca528-5583
Susan Forest, Program Coordinatorsforest@jibc.bc.ca528-5834
Barbara Bradey, Program Assistantbbradey@jibc.bc.ca528-5630
Charlene Pennington, Program Assistantcpennington@jibc.bc.ca528-5630
Program Information LineLocal number:528-5639
Toll-free number:1-877-275-4339

Ji Telephone Numbers

Registration Office(604) 528-5590
General Inquiries, Receptionist(604) 525-5608
First Nations Advisor(604) 528-5621
Library(604) 528-5599
Instructional Media Development Centre(604) 528-5600
Registration Services Advisor(604) 528-5588
TDD/TTY:(604) 528-5655



Social Services
& Community
Safety Division

TRAIN IN YOUR COMMUNITY

Community Partnerships

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

Customized Training

Specialized

Social Services & Community Safety has a reputation for delivering specialized training that is innovative, current, and tailored to the needs of our students, who may be front-line workers entering a new field or experienced professionals seeking advanced skills for their practice

Creative

Our programs combine practical skills with theoretical frameworks and are delivered by practitioners through a variety of creative methods. Participants in our programs learn skills that they can apply immediately to their workplace.

We custom-design and deliver a broad range of skills-based courses and certificate programs to meet the needs of employees working in government ministries, Crown corporations, municipal offices, non-profit organizations, and private industry. Over the past 16 years we have developed a wide variety of training programs and specialized designed curricula in response to new policy initiatives or legislative changes. Some recent examples of customized training include a two-day training program on the new Adult Guardianship legislation for Ministry for Children and Families employees, and specialized training for women's care providers at Children's and Women's Health Centre of B.C.

If you are interested in exploring how we can work together to bring training and professional continuing education to your

job site, community agency, or provincial organization, please feel free to contact Shelley Rivkin, Director of the Social Services & Community Safety Division at (604)528-5628 or e-mail srivkin@jibc.bc.ca. You can also visit our Web site for more information about the many projects and initiatives that we are currently undertaking.

Crime Prevention Online

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

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

Funding was received from the National Crime Prevention Initiative to convert the original print-based course to interactive online training in both English and French.

Module 1 is an introduction to community safety and crime prevention. Module 2 focuses on planning and implementing community safety and crime prevention projects. The modules provide statistics on crime, highlight prevention efforts, and involve the participant in scenarios and self-

assessment exercises. An online discussion board is available for course participants.

Check our Web site for additional online courses in 2001-2002

First Nations Student Services

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

Office: A226

Phone: (604) 528-5621

Fax: (604) 528-5640

E-mail: rstewart@jibc.bc.ca

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

Students with Disabilities and Special Learning Needs

For information on the support services available for students with disabilities or special learning needs, please contact the Registration Services Advisor at (604)528-5588 or TDD/TTY at (604)528-5655. The New Westminster campus of the Justice Institute is completely accessible. Wherever possible, Social Services & Community Safety Division courses held off-site will be offered at wheelchair-accessible locations.



Advanced Stone Center Workshop

*Our Spring Institute 2001 Stone Center event was
such a success we are doing it again!*

*Participants were generous
with their praise and were
clearly ready for more:*

*"This was an amazing two
days - thank you for
bringing the Stone Center
to Vancouver."*

*"I feel more connected
with self, family work,
and the world."*

WATCH FOR...The Stone Center Fall Advanced Training Institute - 2002

Explore the complexities of how the relational-cultural approach produces change and effectively translate relational-cultural theory into clinical applications.

This institute will appeal to experience practitioners of the Relational-Cultural Model, teachers, and supervisors of the Model.

Participants from past institutes are encouraged to attend as the new material presented builds on previous institutes.

Watch for information in the spring of 2002 both on the Web at www.jibc.bc.ca/ccs and in the mail.

To add your name to the mailing list for this event, please contact the Program Assistant, Janet Gray, at (604)528-5620 or e-mail jgray@jibc.bc.ca.

1. Who is eligible to take your courses?

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

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

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

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

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

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

Our certificate programs are designed to enhance and update the knowledge and skills of people currently working in the human services field. Our instructors are experienced practitioners who bring their knowledge, expertise, and instructional skills into the classroom. The certificate programs have helped many graduates find employment or advance in their chosen career area.

4. How do I register for a certificate program?

Before you register for a certificate program, you need to find out whether an admissions form is required. There is no admissions form requirement for the Basic Supervisory and Trainer Development certificate programs. For the other certificate programs, you must submit an admissions form detailing your educational background and work experience. Once the designated program coordinator has accepted your application, you must submit your registration form and payment to the Registration Office.

5. Where can I obtain an admission form?

An admission form may be found on Page 55. You can also obtain an admissions form by contacting the appropriate program coordinator. Check the certificate program descriptions in this calendar for further details.

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

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

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

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

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

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

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

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

10. Are these courses transferable to another educational institution?

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

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

Most SSCSD courses do not qualify for student loans as they are not considered "full time." For more information on financial assistance, please contact either the Registration Services Advisor at (604) 528-5588 or the First Nations Advisor at (604) 528-5621.

SPECIAL EVENTS

Aboriginal Trauma Institute

October 1-3, 2001 - \$295

Justice Institute of British Columbia
New Westminster, BC

October 4-5, 2001 - \$195

Justice Institute of British Columbia
New Westminster, BC

Trauma and Its Impact on Native Communities

Explore the nature and extent of the traumatic experiences that Native people have endured, as well as holistic approaches to support individual and collective healing. 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. Discuss similarities with other trauma populations and learn about the unique ways that trauma effects are manifested in Native people. Practical exercises will 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. Course Number: #EP235

Length: Three days
Instructor(s): Mahara Albrett, Joe Solanto

Contemporary Issues in Working with Aboriginal Youth

Examine the contemporary issues facing Native 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. Examine some of the challenges in working with Native 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. Course Number: #CY254

Instructor(s): Sarah Hunt



For more information, contact Robert Stewart, First Nations Advisor at
(604) 528-5621 or e-mail rstewart@jibc.bc.ca

Women and Girls in the Criminal Justice System: *Approaches in the Treatment of Our Most Invisible Population*

November 19-20, 2001 - \$220

Justice Institute of British Columbia
New Westminster, BC

Women and Substance Use in Prison (#SPE115)

The issues and needs of women and substance use are for the most part invisible in the criminal justice system. Historically, treatment, research, and recovery have been based on men's lives, often neglecting women's experience. Statistics indicate that for women there is a high correlation between substance use and incarceration and parole/probation violations. A continuum of care is missing.

In this two-day workshop, a developmental, relational model of treatment that incorporates the multiple issues in women and girl's recovery will be discussed. Three theoretical perspectives - addiction, trauma, and women's psychological development will be interwoven to provide the foundation for a model based on the concept of a woman's journey. This model can be adapted for both the prison population and community-based programs.

Presenter: Stephanie S. Covington, Ph.D., L.C.S.W., is a clinician, organizational consultant, author and lecturer recognized for her pioneering work on women's issues and specializes in programs on addiction, sexuality, families, and relationships.

As a consultant to the Betty Ford Treatment Center, her work included the creation of a progressive and innovative program for women. Using a whole systems approach with the Pennsylvania Department of Corrections, she is facilitating change in women's institutions, designing women's programs, and providing staff training and development.

Dr. Covington's publications include: Leaving the Enchanted Forest: The Path from Relationship Addiction to Intimacy (co-authored), Awakening Your Sexuality: A Guide for Recovering Women, A Woman's Way Through the 12-Steps with accompanying workbook, and Helping Women Recover, with a special edition for the criminal justice system.



For more information:

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



SPECIAL EVENTS

Workshop Series for Educators

*The following workshops
have been designed for
educators in the K-12
system and will be
delivered by individuals
who are classroom
teachers or have
experience presenting
workshops for
classroom teachers.*

New Brain Research and the Implications for Teaching and Learning (#EP226)

This one-day workshop is designed for teachers, specialists, and others working directly with students in the classroom. New developments in brain research are helping us understand teaching and learning processes in ways not known to us before; we now have new insights into how children learn. Participants will have an opportunity to explore modifications in curricula, and teaching methods and learning strategies based on this research, and to examine how these approaches can maximize the learning potential of their students.

Date(s): **October 19, 2001**

Fee: **\$95**

Instructor(s): **Mackenzie, Tyler**

Teaching the Hard to Teach (#EP227)

Chronic disruptive behaviour and persistent resistance to learning are indicators of a student's inability to succeed in the traditional educational setting. Many such students experience a wide range of issues, including low self-esteem, impaired attachment, and family dysfunction, and the behaviour management strategies that teachers normally rely on are ineffective. Participants in this workshop will examine specific case studies and the corresponding teaching techniques and classroom strategies that research has shown to be effective in supporting the students and assisting the teachers.

Date(s): **November 23, 2001**

Fee: **\$95**

Instructor(s): **Goulden, Tyler**

Storytelling in the Classroom (#EP253)

This participatory workshop has been designed for classroom teachers who are interested in using storytelling in the classroom. Participants will examine the dual role of storytelling: using stories to help students connect with emotions, events, and ideas, and enabling students to use storytelling to tell their own stories. The workshop will present the basics of storytelling, including looking at a variety of story sources such as literature, folk and fairy tales, historical events, and current issues; bringing stories to life; and techniques for encouraging students to tell published stories as well as transform their experiences into story form. Participants will also look at ways to use stories to find the human (subjective) story in the "large and distant" story of culture and history.

Date(s): **January 28, 2001**

Fee: **\$95**

Instructor(s): **Mintz**



For more information, contact Barbara Bradey, Program Assistant at (604) 528-5630 or e-mail bbradey@jibc.bc.ca; or Charlene Pennington, Program Assistant at (604) 528-5630 or e-mail cpennington@jibc.bc.ca



SPECIAL EVENTS

Involving Girls and Women in Physical Activity and Sports (#SPE110)

February 13, 2002 - \$95

Justice Institute of British Columbia
New Westminster, BC

Violence Against Women Initiatives in Canada:

How Far Have We Come?

May 12-15, 2002 - FEE: TBA

Coast Plaza Stanley Park
Vancouver, BC

This one-day forum will address gender inequalities in physical activities and sports. It will provide participants with an understanding of female development and the unique needs of girls and women. It will look at current barriers to participation, including promotion, implementation, diversity, inclusion, and access. It will provide participants with practical innovative suggestions and skills and activities that they can use to enhance their present practice, create new opportunities, and encourage girls and women to participate in physical activity and sports. Prerequisites: None. This workshop is open to daycare and after-care workers, managers, program directors and facilitators in parks and recreation, teachers and coaches, and anyone else who is interested or involved in working with girls in physical activity and sports.

This forum will be facilitated by the staff and board of directors of Promotion Plus - the B.C. organization for girls and women in physical activity and sport.

Instructor(s): Batth, Fenton, Friedman, Kopelow, Lawrence, Ready



For more information: Natalie Clark, Program Coordinator
at (604) 528-5627 or e-mail nclark@jibc.bc.ca

This symposium is designed to question, examine, explore, and celebrate the initiatives, accomplishments, and policy directions that have occurred over the past 20 years in the area of violence against women since the Report to the House of Commons on Wife Assault in Canada was brought forward.

Through keynote presentations, panel discussions, and poster sessions, participants will have an opportunity to examine criminal justice, health, and community service initiatives in relation to the safety and protection of women who have experienced violence in their lives. Speakers from across Canada will look at the strengths and limitations of a proactive response to wife assault, examine lessons that have been learned, explore the challenges that lie ahead, and identify new and emerging issues in policy and practice.

Co-sponsored by Victim Services Division (B.C. Ministry of Attorney General), the London Family Court Clinic, and the Justice Institute.

*An opening ceremony to honour the pioneers in the field
will take place on Sunday, May 12, 2002.*



For more information, contact Tamar Levi-Bandel, Program Coordinator at
(604) 528-5625 or email tlevi-bandel@jibc.bc.ca



■ CHILD, YOUTH, AND FAMILY

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

- Adventure-Based Learning
- Child Abuse and Trauma
- Counselling and Supportive Interventions
- Creative and Expressive Therapies
- Working with Youth

PURPOSE


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

WHO SHOULD ATTEND?

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

REGISTRATION

- Recommended registration deadline is 10 working days prior to start of course.
- \$25 non-refundable admissions fee

 An admission form may be found on page 65. Admissions 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 the certificate program, course content, and admission requirements, please contact Natalie Clark at (604) 528-5627 or e-mail nclark@jibc.bc.ca.

The certificate program is available on a contract basis.

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

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

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

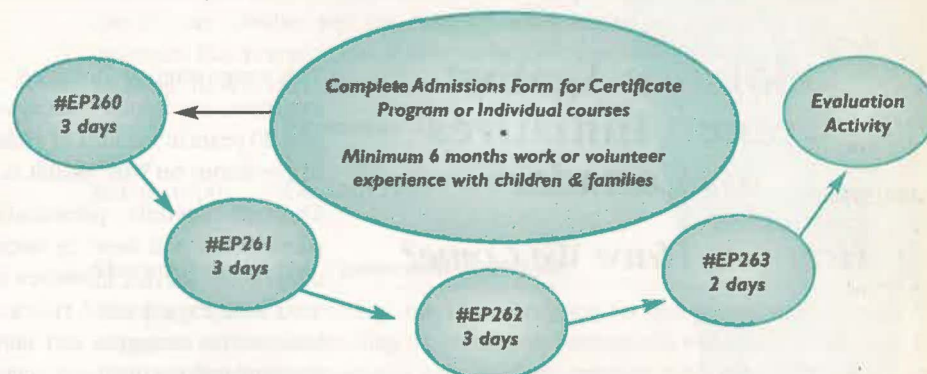
The Child, Youth, and Family program area has three Program Coordinators: **Natalie Clark**, M.S.W., R.S.W., and **Cheryl Bell-Gadsby**, M.A., R.C.C., for the Child Abuse, Trauma, Counselling and Supportive Interventions, Creative and Expressive Therapies, and Women's Issues programs, and **Sandra Rice**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

CHILD ABUSE AND TRAUMA

CHILD ABUSE & NEGLECT SUPPORT WORKER CERTIFICATE PROGRAM

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

RECOMMENDED SEQUENCE OF COURSES:



Core Courses

1. Understanding Child Abuse and Neglect (#EP260)

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

Length: Three days
 Dates(s): February 7-9, 2002
 Fee: \$225
 Instructor(s): Castellanos, Douglas

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

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

Length: Three days
 Date(s): March 11-13, 2002
 Fee: \$225
 Instructor(s): Chapman

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

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

Length: Three days
Date(s): April 11-13, 2002
Fee: \$225
Instructor(s): Luxemburg-Hyam

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


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

Date(s): May 24-25, 2002
Fee: \$185
Instructor(s): Luxemburg-Hyam

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

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

Date(s): October 1-5, 2001, Chandler
October 22-26, 2001,
Luxemburg-Hyam

 An admission form may be found on page 65. Admissions 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 information, contact the Program Assistant, Janet Gray, at (604) 528-5620 or Natalie Clark at (604) 528-5627. To register, please contact Northern Lights College at (250) 774-2741.

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 four days of electives. Participants can complete the program in 10 months and must complete the program in two years.

WHO SHOULD ATTEND?

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

REGISTRATION

- Recommended registration deadline is 10 working days prior to start of course.
- \$25 non-refundable admissions fee.

 An admission form may be found on page 65. Admissions 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 the certificate program, course content, and admission requirements, please contact Natalie Clark at (604) 528-5627 or e-mail nclark@jibc.bc.ca.

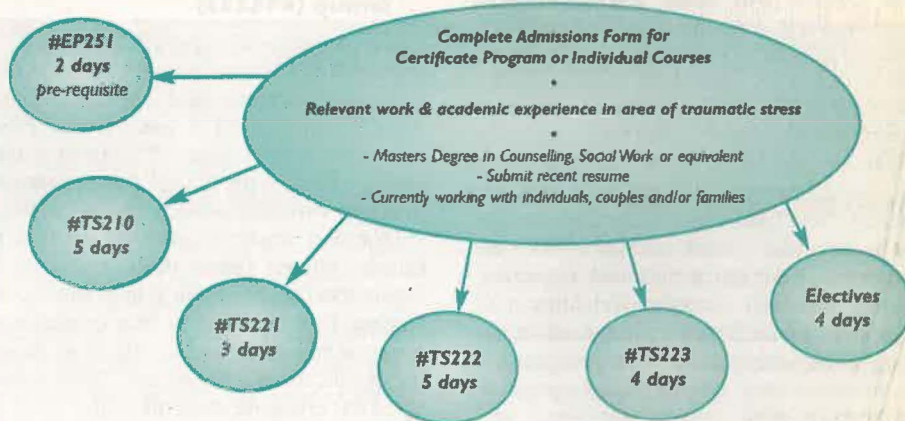
If you are working with adult survivors of sexual abuse and troubled attachment, we suggest that you first consider the Child Sexual Abuse Intervention program or contact the Program Coordinator. This program does not focus on the complicated developmental, attachment, and familial issues that are required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

CHILD ABUSE AND TRAUMA

TRAUMA COUNSELLING & CLINICAL INTERVENTION CERTIFICATE PROGRAM

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

RECOMMENDED SEQUENCE OF COURSES:



Core Courses

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

This course is for front-line workers, support workers, victim service workers, peer personnel from high-risk professions, and other service providers working with trauma survivors in an individual, group, or community context. Participants will acquire a basic understanding of trauma, post-traumatic stress, and critical incident stress, and a working knowledge of the impact of trauma on individuals, the community, and trauma responders. Responses to the critical incident, short-

term and long-term consequences of trauma, and post-traumatic stress disorder are discussed. Participants will examine the spectrum of trauma responders in the community and learn about their relationship to one another. Both certificate candidates and non-candidates may enroll in this course.

Date(s): October 3-4, 2001, or
April 15-16, 2002, or
May 10-11, 2002

Fee: \$195
Instructor(s): Solanto



1. Trauma Assessment and Treatment Planning (#TS210)

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

Length: Five days
Date(s): May 14-18, 2002
Fee: \$395
Instructor(s): Fortes, Solanto

2. Trauma and the Therapeutic Relationship (#TS221)

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

Length: Three days
Date(s): June 13-15, 2002
Fee: \$295
Instructor(s): Fortes, Ziegler

3. Trauma Intervention (#TS222)

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

Length: Five days
Date(s): September 28-29 &
October 11-13, 2001
or
September 26-28 &
October 19-20, 2002

Fee: \$395
Instructor(s): Fortes, Solanto, Ziegler

4. Trauma Counselling Consultation Group (#TS223)

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

Length: Four days
Date(s): November 21-24, 2001
or

November 20-23, 2002
Fee: \$450
Instructor(s): Solanto, Fortes

Electives

The following courses are electives in the Trauma Counselling and Clinical Intervention Certificate Program:

- Disordered Eating and Trauma: Applications of Relational Theory (#TS522) - page 16
- Trauma and Post-Traumatic Stress Reactions, Level II (#EP251A) - page 16
- Working with Adolescent Females in Trauma: Innovations in Group Treatment (#TS527) - page 16
- Working with Compulsive Sexual Behaviour (#EP221) - page 17
- Contemporary Issues in Working with Aboriginal Youth (#CY254) - page 16
- Dissociation and Memory (#CSA192) - page 17
- The Body-Mind of Trauma (#CSA193) - page 17

For additional training opportunities in stress and trauma management, please see the newly revised Critical Incident Stress and Trauma Management Certificate Program on page 52.



PURPOSE

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

WHO SHOULD ATTEND?

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

HOW TO APPLY

To enter the program, applicants must be currently working or volunteering with adults in a supportive capacity and must complete an admissions form (see page 65).

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

CHILD ABUSE AND TRAUMA

SUPPORTING ADULT SURVIVORS CERTIFICATE PROGRAM (#CSA134A)

CONTENT

- Create a framework for understanding child sexual abuse within a societal and historical context.

- Examine the impact of childhood sexual abuse on the individual through the life cycle.

- Define the support needs of sexually abused adults, and the corresponding role of a support worker in responding to these needs.

- Discuss the coping mechanisms of survivors and the impact of factors such as culture, sexual orientation, and ability on the experience of adults who were sexually abused in childhood.

- Define an appropriate support role and strategies for working with the survivor of

sexual abuse in the context of a larger treatment system.

- Develop and practise skills in supportive interventions and effective advocacy for working with adult survivors within an empowerment framework.

REGISTRATION?

- Recommended registration deadline is 10 working days prior to start of course.
- \$25 non-refundable admissions fee.

Length: Six days
Date(s): **October 18-20 & November 1-3, 2001, or March 14-16 & April 18-20, 2002**

Fee: \$495
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 admissions form (see page 65).

CERTIFICATE OF ACHIEVEMENT

Participants must attend all nine days of the program and successfully complete a written assignment.

REGISTRATION?

- Recommended registration deadline is 10 working days prior to start of course.
- \$25 non-refundable admissions fee.

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. The certificate programs have been delivered in the following communities: Williams Lake, Ahoushat, Fort Nelson, and Deas Lake.





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 two core courses (total of five days), and then specialize in one of two streams: child and youth or adult survivor treatment. In addition to the 10 days of core courses, participants must also complete four days of eligible electives related to their stream of choice.

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 admissions form that describes their clinical/counselling work experience, academic background, and past courses in the area of sexual abuse. An admission form is available on page 65. Admissions 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.

REGISTRATION?

- Recommended registration deadline is 10 working days prior to start of course.
- \$25 non-refundable admissions fee.

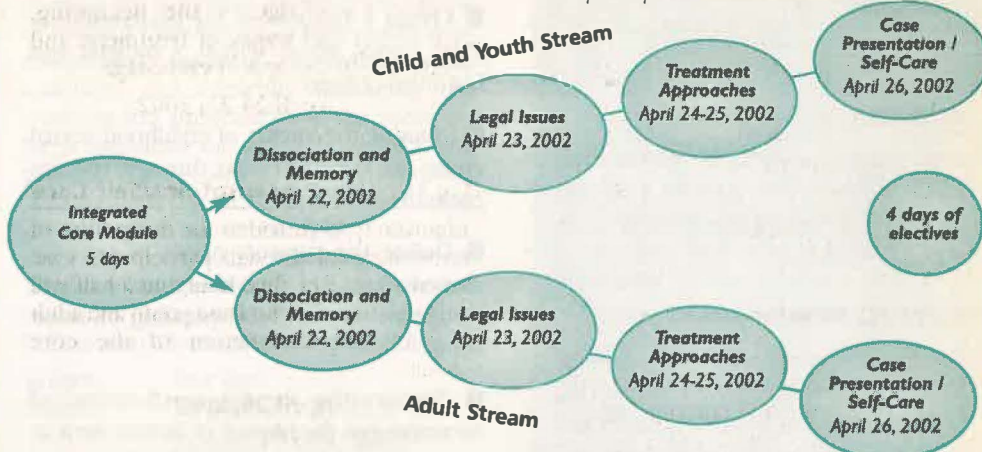
To add your name to the mailing list for this program, or for content and admission requirements, please contact Natalie Clark at (604) 528-5627 or e-mail nclark@jibc.bc.ca or Cheryl Bell-Gadsby at (604) 528-5626 or e-mail cgadsby@jibc.bc.ca.

CHILD ABUSE AND TRAUMA

CHILD SEXUAL ABUSE INTERVENTION: CERTIFICATE PROGRAM FOR PRACTITIONERS

- 14 days
- Complete within 2 years

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



Child and Youth Option (#CSA105A)

Length: 14 days
(10 core and 4 days electives)
Date(s): **February 11-15 &
April 22-26, 2002**
Fee: \$950

Adult Survivor Option (#CSA105B)

Length: 14 days
(10 core and 4 days electives)
Date(s): **February 11-15 &
April 22-26, 2002**
Fee: \$950

Integrated Core Module (5 days)

Day 1: Overview

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

Date(s): **February 11, 2002**
Instructor(s): Whiteford

Day 2: Developmental Issues

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

Date(s): **February 12, 2002**
Instructor(s): Whiteford

Day 3: Family Dynamics

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

Date(s): **February 13, 2002**
Instructor(s): Whiteford, Ziegler

Day 4: Assessment and Treatment: An Overview

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

Date(s): **February 14, 2002**
Instructor(s): Shatzky, Ziegler

Day 5: The Therapeutic Relationship

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

Date(s): **February 15, 2002**
Instructor(s): Ziegler

Child and Youth Stream (#CSA105A)

Day 6: Dissociation and Memory

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

Date(s): **April 22, 2002**
Instructor(s): Mills

Day 7: Legal Issues

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

Date(s): **April 23, 2002**
Instructor(s): Grönsdahl, Harvey

Days 8 and 9: Treatment Approaches

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

Date(s): **April 24-25, 2002**
Instructor(s): Shatzky

Day 10: Case Presentations/Self-Care

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

Date(s): **April 26, 2002**
Instructor(s): Shatzky

Adult Survivor Stream (#CSA105B)

Day 6: Dissociation and Memory

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

Date(s): **April 22, 2002**
Instructor(s): McEvoy

Day 7: Legal Issues

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

Date(s): **April 23, 2002**
Instructor(s): McEvoy

Days 8 and 9: Treatment Approaches

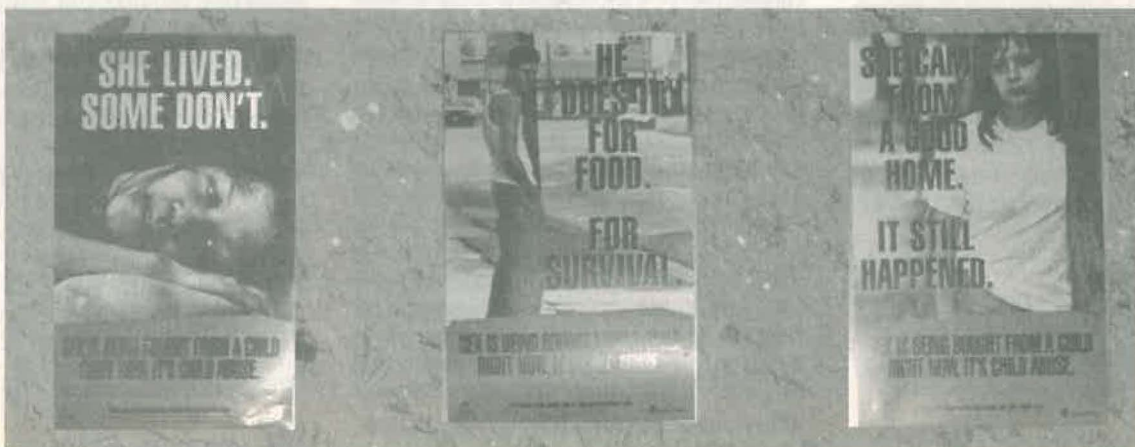
These two days deepen participants' clinical understanding of treatment approaches with adult survivors and skills in treatment planning. A clinician also needs a range of clinical tools for successful intervention in the specific problems facing adult survivors of childhood sexual abuse.

Date(s): **April 24-25, 2002**
Instructor(s): McEvoy

Day 10: Case Presentations/Self-Care

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

Date(s): **April 26, 2002**
Instructor(s): McEvoy



NEW Trauma and Its Impact on Native Communities (#EP235)

This three-day workshop will explore the nature and extent of the traumatic experiences that Native 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 Native 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.

Length: Three days
 Date(s): **October 1-3, 2001**
 Fee: \$295
 Instructor(s): Albrett, Solanto

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

This course will examine the contemporary issues facing Native 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 Native 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): **October 4-5, 2001**
 Fee: \$195
 Instructor(s): Hunt

Special Issues in Critical Incident Stress Management (#TS606)

For a course description, see page 53 in the Critical Incident Stress category.

Length: Three days
 Date(s): **October 4-6, 2002**
 Fee: \$300
 Instructor(s): TBA

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

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

Date(s): **October 5-6, 2001**
 Fee: \$195
 Instructor(s): Solanto

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

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

Date(s): **November 7-8, 2001**
 Fee: \$195
 Instructor(s): Bell-Gadsby, Clark

NEW Disordered Eating and Trauma: Applications of Relational Theory (#TS522)

More and more counsellors, youth workers, public health nurses, mental health professionals, and therapists are being challenged to work with clients who have a range of eating problems, from full-blown eating disorders to dissatisfaction with body-image. Many of these individuals have experienced trauma at some point in their lives. In this two-day workshop, participants will have opportunities to explore how the Relational Cultural Model can be applied to deepen our understanding of eating problems and trauma. Applications of this theory in our relationships with clients who have childhood or adult traumas and who are experiencing difficulties with food will be addressed through activities and exercises that will deepen participants' learning. Further applications of this relational theory will be explored with a special emphasis on reframing resistance and fostering resilience in our relationships with clients in clinical and non-clinical settings. A special section on relational applications in group settings will also be explored. *This course is an elective in the Trauma Counselling and Clinical Intervention Certificate Program.*

Date(s): **November 16-17, 2001**
 Fee: \$195
 Instructor(s): Redenbach

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

This course is for practitioners who use art and play therapy in their work with children who have experienced and disclosed neglect and abuse. Course content reviews theoretical principles underlying the use of art and play therapy with traumatized children, illustrates ways of addressing the main clinical issues of neglected and abused children, and examines the recurring images that emerge in children's play and art (through the various stages of therapy). It is required that participants take #CY104 and/or #CY104A before registering for this course. (For descriptions of #CY104 and #CY104A, see page 32 in the Creative and Expressive Therapies section.) *This course is an elective in #CSA105A.*

Date(s): **November 16-17, 2001, or March 12-13, 2002**
 Fee: \$225
 Instructor(s): Dhaese

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

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

Length: Three days
Date(s): November 19-21, 2001
Fee: \$225
Instructor(s): Castellanos, Gray-Smith

NEW Working with Compulsive Sexual Behaviour (#EP221)

This course will explore the nature of compulsive sexual behaviour, and assessment and treatment methods. A two-stage treatment model will be presented in detail, with particular emphasis on the underlying forces driving compulsive sexual behaviour. Participants will integrate the theory with experiential exercises. *This course is an elective in #CSA105B.*

Date(s): December 3-4, 2001
Fee: \$195
Instructor(s): Schroeder

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

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

Violence, Level I (#CY230). *This course is an elective in #CSA105A.*

Date(s): April 3-4, 2002
Fee: \$185
Instructor(s): Castellanos

NEW Couples Therapy for Partners of Sexual Abuse (#EP590)

This two-day workshop is designed to help therapists understand the role of dissociation and its impact on relationship dynamics. Through mini-lectures, audio-video presentations, and case studies, participants will explore the continuum of dissociation, strategies to identify and assess current dissociative responses, and modifications of therapeutic interventions to help these early wounded couples. *This course is an elective in #CSA105B.*

Date(s): April 20-21, 2002
Fee: \$195
Instructor(s): McEvoy

Group Work with Adult Survivors (#CSA190)

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

Date(s): April 29-30, 2002
Fee: \$195
Instructor(s): Ziegler, McEvoy

Working with Children with Sexual Behaviour Problems (#TS531)

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

interest to counsellors, social workers, mental health and family support workers, and other practitioners working with sexual abuse issues. *This course is an elective in #CSA105A.*

Date(s): May 3-4, 2002
Fee: \$195
Instructor(s): Rudko

Dissociation and Memory (#CSA192)

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

Date(s): May 8-9, 2002
Fee: \$195
Instructor(s): McEvoy

NEW The Body-Mind of Trauma (#CSA193)

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

This course will present a three-stage model of trauma recovery that is based in developmental body-mind psychology. The experience of body-mind synchronization is the ground of healing and of transforming traumatic experiences in a positive life-affirming manner. This synchronization is inherent in creative expression and in mindfulness-based meditation. This workshop combines the mindfulness practice and creativity in both lecture and experiential presentations. *This course is an elective in #CSA105B and in the Trauma Counselling and Clinical Intervention Certificate Program.*

Date(s): May 10-11, 2002
Fee: \$195
Instructor(s): Jones-Callahan

COURSES ARE AVAILABLE ON A CONTRACT BASIS.



PURPOSE

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

WHO SHOULD ATTEND?

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

REGISTRATION

- Registration is required 10 working days prior to start of course.
- \$25 non-refundable admissions fee.
- \$50 non-refundable tuition payment is required 10 days prior to the course commencement. The balance of fees is due 2 working days before the course start date.

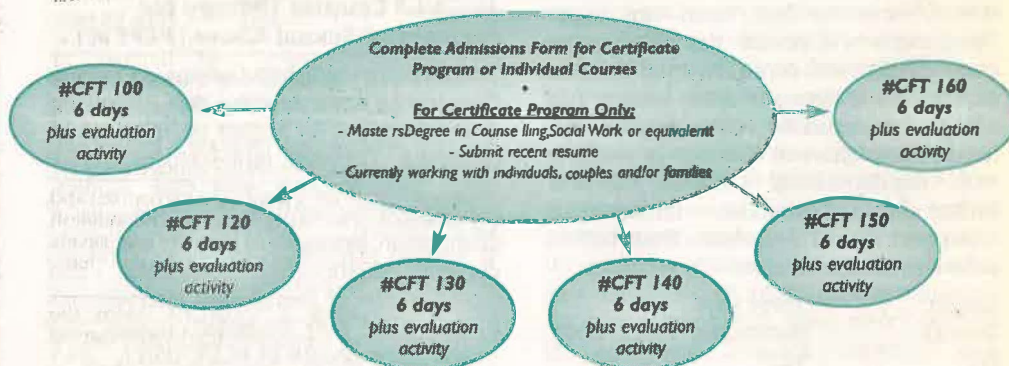
The admission form may be found on page 65. Admissions forms are valid for only one year. Students will be required to reapply if courses are not taken within one year of applying to the program. For more detailed information on the certificate program, course content, and admission requirements, please contact Cheryl Bell-Gadsby at (604) 528-5626 or e-mail cgadsby@jibc.bc.ca, and ask for a brochure.

COUNSELLING AND SUPPORTIVE INTERVENTIONS

COUPLE & FAMILY THERAPY CERTIFICATE PROGRAM

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

RECOMMENDED SEQUENCE OF COURSES:



Core Courses

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

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

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

2. Couple and Family Assessment (#CFT120)

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

Length: Six days
Date(s): November 15-17 & November 29-30 & December 1, 2001
Fee: \$415
Instructor(s): Walls, Grigg, Shapiro

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

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

Length: Six days
Date(s): February 7-9 &
February 21-23, 2002
Fee: \$415
Instructor(s): Egyeda, Sigal, Walls

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

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

Length: Six days
Date(s): April 11-13 &
April 25-27, 2002
Fee: \$415
Instructor(s): Egyeda, Grigg,
Jung-Hwa Suh

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

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

Length: Six days
Date(s): May 9-11 &
May 23-25, 2002
Fee: \$415
Instructor(s): Whiteford, Egyeda, Finlay

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

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

Length: 39 hours
Fee: \$450
Instructor(s): TBA

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





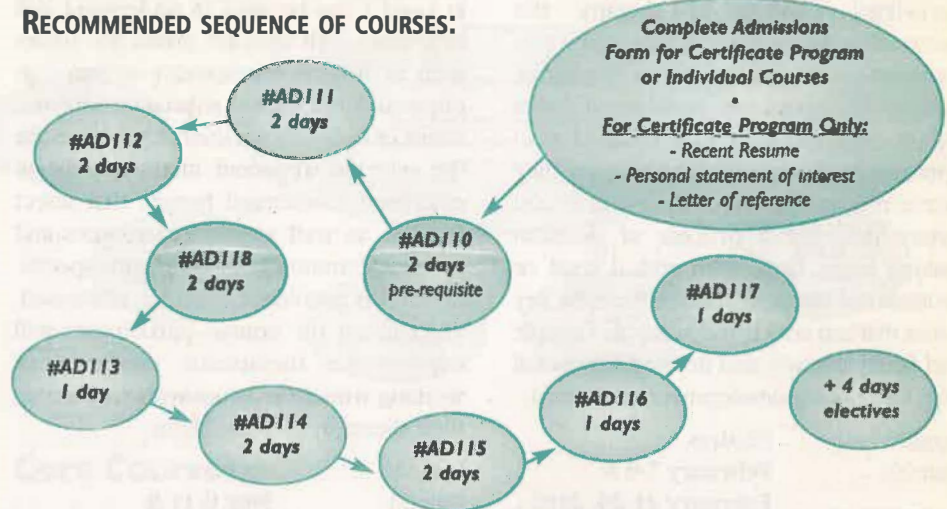
COUNSELLING AND SUPPORTIVE INTERVENTIONS

SUBSTANCE USE CERTIFICATE PROGRAM

- 19 days
- Complete within 2 years

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

RECOMMENDED SEQUENCE OF COURSES:



PURPOSE

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

WHO SHOULD ATTEND?

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

REGISTRATION

- Recommended registration deadline is 10 working days prior to start of course.
- \$25 non-refundable admissions fee.

The admissions form may be found on page 65. Admissions 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 the certificate program, course content, and admission requirements, please contact Cheryl Bell-Gadsby at (604) 528-5626 or e-mail cgadsby@jibc.bc.ca, and ask for a brochure.

1. Understanding Substance Misuse (#AD110)

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

Date(s): September 24-25, or December 14-15, 2001, or March 22-23, 2002
 Fee: \$195
 Instructor(s): Harris



For further information on dates, contact Heather Matson at (604) 528-5573 or e-mail hmatson@jibc.bc.ca.

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

This course covers such topics as: introduction to the risk continuum, mapping the continuum of care, scope of practice and related strategies, harm reduction, risk management, matching theory to reality, and relapse prevention.

Prerequisite: Understanding Substance Misuse (#AD110).

Date(s): September 26-27, 2001, or April 4-5, 2002
 Fee: \$195
 Instructor(s): TBA

NEW 3. Mental Health Issues and Substance Use (#AD118)

This course will cover: theories understanding why issues of substance use and mental health conditions occur with high percentage of clients, the identification of substance use and mental health concerns (issues of assessment and diagnosis), familiarization with DSM-IV 2000, and treatment options and resources.

Date(s): October 29-30, 2001, or April 18-19, 2002
 Fee: \$195
 Instructor(s): Harris

4. Assessment of Addictive Behaviours (#AD112)

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

Date(s): **October 31 – November 1, 2001, or May 29-30, 2002**
Fee: \$195
Instructor(s): Axsen

5. Integrated Case Management (#AD113)

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

Date(s): **November 2, 2001, or May 31, 2002**
Fee: \$95
Instructor(s): Amos

6. Interconnected Risk (#AD114)

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

Date(s): **November 26-27, 2001, or June 6-7, 2002**
Fee: \$195
Instructor(s): TBA

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

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

Date(s): **November 28-29, 2001, or June 19-20, 2002**
Fee: \$195
Instructor(s): Amos, Poole

8. Contemporary Issues (#AD116)

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

Date(s): **September 28, 2001, or April 17, 2002**
Fee: \$95
Instructor(s): TBA

9. Self-Care (#AD117)

This course covers assessment of personal needs, development of strategies for personal well-being, vicarious trauma, risks and opportunities in working with substance users, design of a self-care plan, and more. Prerequisite: Understanding Substance Misuse (#AD110).

Date(s): **November 30, 2001, or June 21, 2002**
Fee: \$95
Instructor(s): Harris

Electives

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


The following courses may be used as electives:

Adult-Focused

- Introducing Narrative Therapy: Ideas and Practices (#AD205) – page 26
- Becoming a More Effective Counsellor (#EP508) – page 23
- The Therapeutic Relationship: Introduction to Ethics and Professional Boundaries (#EP255) – page 24
- Advanced Motivational Interviewing (#AD204) – page 23
- Understanding Pharmacology from a Counsellor's Perspective (#EP308) – page 25
- Art Therapy in Early Stages of Addiction Recovery (#AD210) – page 33

Youth-Focused

- Putting a Youth Twist into Substance Misuse Information and Youth Services (#AD207) – page 28
- Viewing Narratives: Youth, Substance Misuse, and Imagery (#AD212) – page 27
- Voices from Youth: Sharing Their Journey Through Substance Misuse (#AD213) – page 28
- Making Connections: An Introduction to Effective Conflict Resolution Skills for Working with Youth (#CY185) – page 37
- Making Connections: Managing Emotional and Aggressive Situations with Youth (#CY186) – page 37
- Making Connections: Third-Party Facilitation when Working with Youth (#CY187) – page 37
- Developing Effective Interventions: Interventions for Moderate to High At-Risk Youth (#CY189) – page 37

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

COUNSELLING AND SUPPORTIVE INTERVENTIONS

FAMILY SUPPORT WORKER CERTIFICATE PROGRAM


Quiet please;
classes in session

PURPOSE

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

WHO SHOULD ATTEND?

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

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

Core Courses

1. Foundations of Family Support Work (#G550A-20013)

Date(s): **October 12-13, 2001;**
Douglas College

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

2. Supporting Families within a Systems Framework (#G551A-20013)

Date(s): **November 29, 30 &
December 1, 2001;**
Douglas College

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

3. Developing Intervention Skills in Family Support Work (#G552A-20021)

Date(s): **February 7-9, 2002;**
Douglas College

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

4. Ethical Decision-Making in Family Support Work (#G553A-20022)

Date(s): **April 5-6, 2002;**
Douglas College

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

5. Family Support Work Practice Supervision (#G554A-20022)

Date(s): **May 10-11, 2002;**
Douglas College

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

Advanced Motivational Interviewing (#AD204)

This course is for service providers who wish to develop more in-depth knowledge and skills related to motivational interviewing. Motivational interviewing is a system of techniques to assist clients in building motivation to change behaviours, strengthen the commitment to make changes, and maintain changes once they are made. Participants will develop a more comprehensive understanding of how people change, using the Transtheoretical Model of Change, and will learn specific strategies for working with clients at each level of readiness to change. The course material will focus on application towards working with substance misuse issues through use of Decisional Balance Grids, and will address issues around working with resistance and ambivalence. Note: *Participants will benefit from having previous exposure to an introductory level of Motivational Interviewing, such as that offered in the Assessment of Addictive Behaviours course (#AD112).*

Date(s): **October 12-13, 2001,
or March 15-16, 2002**
Fee: **\$195**
Instructor(s): **Axsen**

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

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

Date(s): **October 16-17, 2001,
or April 24-25, 2002**
Fee: **\$195**
Instructor(s): **Solanto**

Grief and Bereavement: Level I (#EP155)

This two-day course is for counsellors, therapists, and other practitioners working with clients around grief and bereavement issues. Participants will explore the stages, symptoms, and experiences of normal bereavement; examine the dynamics and indicators of complicated grief, including traumatic death bereavement; discuss the responses of children and adults to death; and examine the goals and strategies of grief counselling. Particular attention will be paid to the differences between normal bereavement and suicide bereavement, common grief reactions among practitioners who have lost clients to suicide, and practical strategies to prevent and address practitioner burnout.

Date(s): **October 17-18, 2001**
Fee: **\$195**
Instructor(s): **Rosenfeld, Fortes**

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

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

Date(s): **October 22, 2001**
Fee: **\$95**
Instructor(s): **Shapiro**

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 22-23, 2001,
or March 25-26, 2002**
Fee: **\$185**
Instructor(s): **Stoll**



NEW Grief Work Is Not Enough: Working with Infertile Couples (#EP580)

Infertility affects one in six couples and is often a hidden stressor in many couples' relationships. This one-day workshop is designed to give practitioners the necessary information to assist couples who are coping with infertility. Through mini-lectures and case vignettes, participants will explore the prevalence and nature of infertility; the emotional aspects of dealing with infertility, including gender differences; the types of treatment decisions couples face; and common short- and long-term personal and relationship consequences of dealing with infertility. The presenter has professional and personal experience with infertility.

Date(s): **October 29, 2001**
Fee: **\$95**
Instructor(s): **McEvoy**

NEW Introducing the Relational Cultural Model to Our Practice of Counselling (#EP213)

This course will appeal to professionals who use counselling in their work and who wish to explore the Relational Cultural Model articulated by theorists from the Stone Center at Wellesley College in Massachusetts. Participants will receive information about the Relational Cultural Model and explore ways to apply it in their work. Participants will have opportunities to articulate and explore the personal relational strengths and challenges that they bring to the counselling relationship. Special attention will be paid to exploring relational resilience and reframing resistance in the counselling relationship. There will be opportunities to explore and practice the relational tools explained in the workshop and to articulate areas for future growth. Special attention will be paid to dealing with the challenges of using this theory in non-relational workplace settings.

Date(s): **October 31 –
November 1, 2001**
Fee: **\$185**
Instructor(s): **Redenbach**

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

Life coaching, sometimes called personal or professional coaching, focuses on assisting people in enhancing the quality of their personal and professional lives. Its emphasis can be on any area in a person's life (career, business, relationships, finances, etc.). Coaching is one of the newest and fastest growing professions today, and helping professionals are ideally suited to move into this field, given their expertise as change agents. In this workshop you will learn the similarities and differences between coaching and therapy, key coaching skills, coaching specialties, and marketing strategies for developing a practice. You will also consider how to become a coach and/or incorporate coaching into your existing private practice.

Date(s): **November 3, 2001**
Fee: **\$125**
Instructor(s): **Austin**

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

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

Date(s): **November 5-6, 2001**
Fee: **\$185 (\$95 student price)**
Instructor(s): **Franz**

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 13-14, 2001,
or March 27-28, 2002**
Fee: **\$185**
Instructor(s): **Stoll**

Suicidal Behaviour Over the Life Cycle: Level I Workshop (#EP245)

We will examine the dynamics, beliefs, and general patterns of suicidal behaviour in youth, adults, and older adults. We will learn to recognize signs and differentiate from other self-destructive behaviours. We will discuss and practise risk assessment, appropriate crisis interventions, and management. We will highlight topics of concern for special populations and address issues of self-care for front-line workers.

Date(s): **November 16-17, 2001**
Fee: **\$195**
Instructor(s): **Fortes, Vangolen**

Facilitating Parenting Groups – Essential Skills (#EP586)

This course will be of interest to anyone currently facilitating parenting groups of any kind. Over the two days, participants will learn more about presenting material creatively that might otherwise elicit defensiveness from the parent or from the group. Emphasis will be placed on helping parents separate two key areas: partner issues from parenting problems, and confusing their own childhood (past) with

their children's childhood (present). A wide range of useful techniques will be developed to help facilitators keep parents focused on their choices, not their children's behaviour; clarify parental roles, styles, and approaches; and use the developmental stages of children as a dynamic tool. Participants will develop their creativity and confidence in using spontaneity and identifying the "teachable moment." Finally, participants will learn how to ensure that they are using up-to-date materials by accessing print media, TV/VCRs, and Internet sites.

Date(s): **November 19-20, 2001,
May 13-14, 2002**
Fee: **\$185**
Instructor(s): **Stoll**

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

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

Date(s): **November 21-22, 2001**
Fee: **\$195**
Instructor(s): **Ziegler**

Creative Approaches to Working with Groups (#EP589)

Working with groups in a mental health or social services context is immensely rewarding and uniquely challenging, requiring of the facilitator a particular blend of professional skills and self-awareness that develops only through practice and experiment. This workshop is designed to

offer learners a wide spectrum of both theoretical and experiential approaches to group facilitation and to introduce participants to the emerging models of group work that focus on collaboration, community building, and creativity. We will also explore approaches to resolving group conflict, developing curriculum, designing group exercises, and utilizing health and healing modalities. The emphasis will be on practice, experiment, and engagement.

Date(s): **November 22, 2001,
6:30 - 9:30 pm; &
November 23-24,
9:00 am - 4:30 pm**
Fee: **\$210**
Instructor(s): **Laird**

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

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

Date(s): **November 23-24, 2001,
or May 3-4, 2002**
Fee: **\$195**
Instructor(s): **Velji, Savard**

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

Counsellors and others in helping roles often ask themselves how they can use their limited time more wisely. Skillfully asking questions is not only an art but also an important aspect of their role. In this workshop participants will explore the essentials of asking good questions: how to ask well-timed questions; themes related to

asking questions; discovering what your questioning style is and how to broaden it; making better use of time spent in the role of counsellor/helper; and why having good listening skills is not enough.

Date(s): **November 28-29, 2001,
or May 27-28, 2002**
Fee: **\$185**
Instructor(s): **Stoll**

NEW Advanced Clinical Training in Suicide Assessment, Management, and Treatment with Youth, Adults, and Older Adults: Level II (#EP256)

This workshop will have an assessment and treatment focus. Through skill-building exercises, we will develop constructive treatment plans, psycho-therapeutic interventions, and treatment strategies for challenging cases. This will be an opportunity to focus on transference and countertransference both as treatment issues and as a therapist self-care issue. Prerequisite(s): #EP245 or equivalent.

Date(s): **February 22-23, 2002**
Fee: **\$195**
Instructor(s): **Rosenfeld, Vangolen**

Doing Therapy Briefly: An Overview (#CFT710)

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

Date(s): **March 8, 2002**
Fee: **\$95**
Instructor(s): **Grigg**

NEW 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): **March 8-9, 2002**
 Fee: **\$195**
 Instructor(s): **Jones-Callahan**

Advanced Treatment Issues in Grief and Bereavement: Level II (#EP155A)

This course is for advanced therapists and private practitioners who are doing therapy in the area of grief and bereavement. Participants will apply their skills and some theoretical concepts to the assessment and treatment of challenging client issues through role-playing and group exercises. Some specialized techniques will be discussed. Incorporated throughout the workshop will be the concepts of establishing rapport, transference/counter-transference, and the importance of self-care. Prerequisite(s): #EP155 or equivalent.

Date(s): **March 27-28, 2002**
 Fee: **\$195**
 Instructor(s): **Rosenfeld, Vangolen**

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

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

clinical practice, protecting consumer rights, and meeting good standards of practice. *This course is also available on contract.*

Date(s): **April 10, 2002**
 Fee: **\$125**
 Instructor(s): **Walls, McEvoy**

Fostering and Encouraging Client Responsibility (#EP524)

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

Date(s): **April 15-16, 2002**
 Fee: **\$185**
 Instructor(s): **Stoll**

NEW Introducing Narrative Therapy: Ideas and Practices (#AD205)

A two-day workshop for counsellors, therapists, and health professionals interested in learning about what narrative therapy is and how it works to liberate people from problem-saturated stories. This therapeutic approach is centred on ideas of bearing witness to stories of pain and suffering and the real effects of oppression in people's lives. The workshop combines theory and clinical practices and participants will be introduced to skills to use in their work in collaborating with people to change their relationship to problems. Participants will learn how to externalize problems and have reauthoring conversations that can assist others in living their preferred lives. Issues relating to ethics, power, and the therapeutic relationship will be discussed. This workshop is interactive and includes individual and group exercises.

It is an excellent opportunity for counsellors using other therapeutic approaches to explore a therapy of social justice.

Date(s): **April 19-20, 2002**
 Fee: **\$195**
 Instructor(s): **Saville**

NEW Caught in the Middle: Conducting Effective Custody and Access Evaluations (#EP249)

This one-day workshop will focus on effective and practical methods for conducting custody and access evaluations as well as professional issues that must be considered when doing this work. Specific topics will include the role of the evaluator, the role of the expert witness, legal and ethical issues, custody/access evaluation protocols and methods, and psychological testing. This workshop will be useful for counsellors, social workers, and psychologists who are beginning to conduct evaluations. The workshop will be conducted by an experienced evaluator as well as a family law lawyer and psychologist familiar with psychological testing in a custody/access context.

Date(s): **April 26, 2002**
 Fee: **\$95**
 Instructor(s): **Finlay**

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

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

Date(s): **April 26-27, 2002**
 Fee: **\$195**
 Instructor(s): **Solanto**

NEW Women, Substance Use, and Experience of Violence/Abuse – Responding to the Connections (#AD211)

This course is designed to increase understanding of substance use issues and services on the part of those working with women who have experienced violence/trauma. Approaches to working with women facing interconnected violence, substance use, and mental health issues will be briefly explored. Participants will be encouraged to consider service policies and counselling practices that are supportive of change in women's substance use while they are simultaneously working on other significant health and social issues facing them. Participants are encouraged to bring dilemmas from their work for discussion.

Date(s): **May 13, 2002**
 Fee: \$95
 Instructor(s): Poole

Youth-Oriented Courses

NEW Viewing Narratives: Youth, Substance Misuse, and Imagery (#AD212)

Therapists, counsellors, social workers, and other health service professionals are sometimes frustrated in their efforts to relate with youth, particularly around substance misuse problems. In this two-day workshop participants will be introduced to the ideas and practices of art therapy and narrative therapy. Through discussion, examples, and experiential exercises (no art experience required), we will explore how these approaches to imagery can be used to externalize and develop individual narratives.

Date(s): **October 9-10, 2001**
 Fee: \$195
 Instructor(s): Farnsworth, Saville

NEW Early Intervention in Disordered Eating/Eating Disorders (#EP229)

This two-day workshop will provide participants with an understanding of female and male development and of the stressors of adolescence that make girls (and

some boys) vulnerable to disordered eating and eating disorders. The workshop will demystify eating disorders and provide participants with an understanding of how eating disorders develop, how to tell when someone is at risk, the psychological dynamics of eating disorders, and what the behaviours mean to girls (and some boys). Participants will learn basic counselling skills, including the Golden Rule of Counselling and other strategies, how to use a relational model to work with girls and boys, and how to support someone who has an eating disorder. Participants will have an opportunity to explore their own myths and attitudes around body size, as well as their own fears in working with someone who might have, or who might be at risk of having, an eating disorder. This workshop is for youth workers, fitness and dance instructors, support practitioners, parks and recreation staff, teachers, public health nurses, nutritionists, and counsellors in community and school settings who work with girls. It is designed to be highly participatory. The role-play, discussion, and exercises will draw upon participants' personal experiences and can be used in their work with girls and boys.

Date(s): **May 6-7, 2002**
 Fee: \$195
 Instructor(s): Friedman

NEW Just for Girls (#EP228)

Just for Girls is an eating disorder prevention program in use all over British Columbia. This two-day workshop is for female youth workers, support practitioners, parks and recreation staff, teachers, public health nurses, nutritionists, and counsellors in community and school settings who work with girls. It will provide participants who are already facilitating groups with an opportunity to enhance their practice and network with others. It will teach women who would like to facilitate groups the skills to do so. Participants will develop an understanding of female development and of the changes in girls' lives and bodies during adolescence that contribute to their silencing and loss of self. They will learn how to use a relational model to work with girls. The workshop will teach participants how to start their own group, how to recruit girls, how to deal with problems or glitches as

they arise, how to implement the Just for Girls model, and how to adapt it to address different age groups and various prevention or intervention issues such as eating disorders, smoking, and teen pregnancy. Participants will develop skills for facilitating a group as well as basic counselling skills. This workshop is designed to be highly participatory. The role-play, simulated groups, and exercises will draw upon participants' own personal experiences and can be used in groups that they later facilitate.

Date(s): **October 22-23, 2001**
 Fee: \$95
 Instructor(s): Friedman

Early Intervention in Disordered Eating/Eating Disorders (#EP229)

Just for Girls (#EP228)

Both of Sandra Friedman's courses can be offered on a contract basis throughout the province. For more information on bringing these programs to your community, please contact Cheryl Bell-Gadsby at (604) 528-5626 or e-mail cgadsby@jibc.bc.ca, or Natalie Clark at (604) 528-5627 or e-mail nclark@jibc.bc.ca.

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

For a course description, see page 16 in the Child Abuse and Trauma category.

Date(s): **November 7-8, 2001**
 Fee: \$195
 Instructor(s): Bell-Gadsby, Clark

Supporting Females Through the Crisis of Adolescence (#CY190)

This workshop is for counsellors, youth workers, and support practitioners who are working with young women. Participants will review current theories of female adolescent development, consider cultural and societal constructs of femininity, and apply these theories to their day-to-day interactions with adolescent girls. The course will explore relational tools to facilitate a young woman's exploration of

self, and will highlight creative interventions for addressing the developmental issues and crises. The course may be taken as an elective in the Working with Youth in Community Settings Certificate Program.

Date(s): **November 21-22, 2001**
 Fee: **\$195**
 Instructor(s): **Clark, Redenbach**

NEW Voices from Youth: Sharing Their Journey Through Substance Misuse (#AD213)

This two-day workshop is for youth workers, social workers, counsellors, alcohol and drug counsellors, support practitioners, residential care providers, and others who are interested in working with substance-misusing youth. This workshop emphasizes the value of understanding youth and ourselves, the importance of building supportive relationships, and ways to provide effective services to youth. Participants will gain a deeper understanding of substance misuse among adolescents by listening to the voices of youth. Young adults will speak about ethno-cultural issues, the sexual exploitation of youth, and their connection to substance misuse. A panel of youth will also teach participants about the effective support and services they experience during their change process.

Date(s): **November 26-27, 2001**
 Fee: **\$195**
 Instructor(s): **Snowden, Crabtree**

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 B.C. Teachers Federation and integrated into the curriculum in many school districts throughout B.C. 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 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 30 –
 December 1, 2001, or
 May 31 – June 1, 2002**
 Fee: **\$195**
 Instructor(s): **Roberts**

NEW Harassment and Bullying: Providing Appropriate Intervention for At-Risk Immigrant and Second-Generation Minority Youth (#EP563)

This course is designed for anyone working with and/or providing services to youth, such as teachers, counsellors, therapists, youth workers, social workers, and sports/recreational programmers. Immigrant and second-generation minority youth are often more vulnerable than their mainstream peers and are more likely to be the victims of bullying and harassment incidents. Yet, effective intervention and programming initiatives often overlook the diversity of experiences and needs of this population, and the intersections of race, age, and gender, and are therefore not inclusive of all youth. This course will provide an overview of identity development and cultural adaptation. It will also discuss and explore some practical tools and strategies for effective service provision and intervention, with a particular focus on harassment and bullying.

Date(s): **December 7-8, 2001**
 Fee: **\$195**
 Instructor(s): **Batth, Aruliah**

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

This workshop is for youth workers, social workers, counsellors, alcohol and drug counsellors, support practitioners, residential care providers, and other related workers who are interested in working with substance-misusing youth. The workshop recognizes the unique differences between youth and adults who struggle with substance abuse issues. Basic substance misuse information will be reviewed, with emphasis on how to apply the material specifically to youth. Participants will review models of substance misuse, harm reduction, stages of use, and the model of change through a youth lens. Participants will learn how to implement tools that will help youths assess their own substance use and how to create services that are effective with substance-misusing youth.

Date(s): **March 4-5, 2002**
 Fee: **\$195**
 Instructor(s): **Snowden, Crabtree**

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

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

Date(s): **June 6-7, 2002**
 Fee: **\$195**
 Instructor(s): **Clark, Manhas**



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 new certificate program will facilitate a better understanding of how to do this in an ethical and comprehensive manner.

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


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

WHO SHOULD ATTEND?

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

REGISTRATION?

- Recommended registration deadline is 10 working days prior to start of course.
- \$25 non-refundable admissions fee.

 The admission form may be found on page 65. For more detailed information on course content and admission requirements, please contact Cheryl Bell-Gadsby at (604) 528-5626 or e-mail cgadsby@jibc.bc.ca.

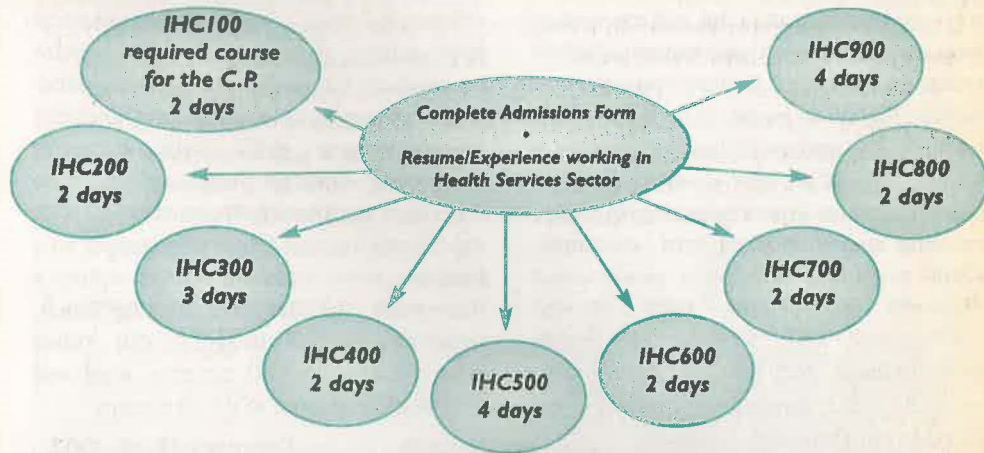
CREATIVE AND EXPRESSIVE THERAPIES

INTEGRATIVE HEALING CERTIFICATE PROGRAM

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

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

RECOMMENDED SEQUENCE OF COURSES:



Introduction to Integrative Therapeutic Approaches (#IHC100)

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

Date(s): **October 18-19, 2001**

Fee: **\$195**

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

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

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

Participants will learn how to:

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

Date(s): **October 30-31, 2001**

Fee: **\$195**

Instructor(s): Solanto, Herbert

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

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

Length: Three days
Date(s): November 26-28, 2001
Fee: \$225
Instructor(s): Laird

Healing and the Human Energy Field (#IHC600)

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

Date(s): January 28-29, 2002
Fee: \$195
Instructor(s): Jennings

Integrating Energetic Bodywork into the Counselling Process (#IHC400)

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

Date(s): February 18-19, 2002
Fee: \$195
Instructor(s): Bell-Gadsby

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

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

Length: Four days
Date(s): March 20-21 & April 4-5, 2002
Fee: \$325
Instructor(s): Thomas

Ethical Issues for Integrative Healing Practitioners (#IHC700)

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

Date(s): May 6-7, 2002
Fee: \$195
Instructor(s): Bixler

Integration of Spirituality and Counselling (#IHC800)

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

Date(s): June 6-7, 2002
Fee: \$195
Instructor(s): Newman

Integrative Healing Clinical Practice Consultation (#IHC900)

This course will provide a forum for participants to evaluate and integrate the concepts and skills presented throughout the Integrative Healing Certificate Program. Participants will present audio- and/or videotaped segments of their work with clients (from their practice) for exploration and feedback in a small-group setting. Participation in this consultation group is required for candidates to receive the certificate of achievement. This course is open to certificate students only.

Length: Four days
 Date(s): **September 19-22, 2001,**
 or **February 20 &**
September 18-20, 2002
 Fee: \$325
 Instructor(s): Program Instructors




Post-Graduate Diploma in Clinical Art Therapy*

PURPOSE

The Justice Institute is pleased to announce a new relationship/agreement with the BC School of Art Therapy in Victoria to offer pilot programs for the Post-Bachelor Diploma and the Post-Master Certificate in Clinical Art Therapy. As the programs replicate the academic curriculum offered by the BCSAT and is conducted under its auspices, successful graduates will be qualified to become professional art therapists. The programs are intended to accommodate the scheduling needs of mental health care practitioners currently working in the field. Thus, the programs have been extended over four years, with courses being offered in monthly segments, on weekends. The programs include academic study, experiential practice, practicum training, and a thesis for diploma students. Instructors will be registered art therapists, expressive arts therapists, and clinicians.

WHO SHOULD ATTEND?

In compliance with the BCSAT admission requirements, application to the Post-Bachelor Diploma or Post Master Certificate in Clinical Art Therapy is open to those who have completed a Bachelor or Master degree in a related field, have demonstrated fundamental skills and proficiency in the visual arts, and have successfully completed a minimum number of hours of visual arts, psychology, and counselling course work. It is recommended that they have the equivalency of minimum of 2 years clinical experience in the mental health profession. It is strongly recommended that candidates have completed the equivalent of one year of psychotherapy with an accredited clinician.

 For further information regarding admission requirements and procedure, fee and course schedules, and program brochure, please contact Katherine Kortikow, the Program Coordinator at (604) 323-1778.

** Subject to Private Post-Secondary Education Commission of BC Approval*

TRAIN FOR A NEW CAREER! PROFESSIONAL ART THERAPIST

* The Post-Bachelor Diploma or Post-Master Certificate in Art Therapy is designed to be completed in four years. Depending on availability and scheduling, both core and elective courses may be taken at the Justice Institute campus in New Westminster or at the BCSAT in Victoria.

Unless otherwise noted, each of the three courses offered per semester (September to December and January to April) will be held once a month or once every two months.

For further information regarding admission requirements and procedure, and fee and course schedules, please contact:

Katherine Kortikow

Program Coordinator

Post-graduate Diploma or Certificate in Clinical Art Therapy

(604) 323-1778

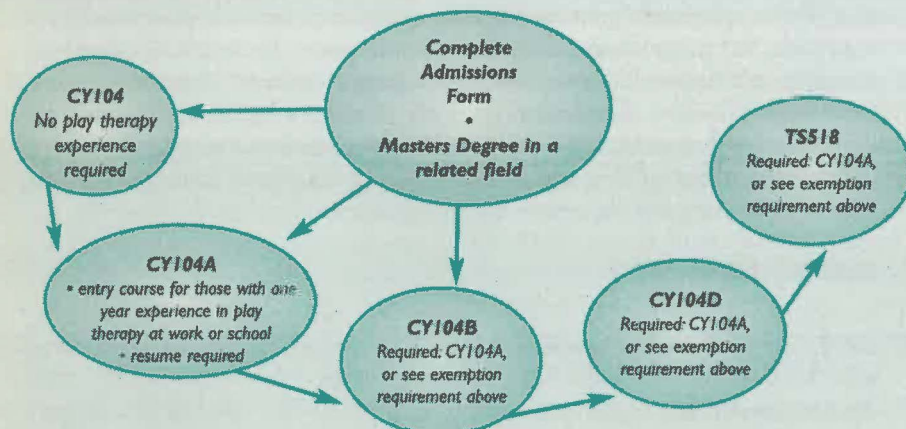
** Subject to Private Post-Secondary Education Commission of BC Approval*



ART & PLAY THERAPY SERIES

- Students with master's degree may apply for CEU towards registration with the Art & Play Therapy Association.
- Contact the Center for Expressive Therapy Continuing Education at (250) 355-1829
- The CY104A pre-requisite may be exempted if the student submits a resume with 3 years experience in play therapy and work with abused/traumatized children.

RECOMMENDED SEQUENCE OF COURSES:



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 24-25, 2001, or February 12-13, or July 9-10, 2002**
 Fee: **\$195**
 Instructor(s): **Dhaese**

Child-Centred Play Therapy (#CY104A)

This course is for practitioners who use play and various expressive therapies in their work with children. Child-centred play therapy is an exploration of the process built on the content presented in #CY104. The workshop includes guiding principles of child-centred play therapy, the intake process, setting up a playroom, how to structure the session, when to lead and when to follow, and permissiveness and

limits. These issues will be illustrated by a videotape of excerpts from sessions and practised through role-plays.

Date(s): **October 26-27, 2001, or February 14-15, or July 11-12, 2002**
 Fee: **\$195**
 Instructor(s): **Dhaese**

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

This course is for practitioners who use art and play therapy in their work with children who have experienced and disclosed neglect and abuse. Course content reviews theoretical principles underlying the use of art and play therapy with traumatized children, illustrates ways of addressing the main clinical issues of neglected and abused children, and examines the recurring images that emerge in children's play and art (through the various stages of therapy). *It is required that participants take #CY104 and/or #CY104A before registering for this course. This course is an elective in #CSA105.*

Date(s): **November 16-17, 2001, or March 12-13, 2002**
 Fee: **\$225**
 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, and other traumas. Participants will explore the stages of grieving, examine children's reactions to loss through the developmental stages, and discuss principles of using expressive therapies with grieving children. The needs of children at each stage of the grieving process, and corresponding expressive methods to help these children deal with the issues, will be presented. The recurring images in the art and play of grieving children will be shown in a slide presentation. *It is required that participants take Expressive Play Therapy Methods (#CY104) or Child-Centred Play Therapy (#CY104A) before registering for this course.*

Date(s): **March 14-15, 2002**
 Fee: **\$225**
 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). This course is an elective in #CSA105.*

Date(s): **May 10-11, 2002**
 Fee: **\$225**
 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 level training required to become a professional art therapist. The course will provide introductory information on the theory and practice of art therapy, enabling participants to use this powerful therapeutic medium with effectiveness, skill, and ethical integrity. Areas covered will include the therapeutic benefits and contraindications of art therapy; ethical and liability issues; creating and maintaining an art therapeutic environment; vicarious traumatization; and boundary management. Opportunities will be provided for experiential exercises and case studies.

Date(s): **October 15-16, 2001,
or March 25-26, 2002**

Fee: **\$195**

Instructor(s): **Franz**

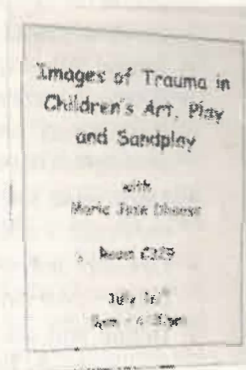
Art Therapy in Early Stages of Addiction Recovery (#AD210)

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

Date(s): **February 18-19, 2002**

Fee: **\$195 + \$15
supplies charge
(Total cost = \$210)**

Instructor(s): **Franz**





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).



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

COURSE TIMES

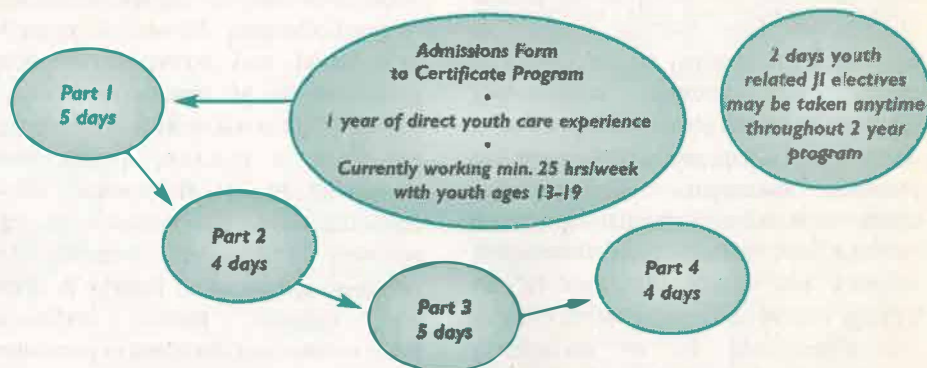
Classes in this certificate program are in session from 9:00 to 4:30.

WORKING WITH YOUTH

WORKING WITH YOUTH IN COMMUNITY SETTINGS CERTIFICATE PROGRAM

- 20 days (140 hours)
- Complete within 2 years
- \$25 non-refundable admission fee.
- Program completed in sequence with same group of participants

REQUIRED SEQUENCE OF COURSES:



Core Learning Objectives

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

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

Working with Youth in Community Settings Certificate Program (Parts 1, 2, 3, and 4) (#CV169)

Length: Eighteen days

Fee: \$1200

Date(s): Part 1 - January 21-25, 2002
Part 2 - February 25-28, 2002
Part 3 - April 8-12, 2002
Part 4 - May 13-16, 2002

Instructor(s): Hardy, Joy, Verkerk

NEW TRANSFER CREDIT

Students who wish to earn transfer credit and apply it to a college or university Child and Youth Care diploma or degree can enter a Transfer Credit Stream for this program. More information on this stream will be available in the Fall of 2001.

PURPOSE

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

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

WHO SHOULD ATTEND?

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

HOW IS IT OFFERED?

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

FEES

\$1825. Participants cannot register for individual courses but must take the entire program. There is a non-refundable \$25 application fee. A required textbook will cost approximately \$45. An admission form may be found on page 65.

COURSE TIMES

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

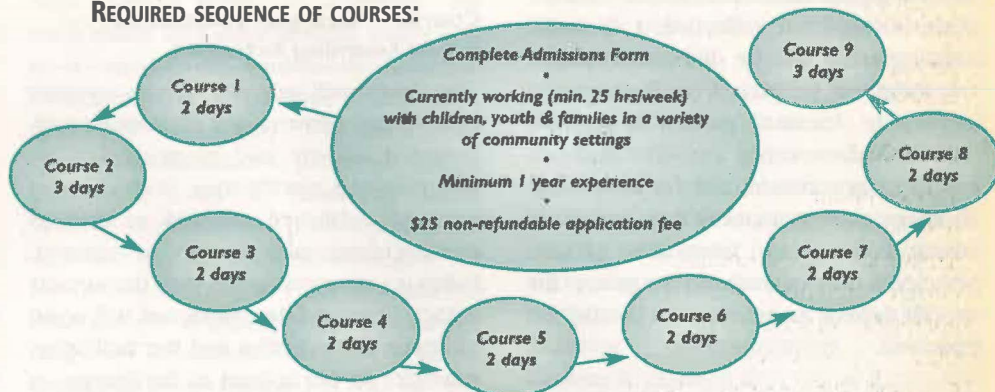
WORKING WITH YOUTH

ADVENTURE BASED LEARNING CERTIFICATE PROGRAM

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

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

REQUIRED SEQUENCE OF COURSES:



Adventure-Based Learning Certificate Program (#CY220)

Course 1: Theories and Foundations of Adventure-Based Learning

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

Course 2: 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

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)

Length: Twenty days

Fee: \$1825 (\$25 application fee)

Date(s): Course 1: November 23-24, 2001

Course 2: December 6-8, 2001

Course 3: January 11-12, 2002

Course 4: January 25-26, 2002

Course 5: February 1-2, 2002


Course 6: February 15-16, 2002

Course 7: March 1-2, 2002

Course 8: March 15-16, 2002

Course 9: April 4-6, 2002

Instructor(s): Cone, Loewen, Moore, Solanto

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



Social Services & Community Safety Division

Making Connections: Working Through Conflict with Youth

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

The first two-day course in the Making Connections: Working Through Conflict with Youth series is designed as an introduction to effective conflict resolution skills for participants who work with youth in a variety of community settings. Participants will increase their awareness of their own beliefs about conflict, and the impact of these beliefs on their actions when working through conflict situations with young people; assess their skills in resolving difficult situations with youth; identify and practise non-coercive collaborative processes for resolving youth-related conflicts; and develop key skills such as assertive expression, non-defensive listening, and self-management.

Date(s): **November 7-8, 2001, or February 18-19, 2002**
 Fee: \$185
 Instructor(s): Govorchin

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

The second course in the Making Connections: Working Through Conflict with Youth series is designed for participants who work directly with youth in a variety of community settings. Participants will examine their own responses to highly emotional and aggressive behaviours in youth; strengthen their skill level in managing these behaviours; explore and practise a range of defusing and limit-setting strategies for responding to youth in crisis; and practise strategies for coaching youth to manage their own behaviours. (Course 1 must be completed before Course 2 or 3.)

Date(s): **March 11-12, 2002**
 Fee: \$185
 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. (Course 1 must be completed before Course 2 or 3.)

Date(s): **May 6-7, 2002**
 Fee: \$225
 Instructor(s): Govorchin

Youth Care-Related Courses

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

This two-day course is designed to respond to the changing complexities of working with youth who have moderate to high needs. Child and youth care workers are frequently expected to work with youth who may display behaviours that can be challenging, aggressive, violent, suicidal, and/or chemical-dependent. Participants will have the opportunity to share ideas, deal with specific on-the-job realities, and meet with community-based professionals who manage these issues on a daily basis. The course will focus on specific practical interventions with a range of behaviours such as motivational issues, manipulation, mental health issues, violent offenders, sexual intrusiveness, and aggression. Participants will discuss the real numbers behind high-risk statistics and examine the changes in the field and how to

access resources to help in their work with young people.

Date(s): **October 17-18, 2001, or April 15-16, 2002**
 Fee: \$185
 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. Participants must have completed #CY185 or have permission from the Program Coordinator.

Date(s): **May 27, 2002**
 Fee: \$125
 Instructor(s): Hardy

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

For a course description, see page 28 in the Counselling and Supportive Interventions category.

Date(s): **March 4-5, 2002**
 Fee: \$195
 Instructor(s): Snowden, Crabtree

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

For a course description, see page 28 in the Counselling and Supportive Interventions category.

Date(s): **November 30 – December 1, 2001, or May 31 – June 1, 2002**
 Fee: \$195
 Instructor(s): Roberts

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

For a course description, see page 28 in the Counselling and Supportive Interventions category.

Date(s): **June 6-7, 2002**
 Fee: **\$195**
 Instructor(s): **Clark, Manhas**

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

For a course description, see page 17 in the Child Abuse and Trauma category.

Length: **Three days**
 Date(s): **November 19-21, 2001**
 Fee: **\$195**
 Instructor(s): **Castellanos, Gray-Smith**

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

For a course description, see page 17 in the Child Abuse and Trauma category.

Date(s): **April 3-4, 2002**
 Fee: **\$185**
 Instructor(s): **Castellanos**

Becoming a More Effective Counsellor (#EP508)

For a course description, see page 23 in the Counselling and Supportive Interventions category.

Date(s): **October 22-23, 2001,
or March 25-26, 2002**
 Fee: **\$185**
 Instructor(s): **Stoll**

Building on Client Strengths (#EP196)

For a course description, see page 24 in the Counselling and Supportive Interventions category.

Date(s): **November 13-14, 2001,
or March 27-28, 2002**
 Fee: **\$185**
 Instructor(s): **Stoll**

Supporting Females Through the Crisis of Adolescence (#CY190)

For a course description, see page 27 in the Counselling and Supportive Interventions category.

Date(s): **November 21-22, 2001**
 Fee: **\$195**
 Instructor(s): **Clark, Redenbach**

Facilitating Parenting Groups – Essential Skills (#EP586)

For a course description, see page 24 in the Counselling and Supportive Interventions category.

Date(s): **November 19-20, 2001,
May 13-14, 2002**
 Fee: **\$185**
 Instructor(s): **Stoll**



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NEW Just for Girls (#EP228)

Just for Girls is an eating disorder prevention program in use all over British Columbia. This two-day workshop is for female youth workers, support practitioners, parks and recreation staff, teachers, public health nurses, nutritionists, and counsellors in community and school settings who work with girls. It will provide participants who are already facilitating groups with an opportunity to enhance their practice and network with others. It will teach women who would like to facilitate groups the skills to do so. Participants will develop an understanding of female development and of the changes in girls' lives and bodies during adolescence that contribute to their silencing and loss of self. They will learn how to use a relational model to work with girls. The workshop will teach participants how to start their own group, how to recruit girls, how to deal with problems or glitches as they arise, how to implement the Just for Girls model, and how to adapt it to address different age groups and various prevention or intervention issues such as eating disorders, smoking, and teen pregnancy. Participants will develop skills for facilitating a group as well as well as basic counselling skills. This workshop is designed to be highly participatory. The role-play, simulated groups, and exercises will draw upon participants' own personal experiences and can be used in groups that they later facilitate.

Date(s): **October 22-23, 2001**
 Fee: **\$195**
 Instructor(s): **Friedman**

Group Work with Women Who Have Experienced Violence (#EP301)

Day 1 of this workshop will provide participants with an understanding of the roles and dynamics of group work as a counselling approach with women who have experienced abuse or violence. Participants will examine their own experience and beliefs about group work while learning about group dynamics and facilitation skills. The topics covered will be: purpose of groups, benefits/challenges of groups, various group formats, and stages of groups. Day 2 will focus on effective intervention strategies in a group format

while maintaining a safe group environment. Participants will have an opportunity to learn how facilitators can play a therapeutic role with each woman while paying attention to the dynamics of group learning and group support. Appropriate intervention and tools will be introduced to address issues such as flashbacks, anger, attachment, and low self-esteem. This workshop is intended for counsellors working with women who have experienced violence who want to use a therapeutic group format in addition to individual and/or support group work.

Date(s): **November 1-2, 2001**
 Fee: **\$185**
 Instructor(s): **Kang**

Safe Teen, 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 B.C. Teachers Federation and integrated into the curriculum in many school districts throughout B.C. 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 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 30 –
 December 1, 2001, or
 May 31 – June 1, 2002**
 Fee: **\$195**
 Instructor(s): **Roberts**

Violence Against Women in Relationships Core Training (#EP193)

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

Date(s): **February 15-16, 2002**
 Fee: **\$185**
 Instructor(s): **Kang**



**NEW Early Intervention in
Disordered Eating/Eating Disorders
(#EP229)**

This two-day workshop will provide participants with an understanding of female and male development and of the stressors of adolescence that make girls (and some boys) vulnerable to disordered eating and eating disorders. The workshop will demystify eating disorders and provide participants with an understanding of how eating disorders develop, how to tell when someone is at risk, the psychological dynamics of eating disorders, and what the behaviours mean to girls (and some boys). Participants will learn basic counselling skills, including the Golden Rule of Counselling and other strategies, how to use a relational model to work with girls and boys, and how to support someone who has an eating disorder. Participants will have an opportunity to explore their own myths and attitudes around body size, as well as their own fears in working with someone who might have, or who might be at risk of having, an eating disorder. This workshop is for youth workers, fitness and dance instructors, support practitioners, parks and recreation staff, teachers, public health nurses, nutritionists, and counsellors in community and school settings who work with girls. It is designed to be highly participatory. The role-play, discussion, and exercises will draw upon participants' personal experiences and can be used in their work with girls and boys.

Date(s): **May 6-7, 2002**
Fee: **\$195**
Instructor(s): **Friedman**

**Violence Against Women –
Advanced Skills for Practitioners
(#EP220)**

This two-day workshop explores the use of the Transtheoretical Model of Change as an effective approach to understanding the challenges for women who are currently in violent relationships. By understanding the stages of change and the corresponding barriers to safety that women may experience, workers can support women as they move through the stages of change leading toward and maintaining positive action. Through discussion and case studies,

participants will have an opportunity to examine the Transtheoretical Model of Change as it applies to work with women who are in abusive relationships, explore specific approaches that arise out of using this model, and observe and apply specific methods through the use of case studies. This course is for transition house and women's centre staff, counsellors, social workers, and mental health professionals who work with women who have experienced violence. Priority will be given to participants who have taken previous training in working with this client population.

Date(s): **May 24-25, 2002**
Fee: **\$185**
Instructor(s): **Davidson**

**Supporting Females Through the
Crisis of Adolescence (#CY190)**

For a course description, see page 27 in the Counselling and Supportive Interventions category.

Date(s): **November 21-22, 2001**
Fee: **\$195**
Instructor(s): **Clark, Redenbach**

**Special Event - Involving Girls and
Women in Physical Activity and
Sports (#SPE110)**

For a course description, see page 9 in the Special Events category.

Date(s): **February 13, 2002**
Fee: **\$95**
Instructor(s): **Batth, Fenton, Friedman,
Kopelow, Lawrence,
Ready**

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

For a course description, see page 28 in the Counselling and Supportive Interventions category.

Date(s): **June 6-7, 2002**
Fee: **\$195**
Instructor(s): **Clark, Manhas**

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

For a course description, see page 54 in the Victim Services category.

Length: **One day**
Date(s): **TBA**
Fee: **\$25 for persons who
are not employed in
Ministry of Attorney
General-funded
programs**
Instructor(s): **Meister, Robinson**

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

For a course description, see page 16 in the Child Abuse and Trauma category.

Date(s): **November 7-8, 2001**
Fee: **\$195**
Instructor(s): **Bell-Gadsby, Clark**

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.

MANAGEMENT DEVELOPMENT

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

- Residential Care Management
- Management Skills Training
- Trainer Development

Courses in the Management Development for Residential Settings Certificate Program require that front-line managers and supervisors who work in residential and

vocational settings have completed an application form and are accepted into the certificate program. See below for full details. Other Residential Care courses listed on page 43 are open for enrollment to all managers who work in the residential/vocational field, and do not require acceptance into the certificate program.

Courses in the Management Skills Training category include the Basic Supervisory Certificate Program and a number of individual courses on a variety of topics. The individual courses may be used as electives in the Basic Supervisory Certificate Program, and are also open for general enrollment. Several individual courses

expand on subjects introduced in the Basic Supervisory Certificate Program; all the courses address current or emerging workplace issues. The courses in the Management Skills Training category will be of interest to supervisors and managers from both the public and private sectors.

For information on Trainer Development courses, see page 49.

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

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).

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

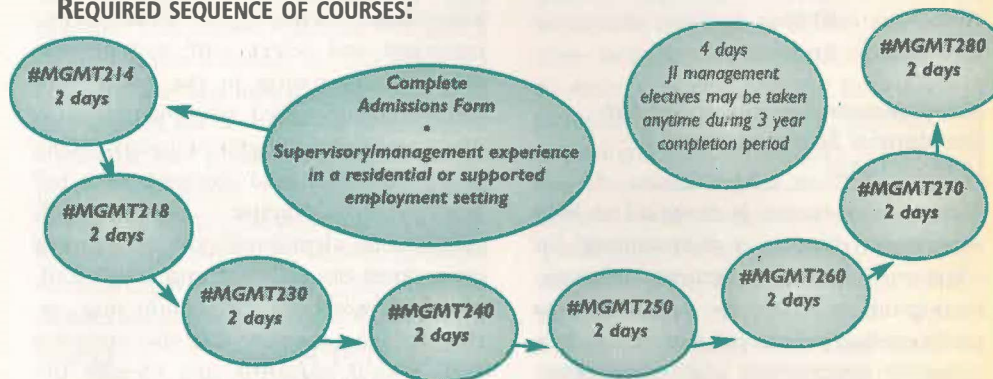
RESIDENTIAL CARE MANAGEMENT

MANAGEMENT DEVELOPMENT FOR RESIDENTIAL SETTINGS CERTIFICATE PROGRAM

- 20 days (140 hours)
- Complete within 3 years

- Courses must be completed in sequence unless approved by coordinator
- 4 seats open to non-supervisors

REQUIRED SEQUENCE OF COURSES:



Core Courses

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

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

Date(s): September 27-28, 2001, or January 29-30, 2002, or May 1-2, 2002
Fee: \$190
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 9-10, 2001, or February 18-19, 2002, or June 10-11, 2002
Fee: \$190
Instructor(s): L. Keenan

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

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

Date(s): **October 25-26, 2001, or
March 4-5, 2002**
Fee: \$190
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 15-16, 2001, or
April 4-5, 2002**
Fee: \$190
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 3-4, 2001, or
April 29-30, 2002**
Fee: \$190
Instructor(s): L. Keenan

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

This two-day course is designed to help supervisors write job descriptions, interview and select staff, and provide effective orientation in the context of residential/supported employment facilities. Participants will gain an understanding of the functions and elements of a job description, practise writing job descriptions, identify effective recruitment procedures for full-time and relief staff, practise methods for conducting an effective job interview that also complies with ethical standards, and identify the elements of a successful orientation.

Date(s): **December 12-13, 2001, or
May 21-22, 2002**
Fee: \$190
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 31 – February 1,
or June 12-13, 2002**
Fee: \$190
Instructor(s): Rob 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 13-14, 2002, or
July 3-4, 2002**
Fee: \$190
Instructor(s): TBA

Executive Development Series

In response to the feedback we received from our feasibility study regarding Executive Development for senior managers in the Social Services Sector, we are pleased to announce two special events to be held in the Spring and Fall of 2002. A detailed brochure will be mailed out in Fall 2001 and made available on our web site. Stay tuned.

ELECTIVES

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

- Beyond the Outcome Statement: Advanced Quality Assurance Techniques (#MGMT381)
- Clear and Simple: A Course on Writing Memos, Letters, and Reports (#MGMT212)
- Coaching for Improved Performance (#MGMT332)
- Creativity-Based Solutions: New Tools for Managing People and Problems (#MGMT342)
- Facilitating for Results: Helping Groups to Succeed (#MGMT306)
- Fundamentals of Instructional Planning (#TD300)
- Ideas for Active Learning (#TD100)
- Instructional Skills, Level 1 (#TD200)
- Integrating Occupational Competencies in the Workplace: The Manager's Role (#MGMT117)
- Managing 'Round the Clock (#MGMT358)
- People Problems: How to Supervise Challenging Employees (#MGMT315)
- Project Management Fundamentals and Applications (#MGMT378)
- Quality Assurance, Best Practice, and You: The Manager's Role (#MGMT380)
- Risky Business: Risk Management Skills for Managers (#MGMT111)
- Self-Directed Work Teams (#MGMT345)
- Together We Stand: Effective Team Building (#MGMT120)
- Values-Based Policy Development: A Process for Organizational Effectiveness (#MGMT331)
- Values-Based Strategic Planning: The Foundation of Organizational Effectiveness (#MGMT336)
- Whose Home Is It Anyway? The Manager's Role: Client-Focused Principles and Practice (#MGMT112)
- Working with Groups in Instructional Settings (#TD320)

For additional training opportunities in stress and trauma management, please see our newly revised Critical Incident Stress and Trauma Management Certificate Program on page 52.

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

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

Date(s): **October 15-16, 2001,
or April 2-3, 2002**
Fee: \$190
Instructor(s): Eni, Mercer

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

This course is designed as an introductory course to quality assurance systems to help managers who are facing the reality of accreditation, monitoring, and licensing requirements. Participants will gain a thorough understanding of the role of informal and formal quality assurance systems in service delivery; examine these systems in their own workplace; and increase the use of effective formal and informal monitoring. Practical skill development will include ways to identify, develop, and implement "best practices" within an organization's service; how to design action plans to address areas where

"best practice" is not being achieved; and how to implement systems to improve service quality.

Date(s): **November 28-29, 2001,
or April 24-25, 2002**
Fee: \$190
Instructor(s): Keilty, McClellan

NEW 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. Building from the introductory stage of understanding the relationship between external and internal quality assurance systems, this course moves past planning for quality services into the implementation cycle. The course provides managers with a systematic framework for implementing quality assurance methods in the workplace, and focuses on how to evaluate these strategies. Participants will learn how to take services beyond the stage of articulating the desired outcome to achieving results. Participants 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): **January 14-15, 2002**
Fee: \$190
Instructor(s): Keilty, McClellan

NEW 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 to respond 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. Further, you will 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): **December 5-6, 2001,
or June 24-25, 2002**
Fee: **\$190**
Instructor(s): **Barnett, Mitchell**

NEW Strategic Communications Planning for Social Service Organizations (#MGMT324)*

People learn about an organization's activities in many ways – through the newspapers, on the Web, via annual reports and newsletters, from community involvement and activity, and from faxes, e-mail, and the ever-important word of mouth.

This two-day course is designed for participants who have a communications role within their social service organization and have not had much formal training in communications planning. The course will focus on strategies for social service organizations to clearly articulate their messages through the development of a communications plan. Social services organizations that have a clear, well thought through communications plan are more likely to be heard by the people they intend to reach. Participants will learn how to develop specific objectives and messages for their organization's communication plan; identify key stakeholders and their characteristics; develop communications strategies in the event of a critical incident; and define the most effective means of communicating their messages. They will also practice the use of various communications strategies.

Date(s): **November 7-8, 2001,
or May 29-30, 2002**
Fee: **\$190**
Instructor(s): **Keilty, McClellan**

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

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

Date(s): **December 10-11, 2001,
or May 6-7, 2002**
Fee: **\$190**
Instructor(s): **L. Keenan**

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

This course is for managers and supervisors who wish to strengthen and maintain a client-focused environment that adheres to the principles of self-determination and empowerment. The course will address the challenges that managers and supervisors encounter when balancing complex support requirements with the need to respect the individuality of the person with a disability. Participants will gain an understanding of how to promote client-focused practice in all aspects of their jobs, including team meetings, personal planning meetings, and health care decision making. Normalization, inclusion, discomfort with disability, language, and sexuality are topics that will be included.

Date(s): **November 5-6, 2001,
or June 3-4, 2002**
Fee: **\$190**
Instructor(s): **Barnett, Scott**

Managing 'Round the Clock (#MGMT358)

For a course description, see page 47 in the Management Skills Training category.

Date(s): **October 17, 2001
or February 6, 2002**
Time: **9:00 am – 5:00 pm**
Fee: **\$125**
Instructor(s): **Severn**

CONTRACT COURSES

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

COURSES IN VICTORIA

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

OTHER COURSES OF INTEREST

For additional training opportunities in stress and trauma management, please see the newly revised Critical Incident Stress and Trauma Management Certificate Program on page 52.

RISK MANAGEMENT: We're All in This Together

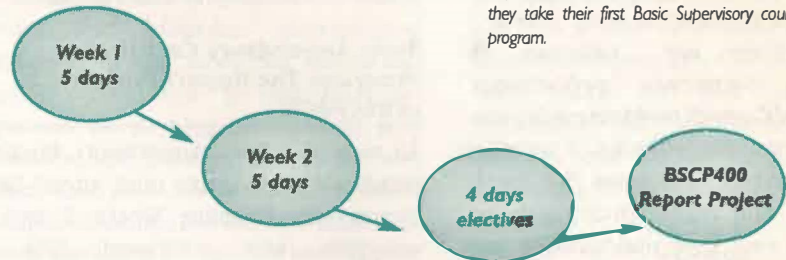
Raise awareness of risk management principals for caregiving professionals. Video with Facilitator and Participant Guides.
See page 63

BASIC SUPERVISORY CERTIFICATE PROGRAM

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

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

RECOMMENDED SEQUENCE OF COURSES:



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

PURPOSE

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

WHO SHOULD ATTEND

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

TO OBTAIN A CERTIFICATE

To obtain the Basic Supervisory Certificate, you must first complete the required core courses and electives. Upon completion of the courses, register in the Report Project (#BSCP400) through Registration and receive a package outlining the steps and report requirements. Successfully complete the written report that shows you have met the goals of the program. The report will be based on an actual intervention that you have completed in your workplace or volunteer organization. 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, or contact the Program Assistant, Nadine Wolitski, at (604) 528-5619 or e-mail nwolitski@jibc.bc.ca.

Core Courses

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

Basic Supervisory Program, Week 1 (#BSCP200)

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

Length: Five days
Date(s): October 1-5, 2001, or January 28 – February 1, or March 11-15, 2002 or May 13-17, or June 10-14, 2002 (Vancouver Maritime Museum)

Time: 8:30 am – 4:30 pm
Fee: \$500
Instructor(s): Ryane Consulting Inc.

Basic Supervisory Program, Week 1, is offered in two parts for those unable to attend a week-long course. The two parts are the equivalent of #BSCP200.

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

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

Date(s): September 24-25, 2001, or October 22-23, 2001, or June 10-11, 2002
Time: 8:30 am – 4:30 pm
Fee: \$200
Instructor(s): Ryane Consulting Inc.

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

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

Length: Three days
Date(s): November 19-21, 2001, or December 5-7, 2001, or July 15-17, 2002
Time: 8:30 am – 4:30 pm
Fee: \$300
Instructor(s): Ryane Consulting Inc.



Basic Supervisory Program, Week 2 (#BSCP300)

Week 2 of the Basic Supervisory Program is for people who have completed Week 1 of the program and wish to further develop their supervisory skills and knowledge. This course uses short lectures, discussion groups, case studies, and practice sessions to build on the skills gained in Week 1. Week 2 addresses three key challenges of supervisors: completing performance appraisals, dealing with problem employees, and building an effective team. It includes practical exercises to improve the team's cooperation and commitment, and the supervisor's own time management and meeting skills. Participants are encouraged to share ideas and concerns encountered in their role as a supervisor. Prerequisite(s): Basic Supervisory Program, Week 1. Enrolment is limited to 16.

Length: Five days
Date(s): April 8-12, 2002
Time: 8:30 am - 4:30 pm
Fee: \$500
Instructor(s): A consultant with
Ryane Consulting Inc.

Basic Supervisory Program, Week 2, is offered in two parts for those unable to attend a week-long course. The two parts are the equivalent of #BSCP300.

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

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

Date(s): November 26-27, 2001
Time: 8:30 am - 4:30 pm
Fee: \$200
Instructor(s): Ryane Consulting Inc.

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

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

(#BSCP200 or #BSCP210 and #BSCP220), and Basic Supervisory Program, Week 2, Part A (#BSCP310).

Length: Three days
Date(s): December 10-12, 2001
Time: 8:30 am - 4:30 pm
Fee: \$300
Instructor(s): Ryane Consulting Inc.

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

To receive a Basic Supervisory Program certificate, participants must attend Basic Supervisory Program, Weeks 1 and 2; complete four additional days of management skills courses offered by Social Services & Community Safety Division; and successfully complete a written report that shows that they have met the goals of the program. The report will be based on an actual intervention completed in the workplace or in a volunteer organization. Certificate program requirements must be completed within three years. Students who took their first course in the program prior to January 2000 will have until January 2003 to complete the certificate requirements. All other students will have three years from the date they take their first Basic Supervisory course to complete the program.

Fee: \$150

Additional Management Skills Courses

The following courses are open for general enrolment. They may also be used as electives in the Basic Supervisory Certificate Program. Courses marked with an asterisk () may be taken as electives in the Management Development for Residential Settings Certificate Program. The courses are offered on a contract basis and can be modified to suit the specific needs of your organization or agency.*

Coaching for Improved Performance (#MGMT332)*

This course is for team leaders and others who want to develop their coaching skills to better prepare them to guide others in problem solving and improving performance. Leaders must have employee commitment in order to achieve the kinds of

results that are needed in today's workplace. This course will provide participants with a strategy and the skills to coach employees and achieve long-term results. Topics to be covered include: identifying which type of coaching is required, avoiding the pitfalls involved with coaching, using specific communication skills to facilitate the coaching process, and using coaching to help develop commitment.

Date(s): October 15-16, 2001, or
February 11-12, 2002
Fee: \$200
Instructor(s): Zimmerman

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

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

Date(s): March 25, 2002
Fee: \$125
Instructor(s): Zimmerman

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

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

and policy process using values as a foundation.

Date(s): **December 3-4, 2001, or February 18-19, 2002**
 Fee: \$200
 Instructor(s): Noble, Zimmerman

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

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

Date(s): **December 5, 2001, or February 20, 2002**
 Fee: \$125
 Instructor(s): Noble

Handling Grievances Effectively (#MGMT335)

This half-day course focuses on the skills and techniques supervisors and managers need in order to facilitate problem-solving methods that build effective work relationships. Participants will discuss what a grievance is, what actions are grievable, and who has what authority throughout the process; explore the role of the supervisor/manager as the employer's representative in handling grievances; and develop problem-solving strategies to successfully resolve them. Opportunities will be provided for participants to practise conducting a grievance meeting, review various collective agreements and individual participants' situations, and focus on problem-solving strategies. Participants are invited to bring their individual collective agreements.

Length: One-half day
 Date(s): **February 28, 2002**
 Time: 9:00 am - 12:00 noon
 Fee: \$75
 Instructor(s): Fru

Managing 'Round the Clock (#MGMT358)*

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

Date(s): **October 17, 2001, or February 6, 2002**
 Time: 9:00 am - 5:00 pm
 Fee: \$125
 Instructor(s): Severn

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

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

Date(s): **November 14, 2001, or February 11, 2002**
 Fee: \$125
 Instructor(s): T. Keenan

Polish Your Presentation Skills (#MGMT370)

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

Date(s): **November 23, 2001, or March 13, 2002**
 Fee: \$125
 Time: 9:00 am - 5:00 pm
 Instructor(s): Caldwell

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

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

Date(s): **October 9-10, 2001, or April 10-11, 2002**
 Fee: \$200
 Instructor(s): Robinson

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

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

Date(s): **November 5-6, 2001, or April 29-30, 2002**
 Fee: \$200
 Instructor(s): Ryane Consulting Inc.

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

This foundation course is for people who may be called upon to facilitate work or quality teams, community groups, or other groups that are trying to get things done through collaborative processes. Participants will define and explore the role of the facilitator and others involved in the facilitation process; review and evaluate the contribution of non-facilitator group members; explore methods for understanding and dealing with

challenging members of the group; explore problem-solving methods; and identify ways to evaluate the success of facilitation and the facilitator's performance. Participants will develop a flexible process for facilitating in a variety of situations.

Date(s): **November 26-27, 2001, or May 13-14, 2002**
 Fee: \$200
 Instructor(s): Heath

The Fundamentals of Progressive Discipline (#MGMT334)

This course is for supervisors and managers who deal with employee performance issues. The course describes what progressive discipline is and how it motivates employees to improve their performance. Participants will: identify performance issues that require a disciplinary response; distinguish between culpable and non-culpable performance or behaviours; understand the steps in progressive discipline and the fundamental principles in a disciplinary process; highlight guidelines that will assist managers in changing employee performance; review performance issues, analyze data collected; apply the principles of the Wm. Scott case to determine appropriate action; and apply the principles of progressive discipline to workplace situations.

Date(s): **May 15, 2002**
 Fee: \$125
 Instructor(s): Fru

Self-Directed Work Teams (#MGMT345)*

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

own teams to implement a SDWT, and will develop a plan to implement a SDWT.

Date(s): **October 11, 2001, or May 22, 2002**
 Fee: \$125
 Instructor(s): Robinson

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

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

Length: **Three days**
 Date(s): **November 26-28, 2001, or June 3-5, 2002**
 Fee: \$275
 Instructor(s): Ryane Consulting Inc.

Mastering the Art of Feedback (#MGMT375)

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

Date(s): **November 15, 2001**
 Time: **9:00 am - 5:00 pm**
 Fee: \$125
 Instructor(s): Robinson

NEW Strategic Communications Planning for Social Service Organizations (#MGMT324)*

For a course description, see page 44 in the Residential Care category.

Date(s): **November 7-8, 2001, or May 29-30, 2002**
 Fee: \$190
 Instructor(s): Keilty, McClellan

A Little R&R Goes a Long Way (#MGMT340)

Setting the tone for a healthy environment where the Rights and Respect of employees are valued goes a long way towards the prevention of workplace harassment. This one-day workshop will increase the awareness of workplace harassment issues, provide avenues for complaint follow-up, and explore preventive strategies that enable a respectful culture on and off the job.

Date(s): **November 21, 2001**
 (Vancouver Maritime Museum)
 Fee: \$125
 Instructor(s): L. Keenan

NEW Building Your Board: Governance for Executive Directors and Board Presidents (#MGMT383)

A well-informed chair or president, working in collaboration with the most senior manager (Executive Director), can help a board to learn, grow, and perform. Educating the chair and the Executive Director together about board roles and responsibilities and encouraging them to pass on this knowledge to other board members will lead to a more productive working relationship and a more competent board. This course will focus on enhancing the board chair-ED relationship, and clarifying the proper function of the governing board.

In contrast to some of the more theoretical approaches to governance, this two-day program addresses six key board functions: linking with the community, planning and priority setting, managing the senior administrator, managing board processes and meetings, monitoring performance, and symbolizing the organization. Participants will leave with enhanced understanding in each of these key areas.

Date(s): **October 25-26, 2001**
 Fee: \$200
 Instructor(s): Goodall



PURPOSE

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

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

WHO SHOULD ATTEND

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

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 Registration 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.

For further information, please contact the Program Coordinator, Janet Amos, at (604) 528-5623 or e-mail jamos@jibc.bc.ca, or contact the Program Assistant, Nadine Wolitski, at (604) 528-5619 or e-mail nwolitski@jibc.bc.ca.

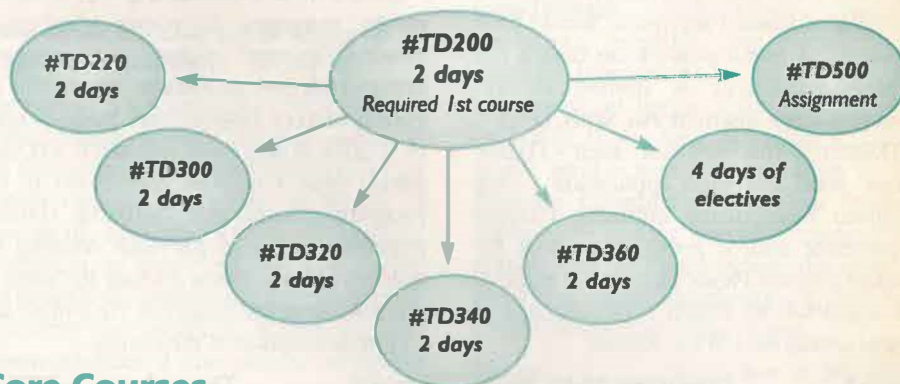
TRAINER DEVELOPMENT

TRAINER DEVELOPMENT CERTIFICATE PROGRAM

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

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

RECOMMENDED SEQUENCE OF COURSES:



Core Courses

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

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

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

Instructional Skills, Level 1 (#TD200)*

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

Date(s): **October 11-12, 2001;** Margolis (Vancouver Maritime Museum)
October 29-30, 2001; Vaughan
November 19-20, 2001; Owens (Vancouver Maritime Museum)
December 3-4, 2001; Owens
January 28-29, 2002; Vaughan
February 20-21, 2002; Vaughan
April 8-9, 2002; Owens (Vancouver Maritime Museum)
May 15-16, 2002; Margolis (Vancouver Maritime Museum)
June 10-11, 2002; Vaughan

Fee: \$250

Instructional Skills, Level 2 (#TD220)

This course is for trainers who want to increase their knowledge of the instructional process, reflect on their present approach, practise micro-skills, and receive feedback. Content includes: critical thinking; perceptual learning styles; motivation; communicating clearly; use of questions; overviews, cueing, debriefing, integration, and summaries; assessment; feedback; ethical concerns; and instructor self-care. Participants will have an opportunity to practise micro-skills individually, with partners, and in small groups. 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): **January 21-22, 2002,**
or January 28-29, 2002,
 (Vancouver Maritime Museum)
or February 4-5, 2002,
or March 13-14, 2002,
 (Vancouver Maritime Museum)
or June 24-25, 2002

Fee: \$240

Instructor(s): TBA

Fundamentals of Instructional Planning (#TD300)*

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

Date(s): **November 15-16, 2001,
or March 14-15, 2002**
Fee: \$240
Instructor(s): TBA

Conducting a Training Needs Assessment (#TD340)

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

Date(s): **November 22-23, 2001,
or May 9-10, 2002**
Fee: \$240
Instructor(s): Sork

Working with Groups in Instructional Settings (#TD320)*

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

Date(s): **December 6-7, 2001,
or May 27-28, 2002**
Fee: \$240
Instructor(s): Margolis, Rungta

Evaluating Training Programs (#TD360)

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

Date(s): **November 5-6, 2001,
or June 17-18, 2002**
Fee: \$240
Instructor(s): Owens

Trainer Development Certificate Program: Assignment (#TD500)

To receive the Trainer Development Certificate, participants must complete 12 days of core training, four days of electives and a two-part assignment. In the first part of the assignment, participants will analyze instructional delivery in a group setting and examine the ways in which instructional planning and delivery can influence the learning process. The second part focuses on instructional planning: it provides an opportunity for participants to reflect on the choices they have made or are making in planning an educational program, and the factors that influence these choices. 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

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

Creating Instructional Materials (#TD120)

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

Date(s): **October 25-26, 2001,
or February 7-8, 2002**
Fee: **\$240**
Instructor(s): **Cahill, Westgard**

Enhancing Delivery Skills (#TD160)

This one-day course is for instructors and trainers who want to have a practical, hands-on practice delivery session. They may be new trainers who want to polish their delivery skills, or more experienced trainers who want to try out new materials or techniques in a supportive environment. Participants will learn through practising their own delivery skills in one 15-minute session, and through observing and analyzing the practice sessions of other participants. Videotaping (for participants' own review following the course) is optional. Advance preparation for practice sessions is required (preparation instructions will be mailed, so please register early). No class time will be allotted for preparation. Enrolment is limited to 10. Prerequisite(s): Instructional Skills, Level 1 (#TD200). If you have not taken #TD200, please send a written application to the Program Coordinator outlining training experience and/or previous training for

trainers courses. Please include the name of the instructor, the length of the course, and a brief description of the course.

Date(s): **February 11, 2002**
Time: **9:00 am - 5:00 pm**
Fee: **\$150**
Instructor(s): **Owens**

Team Teaching and Other Ways to "Share the Spotlight" (#TD130)

This course is for instructors who want to involve others in their training courses. It will demonstrate tools and techniques that trainers can use to explore the power of "sharing the spotlight" with guest speakers, co-workers, or team teachers. The course will provide an opportunity for participants to analyze the technical, theoretical, and personal abilities of other people involved in the training session. Topics include: sharing the role to enhance learning, identifying common teaching styles, and developing strategies to successfully team-teach. Enrolment is limited to 16.

Date(s): **April 18-19, 2002**
Fee: **\$240**
Instructor(s): **Cahill, Westgard**

Training that Works for Everyone: The Impact of Culture and Gender Factors on the Learning Process (#TD140)

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

Date(s): **December 5, 2001,
or April 23, 2002**
Fee: **\$125**
Instructor(s): **Margolis**

Ideas for Active Learning (#TD100)*

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

Date(s): **November 29-30, 2001,
or May 1-2, 2002**
Fee: **\$240**
Instructor(s): **TBA**

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 the 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.

Date(s): **May 28, 2002**
Fee: **\$125**
Instructor(s): **Vaughan**

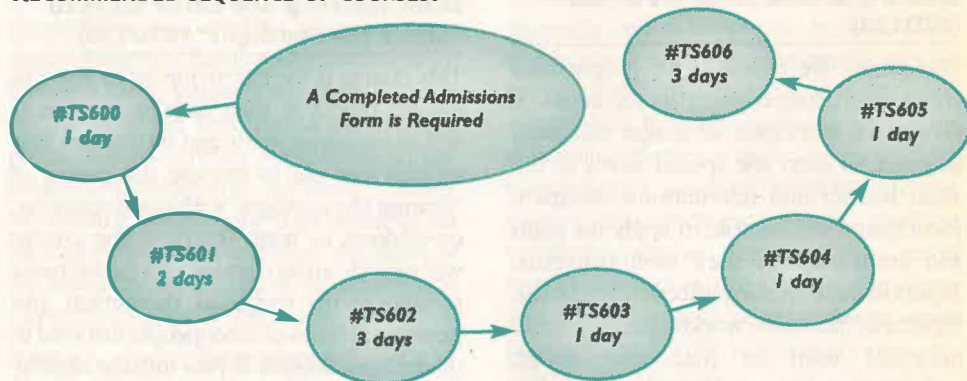
■ COMMUNITY SAFETY

CRITICAL INCIDENT STRESS

CRITICAL INCIDENT STRESS & TRAUMA MANAGEMENT CERTIFICATE PROGRAM

- 12 days
- Complete within 1 year
- \$25 non-refundable admission fee

RECOMMENDED SEQUENCE OF COURSES:



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. These courses are open only to those who have successfully completed Block 1 or have already acquired a certificate in critical incident stress debriefing. Participants who register for the full certificate program will have to complete a final assignment before receiving a certificate of achievement.

We are currently negotiating with the Association of Traumatic Stress Specialists (ATSS) to become an accredited training organization in the area of critical incident stress management. If approved, participants who successfully complete both the classroom and field components of the training will be eligible for certification. Check the ATSS Web site at <http://www.ATSS-HQ.com> for more information on the organization and the services offered. Further details regarding accreditation and the field component of the training will be provided in the program brochure.

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.

HOW TO APPLY

All interested registrants must complete an admissions form before they can register for the certificate program or for individual courses. To obtain an admissions form, contact Nadine Wolitski at (604) 528-5619 or download a copy from our Web site (www.iibc.bc.ca/ccs).

We are pleased to introduce our newly revised Critical Incident Stress and Trauma Management Certificate Program. The 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

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, and will explore the range of responses and reactions to these abnormal situations.

Date(s): July 25, 2001
 Fee: \$125
 Instructor(s): TBA

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.

Date(s): July 26-27, 2001
 Fee: \$200
 Instructor(s): TBA

Critical Incident Stress Debriefing (#TS602)

This three-day course will present the skills, processes, and cautions 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: Participants must complete Demobilization and Defusing before registering for this course.

Length: Three days
Date(s): August 8-10, 2001
Fee: \$300
Instructor(s): TBA

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. Specifically, the course will help first responders to identify when an individual is showing signs of post-traumatic stress and 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.

Date(s): September 20, 2001
Fee: \$125
Instructor(s): TBA

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.

Date(s): September 21, 2001
Fee: \$125
Instructor(s): TBA

Managing and Leading Critical Incident Stress Teams (#TS605)

Leading and managing CIS teams not only involves 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 to ensure that the team fulfils its purpose within the organization and provides quality service, as well as to ensure that the emotional health of individual team members is addressed. Course content will cover criteria for dispatching a team to an event, defining alternatives to a team response, managing the environment at the site, managing the debriefing, managing the post-debriefing process, debriefing team members, and completing the appropriate team and organizational follow-up.

Date(s): September 22, 2001
Fee: \$125
Instructor(s): TBA

Special Issues in Critical Incident Stress Management (#TS606)

This three-day course will examine some of the special issues that need to be taken into account when working with different populations that have experienced a critical incident. Day 1 will examine some of the unique issues faced by first responders who expose themselves to events and emotions that, if not managed properly, can contribute to burnout, substance abuse, marital stress, or long-term disability. Course content will examine traumatic stress reactions for first responders, critical incident stress management in first responder organizations, speaking about trauma to family members, key strategies for implementing policies, procedures, and programs in first responder organizations, and on-scene intervention.

Day 2 will examine critical incident stress management 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 to working with families.

Day 3 will explore issues of difference and diversity as they relate to critical incident stress management.

Length: Three days
Date(s): October 4-6, 2001
Fee: \$300
Instructor(s): TBA

INSTRUCTIONAL TEAM

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

The following training is available to employees working in Ministry of Attorney General-funded victim services programs in B.C.

Orientation to Victim Services

This program consists of approximately 30 hours of reading and self-study to be completed over a 12-week period. Content covers an overview of the criminal justice system, legislation, and policy; dynamics of criminal victimization; and the role and mandate of the victim service worker. Eligible participants receive the training materials (print and video resources) and have access to up to 10 hours of tutorial support. New employees can apply for admission into the program at any time following their employment in the victim-serving field. For further information, please contact Dawna Cousens at (604) 660-5199.

Direct Service Delivery

This program involves 35 hours of classroom instruction completed over a five-day block of training. Content covers: trauma and its consequences; skills for supporting victims; working with children and families who have experienced trauma, sexual assault, child sexual abuse, and vicarious traumatization; court orientation and witness preparation; victim impact statements; and integrated case management. The training combines both theoretical and experiential learning. Eligible participants must have successfully completed Module 1, Orientation to Victim Services.

Length: Five days
 Date(s): **September 17-21, 2001;**
 Justice Institute
March 4-8, 2002;
 Prince George
 Fee: No charge
 Instructor(s): TBA

Program Management Skills

This program involves 35 hours of classroom instruction completed over a five-day block of training. It is directed towards senior caseworkers and program coordinators who have management responsibilities. Content includes values in management; self-management; planning; staff recruitment, selection, and performance management; administration and financial management; presentation and writing skills; time management; leadership skills; stress management; and conflict resolution. The training combines both theoretical and experiential learning. Eligible participants must have completed Module 1 and 2 or the equivalent and have management responsibilities.


Length: Five days
 Date(s): **December 10-14, 2001;**
 Prince George
 Fee: No charge
 Instructor(s): Robinson

The Victim Services Division of the Ministry of Attorney General has funded the following course. There is no charge for employees of funded programs.

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

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

Length: One day
 Date(s): **TBA**
 Fee: \$25 for persons who are not employed in Ministry of Attorney General-funded programs
 Instructor(s): Meister, Robinson

 For information on Victim Services courses, please contact Barbara Bradey or Charlene Pennington at (604) 528-5630.

Violence Against Women Initiatives in Canada:

How Far Have We Come?

May 12-15, 2002
Vancouver BC

see page 9

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

PURPOSE

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

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

WHO SHOULD ATTEND?

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

HOW IS IT OFFERED?

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

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

Length: Five days
Date(s): **October 15-19, 2001,**
or **February 18-22,**
or **April 8-12,** or **October 7-11, 2002**
Time: 8:30 am - 4:30 pm
Fee: \$750
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.



For further information, contact the Program Assistant Nadine Wolitski at (604) 528-5619 or e-mail nwolitski@jibc.bc.ca.

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

PURPOSE

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

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

WHO SHOULD ATTEND?

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

HOW IS IT OFFERED?

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

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

Length: Five days
Date(s): **November 5-9, 2001,**
or **May 13-17, 2002,** or **November 4-8, 2002**
Time: 8:30 am - 4:30 pm
Fee: \$750
Instructor(s): Gerber



For further information, contact the Program Assistant Nadine Wolitski at (604) 528-5619 or e-mail nwolitski@jibc.bc.ca.



PROGRAMS AND SERVICES

The First Nations Programs and Services exists to ensure that high-quality post-secondary education programming is responsive to the needs of Aboriginal learners and is sensitive to the cultures of Aboriginal people. The purpose of the program is to increase the number of Aboriginal people entering and completing post-secondary education in justice and public safety careers, as well as to promote choice for Aboriginal students in location, method of delivery, and programming. We are committed to enhancing the capacity building within First Nations, Inuit, and Métis Nations to fulfil their goals for self-determination and self-sustaining Nations.

Programs and Services provides training, coordination, and curriculum development and works with:

- First Nations, Inuit, and Métis students to identify their training needs and support services
- Aboriginal communities and organizations to develop and deliver training programs in social services, community safety, and community justice programs
- JI Academies and Divisions to provide culturally sensitive training programs

Roberta Stewart, Program Coordinator, has experience working in First Nations communities and agencies across Canada, providing consultation and training in crisis intervention, developing community-based long-term therapeutic treatment programs, and curriculum development.

Roberta Stewart can be reached at:

Phone: (604) 528-5621

Fax: (604) 528-5640

E-mail: rstewart@jibc.bc.ca

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

FIRST NATIONS PROGRAMS AND SERVICES

WATCH FOR IN FEBRUARY 2002 ...

A pre-training program for Aboriginal students interested in corrections and probation officer's careers. In conjunction with the Justice Institute's Corrections and Community Justice Division, we are in the process of developing this training. Check our Web site for new courses, or contact First Nations Programs and Services.

Training

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

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

Supporting Aboriginal Survivors of Trauma Certificate Program – Contract Offering

INTRODUCTION

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

- Nature of trauma and traumatic stress reactions
- Post-traumatic stress, including multigenerational effects
- Impact of trauma on First Nations communities, families, individuals, and helpers
- First Nations healing practices in trauma recovery
- Comparison and contrast between western therapies and First Nations healing practices
- Support strategies for working with First Nations clients
- Individual and community strategies for wellness

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

PREREQUISITES

Applicants to the program must meet the following prerequisites:

- Have a minimum amount of experience in


support work (if the minimum is not met, the option of a one- or two-week prequel training is available to communities).

- Be actively working on their own wellness prior to taking the training.
- Have a support system in place while taking the training

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

PROGRAM STAFF

The Supporting Aboriginal Survivors of Trauma Certificate Program is coordinated by Roberta Stewart, the First Nations Program Coordinator at the Justice Institute, along with Natalie Clark and Cheryl Bell-Gadsby, Program Coordinators in the Social Services & Community Safety Division. Instructors and any additional curriculum developers are chosen based on their experience and qualifications in the field of traumatic stress. All the instructors and consultants involved in this program have at least a bachelor's degree in a related discipline, at least five years of experience working in the field, and at least two years of experience instructing. We use a team-teaching approach, with an Aboriginal instructor and a non-Aboriginal instructor delivering the training.

 If you have any questions or would like further information, please contact Natalie Clark at (604) 528-5627 or e-mail nclark@jibc.bc.ca or Cheryl Bell-Gadsby at (604) 528-5626 or e-mail cgadsby@jibc.bc.ca.

WATCH FOR...

Supporting Aboriginal Survivors of Trauma Certificate Program -

ONSITE DELIVERY

This new certificate program is currently being offered on a contract basis in communities throughout the province. We are in the process of revising the curriculum and developing an onsite program, which we hope to deliver in 2002.

PROGRAM STRUCTURE

The entire program will be 15 days long, including four days of electives. The courses will be offered onsite at the Justice Institute over several months.

The prerequisite course for the program is Trauma and Its Impact in First Nations Communities (a three-day course that will be offered on October 1-3, 2001, at the Justice Institute). Core courses and electives are being developed.

WHO SHOULD ATTEND?

The certificate program is designed for front-line workers providing support services to Aboriginal survivors of trauma. Support workers must have a minimum of two years' experience in front-line helping work and must be actively working on their own wellness.

CERTIFICATE

A certificate of achievement will be given to participants who complete all 15 days of the training as well as the assignment for the program.

WHERE TO APPLY

To receive a detailed brochure with course descriptions (available September 2001), please contact Heather Matson at (604) 528-5573 or e-mail hmatson@jibc.bc.ca.

First Nations Community Leadership Diploma Program

First Nations communities and Aboriginal organizations are currently facing enormous challenges in building capacity to meet demands related to Health Canada's transfer of services to band control, as well as the negotiation and implementation of economic and social development initiatives related to self-determination and treaty negotiations. In addition, greater numbers of registered Indians are moving to urban centres and putting additional strain on the programs and services provided by inner-city Aboriginal organizations. The demand for skilled community leaders in both the reserve and urban environments is increasing dramatically,

with little consideration being given by governments to how best to address the needs.

The purpose of the First Nations Community Leadership Diploma Program is to increase the capacity of First Nations communities and Aboriginal agencies to implement and manage community and social service initiatives in an effective and efficient manner that best meets the needs of the communities and their residents. Course work will be delivered in one- to two-week classroom blocks with two to three months of workplace-based academic projects between classroom sessions.

The primary target group will be community development employees currently involved in the delivery of health services and community leadership programs at the band or Aboriginal agency level. These include Community Development Managers, Program Coordinators, Drug and Alcohol Counsellors, Family Violence and/or Youth Workers, Project Managers, Social Service Managers, and Band Administrators.

LINKAGE TO PROVINCIAL ABORIGINAL PRIORITIES AND ABORIGINAL POST-SECONDARY EDUCATION AND TRAINING POLICY FRAMEWORK

The program addresses several objectives/priorities detailed in the Aboriginal Post-Secondary Education and Training Policy Framework. The program:

- Supports capacity building toward self-government for Aboriginal people through post-secondary education and training opportunities.
- Ensures that Aboriginal people will acquire the knowledge and skills required for effective self-government in the post-treaty environment. This is particularly relevant with the current devolution of Health Canada services to the band level.
- Provides a delivery system and support service that recognize, strengthen, and incorporate Aboriginal culture and tradition
- Provides for community-based development and delivery systems that enable the post-secondary system to respond to Aboriginal people as distinct societies capable of identifying their unique learning needs
- Increases autonomy and self-reliance within Aboriginal communities
- Demonstrates institute, community, industry, and partnership support and collaboration
- Supports and fosters program articulation
- Promotes laddering between and among credentials, including pre-testing and remedial skills development advising

This new First Nations Community Leadership Diploma Program is a partnership between the Justice Institute of B.C. and the British Columbia Institute of Technology. It meets both the high academic standards of the JI and BCIT as well as the organizational leadership needs of First Nations.

Aboriginal Trauma Institute

NEW Trauma and Its Impact on Native Communities (#EP235)

This three-day workshop will explore the nature and extent of the traumatic experiences that Native 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 Native 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.

Length: Three days
Date(s): October 1-3, 2001
Fee: \$295
Instructor(s): Albrecht, Solanto

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

This course will examine the contemporary issues facing Native 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 Native 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): October 4-5, 2001
Fee: \$195
Instructor(s): Hunt

To be placed on a list for brochures and any other information, please e-mail Roberta Stewart at rstewart@jibc.bc.ca or fax contact information to (604) 528-5640.

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

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 the year preceding that as a Family Advancement Worker for Family Services of Greater Vancouver.

Janet Amos, M.S.W., has 15 years of experience in the alcohol and drug field, in the areas of direct practice and program development in the field of violence against women.

Natasha Aruliah, B.A., M.Ed., is a Counselling Psychologist specializing in family, couple, and cross-cultural therapy. She has worked in mental health, community, and higher education in Canada and in Britain. She is a facilitator in the Certificate in Intercultural Studies through the Continuing Studies Department at UBC and also works as a harassment advisor and trainer, dealing with cases, training, and education.

Juliet Austin, M.A. (Counselling Psychology), Professional Coach, coaches both individuals and groups via the telephone. Her client specializations include helping professionals, leaders of community and government organizations, and social entrepreneurs. She is a graduate of both The Institute for Life Coach Training and Coach University and is on the board of directors of the Vancouver Chapter of the International Coaching Federation (ICF).

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

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

Indy Batth, B.P.E., M.A., is a consultant, educator, researcher, and program development specialist with extensive experience in diversity and intercultural issues, anti-racism, girls/women of colour, health, physical activity and wellness, and student leadership training/development. Indy currently works at UBC coordinating the International Peer Program.

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

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Elizabeth Fortes, M.A., R.C.C., has been a clinician in the field of suicide prevention and traumatic bereavement since 1982. She has worked with SAFER of Vancouver Community Mental Health Services/Vancouver Richmond Health Board, and has provided training to Aboriginal populations in B.C., Northwest Territories, and Nunavut. Elizabeth has had a long-term interest in exploring how intercultural transitions affect the predicament of those touched by trauma.

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

Sandra Friedman is a counsellor in private practice and an educator and consultant in the area of eating disorder prevention/intervention and girls' development. She is the author of *When Girls Feel Fat: Helping Girls Through Adolescence, Nurturing Girlpower: Integrating Eating Disorder Prevention/Intervention Skills into Your Practice*, and is the developer of the Just for Girls program in B.C.

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Julia Goulden is an educational consultant with many years of classroom experience at the secondary-school level with students with severe learning and behaviour problems. She has developed and taught in alternate programs. Most recently, she has worked as a learning assistance teacher in a closed custody youth correction centre.

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

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

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

Dave Hatfield spent six years as a teacher for the Vancouver School Board before he began working for SafeTeen in 1998. Dave is committed to creating and holding a dynamic, respectful space for young men to explore the challenges of managing personal power and has been highly successful at deconstructing the "Boy's Code" and providing young men with powerful alternatives to traditional masculinity.

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

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

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

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COURSE INDEX

Course	Page#
Advanced Bylaw Enforcement and Investigative Skills Certificate Program, Level II.....	55
Advanced Clinical Training in Suicide Assessment, Management, and Treatment with Youth, Adults, and Older Adults: Level II	25
Advanced Motivational Interviewing.....	23
Advanced Treatment Issues in Grief and Bereavement: Level II.....	26
Adventure-Based Learning Certificate Program.....	36
Adventure-Based Learning	
Course 1: Theories and Foundations of Adventure-Based Learning	35
Course 2: Experiential Components of Adventure-Based Learning	35
Course 2: Making Connections: Managing Emotional and Aggressive Situations with Youth.....	37
Course 3: Facilitation in Adventure-Based Learning – Level I	35
Course 4: Facilitation in Adventure-Based Learning – Level II	35
Course 5: Educational Applications of Adventure-Based Learning	36
Course 6: Therapeutic Applications of Adventure-Based Learning	36
Course 7: Designing Adventure-Based Learning Activities	36
Course 8: Facilitation in Adventure-Based Learning – Level III	36
Course 9: Final Adventure-Based Learning Practicum	36
Art and Play Therapy with Neglected and Abused Children	32
Art and Play Therapy with Neglected and Abused Children	16
Art Therapy in Early Stages of Addiction Recovery.....	33
Assessment of Addictive Behaviours.....	21
Basic Supervisory Certificate Program: The Report Project.....	46
Basic Supervisory Program, Week 1	45
Basic Supervisory Program, Week 1, Part A	45
Basic Supervisory Program, Week 1, Part B	45
Basic Supervisory Program, Week 2	46
Basic Supervisory Program, Week 2, Part A	46
Basic Supervisory Program, Week 2, Part B	46
Becoming a More Effective Counsellor	23 & 38
Beyond the Outcome Statement: Advanced Quality Assurance Techniques	43
Body-Mind of Trauma, the	17
Building Your Board: Governance for Executive Directors and Board Presidents	48
Building on Client Strengths.....	24 & 38
Bylaw Enforcement and Investigative Skills Certificate Program, Level I	55
Caught Between Two Worlds: Supporting Culturally Diverse Adolescent Girls	28, 38 & 40
Caught in the Middle: Conducting Effective Custody and Access Evaluations	26
Charting New Waters: Responding to Violence Against Women with Disabilities.....	40 & 54
Child Abuse and Neglect Support Worker Certificate Program in Fort Nelson, BC	11
Child-Centred Play Therapy.....	32
Child Sexual Abuse Intervention	
Day 1: Overview	14
Day 2: Developmental Issues	14
Day 3: Family Dynamics	14
Day 4: Assessment and Treatment: An Overview	14
Day 5: The Therapeutic Relationship	14
Child & Youth Stream	
Day 6: Dissociation and Memory	15
Day 7: Legal Issues	15
Days 8 and 9: Treatment Approaches	15
Day 10: Case Presentations/Self-Care	15
Adult Stream	
Day 6: Dissociation and Memory	15
Day 7: Legal Issues	15
Days 8 and 9: Treatment Approaches	15
Day 10: Case Presentations/Self-Care	15
Children Exposed to Family Violence, Level I.....	17 & 38
Children Exposed to Family Violence, Level II	17 & 38
Clear and Simple: A Course on Writing Memos, Letters, and Reports	48

Course	Page#
Clinical Supervision and Consultation: How to Make It Work	25
Coaching for Improved Performance	46
Coaching for Improved Performance: Follow-up.....	46
Conducting a Training Needs Assessment	50
Contemporary Issues.....	21
Contemporary Issues in Working with Aboriginal Youth	7, 16 & 57
Continuum of Risk, Care, and Harm Reduction.....	20
Counselling Families and Individuals through Family Transition: Divorce, Separation, and Remarriage.....	23
Counselling Skills: The Art of Asking Effective Questions	25
Couple and Family Assessment.....	18
Couple and Family Therapy Practice Supervision	19
Couples Therapy for Partners of Sexual Abuse	17
Creating Instructional Materials.....	51
Creative Approaches to Working with Groups	25
Creativity-Based Solutions: New Tools for Managing People and Problems.....	47
Critical Incident Stress Debriefing (#TS602)	52
Demobilization and Defusing.....	52
Developing Effective Interventions with Moderate to High At-Risk Youth	37
Developing Effective Interventions: Interventions for Moderate to High At-Risk Youth	37
Developing Intervention Skills in Family Support Work.....	22
Direct Service Delivery	54
Disordered Eating and Trauma: Applications of Relational Theory	16
Dissociation and Memory	17
Doing Therapy Briefly: An Overview.....	25
Dual Dialogue: Mental Health Issues and Substance Use	20
Early Intervention in Disordered Eating/Eating Disorders	27 & 40
Electives	21
Enhancing Delivery Skills	51
Ethical Decision-Making in Family Support Work	22
Ethical Issues for Integrative Healing Practitioners.....	30
Ethical, Legal, and Professional Issues in the Practice of Couple and Family Therapy.....	19
Evaluating Training Programs	50
Everything You Ever Wanted to Know about the DSM-IV: Level I.....	23
Everything You Ever Wanted to Know about the DSM-IV: Level II.....	26
Expressive Play Therapy Methods	32
Expressive Therapies with Children Who Have Suffered a Loss	32
Facilitating for Results: Helping Groups to Succeed.....	47
Facilitating Parenting Groups – Essential Skills	24 & 38
Family Support Work Practice Supervision.....	22
First Nations Community Leadership Diploma Program	57
Fostering and Encouraging Client Responsibility.....	26
Foundations of Family Support Work.....	22
Fundamentals of Instructional Planning.....	50
Fundamentals of Progressive Discipline, the.....	48
Grief Work Is Not Enough: Working with Infertile Couples	24
Grief and Bereavement: Level I	23
Group Work with Adult Survivors.....	17
Group Work with Women Who Have Experienced Violence.....	39
Handling Grievances Effectively.....	47
Harassment and Bullying: Providing Appropriate Intervention for At-Risk Immigrant and Second-Generation Minority Youth	28
Healing and the Human Energy Field.....	30
Ideas for Active Learning.....	51
Images of Trauma in Children's Art, Play, and Sandplay	32
Impact of Child Abuse and Neglect: Child Development and Resiliency, the	10
Instructional Skills, Level 1	49
Instructional Skills, Level 2	49

COURSE INDEX

Course	Page#
Integrated Case Management	21
Integrating Energetic Bodywork into the Counselling Process	30
Integrating Occupational Competencies in the Workplace: The Manager's Role.....	43
Integrating Relaxation Techniques and Guided Imagery into a Healing Practice	29
Integration of Spirituality and Counselling.....	30
Integrative Healing Clinical Practice Consultation.....	31
Interconnected Risk.....	21
Introducing Narrative Therapy: Ideas and Practices	26
Introducing the Relational Cultural Model to Our Practice of Counselling.....	24
Introduction to Professional Coaching for Counsellors and Therapists.....	24
Introduction to Art Therapy for Counsellors and Therapists	33
Introduction to Critical Incident Stress Management.....	52
Introduction to Integrative Therapeutic Approaches	29
Introduction to Trauma and Post-Traumatic Stress Reactions	11
Introduction to Theories and Models of Couple and Families.....	18
Just for Girls.....	27 & 39
Lifespan Approach to Understanding EAS/NAS, a.....	21
LINK	40
Little R&R Goes a Long Way, a.....	48
Making Connections: An Introduction to Effective Conflict Resolution Skills for Working with Youth.....	37
Making Connections: Third-Party Facilitation when Working with Youth.....	37
Management Development for Residential Settings, Level 1	41
Management Development for Residential Settings, Level 2	41
Management Development for Residential Settings, Level 3	42
Management Development for Residential Settings, Level 4	42
Management Development for Residential Settings, Level 5	42
Management Development for Residential Settings, Level 6	42
Management Development for Residential Settings, Level 7.....	42
Management Development for Residential Settings, Level 8	42
Managing 'Round the Clock.....	44 & 47
Managing and Leading Critical Incident Stress Teams.....	53
Managing Responses to Community Disasters.....	53
Mask and Mirror: The Many Faces of Shame	26
Mastering the Art of Feedback	48
New Brain Research and the Implications for Teaching and Learning.....	8
One-to-One Training	51
Orientation to Victim Services	54
People Problems: How to Supervise Challenging Employees.....	47
Polish Your Presentation Skills	47
Post-Critical Incident Stress Reactions.....	53
Program Management Skills	54
Putting a Youth Twist into Substance Misuse Information and Youth Services.....	28 & 37
Quality Assurance, Best Practice and You: The Manager's Role	43
Recordkeeping, Report Writing, and Disclosure Statements: Developing Good Casework Practice.....	26
Risky Business: Risk Management Skills for Managers	44
SafeTeen, Powerful Alternatives: Skills to Stand Strong Without Violence.....	28, 37 & 39
Safety and Risk: Support Worker Self-Care	11
Self-Care	21
Self-Directed Work Teams.....	48
Special Event - Involving Girls and Women in Physical Activity and Sports.....	40
Special Issues in Critical Incident Stress Management.....	16 & 53
Strategic Communications Planning for Social Service Organizations	44 & 48
Storytelling in the Classroom.....	8
Suicidal Behaviour Over the Life Cycle: Level I Workshop.....	24
Supporting Aboriginal Survivors of Trauma Certificate Program --	57

Course	Page#
Supporting Aboriginal Survivors of Trauma Certificate Program -- Contract Offering	56
Supporting Children Who Have Been Abused and Neglected.....	11
Supporting Families within a Systems Framework.....	22
Supporting Females Through the Crisis of Adolescence	27, 38 & 40
Supporting People with Challenging Behaviours: A Person-Centred Approach	43
Teaching the Hard to Teach.....	8
Team Teaching and Other Ways to "Share the Spotlight".....	51
Therapeutic Relationship: Introduction to Ethics and Professional Boundaries, the.....	24
Together We Stand: Effective Team Building	47
Traditional Chinese Medicine, Homeopathy, and Clinical Herbology.....	30
Trainer Development Certificate Program: Assignment.....	50
Training that Works for Everyone: The Impact of Culture and Gender Factors on the Learning Process.....	51
Transfer Credit	34
Trauma Assessment and Treatment Planning.....	12
Trauma and Its Impact on Native Communities	7, 16 & 57
Trauma and Post-Traumatic Stress Reactions, Level II.....	16
Trauma and the Therapeutic Relationship	12
Trauma Counselling Consultation Group.....	12
Trauma Intervention.....	12
Treatment Methods of Couple and Family Therapy, Level I.....	19
Treatment Methods of Couple and Family Therapy, Level II	19
Understanding Child Abuse and Neglect	10
Understanding Pharmacology from a Counsellor's Perspective	25
Understanding Substance Misuse	20
Values-Based Policy Development: A Process for Organizational Effectiveness	47
Values-Based Strategic Planning: The Foundation of Organizational Effectiveness	46
Viewing Narratives: Youth, Substance Misuse, and Imagery.....	27
Violence Against Women in Relationships Core Training.....	39
Violence Against Women -- Advanced Skills for Practitioners.....	40
Voices from Youth: Sharing Their Journey Through Substance Misuse	28
Whose Home Is It, Anyway? The Manager's Role: Client-Focused Principles and Practice.....	44
Wisdom in the Wound: An Integrative Approach to Trauma.....	30
Women, Substance Use, and Experience of Violence/Abuse -- Responding to the Connections.....	27
Women and Substance Use in Prison.....	9
Working with Adolescent Females in Trauma: Innovations in Group Treatment	16, 27 & 40
Working with Children with Sexual Behaviour Problems	17
Working with Compulsive Sexual Behaviour	17
Working with Groups in Instructional Settings.....	50
Working with Youth in Community Settings Certificate Program (Parts 1, 2, 3, and 4)	34



REGISTRATION FORM

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

If YES, Student Identity Number (if known):

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

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

☐ MALE ☐ FEMALE (for statistical purposes)

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

The following is my: ☐ Work address ☐ Home address

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

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

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

ENCLOSED IS MY COURSE FEE PAYMENT BY:

☐ Cheque or money order. Cheque issued by: _____

☐ MasterCard

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 Exp.

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 Name of Cardholder _____

☐ VISA

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 Exp.

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Authorization Number _____

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

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

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



SOCIAL SERVICES & COMMUNITY SAFETY DIVISION

Certificate Program Admission Form

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

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

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

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

PLEASE NOTE: ☆ ☒ ☉

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

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

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

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

Last Name:

MAILING ADDRESS:

Street:

City:

Postal Code:

DAY TIME TELEPHONE#: ()

E-mail:

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

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

HOW LONG HAVE YOU VOLUNTEERED OR WORKED IN THIS PROGRAM:

DATE STARTED:

DIRECT SUPERVISOR:

WHAT ARE YOUR CURRENT WORK RESPONSIBILITIES?

PREVIOUS POSITION (Complete or attach a resumé)

Date(s):

From:

To:

Organization:

Position:

Responsibilities:

Please also complete page 2 of the admission form



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 Data Base ☐ Application for Certificate Sent ☐ Registration Notified ☐ Library Notified

REGISTRATION FORM

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

If YES, Student Identity Number (if known): P.E.N. (if known): _____

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

☐ MALE ☐ FEMALE (for statistical purposes)

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

The following is my: ☐ Work address ☐ Home address

LAST NAME		FIRST NAME		MIDDLE NAME
POSITION		ORGANIZATION		
STREET NAME AND ADDRESS				
CITY	PROVINCE		COUNTRY	
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IT'S EASY TO REGISTER!



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



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



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



By fax: (604) 528-5653

INQUIRIES BY E-MAIL

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

REGISTER EARLY

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

TAX DEDUCTION

You may deduct tuition fees from your taxable income if the total amount exceeds \$100 for the year. Income tax receipts will be issued in February 2002 for all 2001 courses.

REFUNDS

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

TRANSFERS

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

SUBSTITUTIONS

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

CONFIRMATION OF REGISTRATION

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

COURSE CANCELLATIONS

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

NSF CHEQUES

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

ADDRESS OR NAME CHANGE

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

STUDENTS WITH DISABILITIES



The Justice Institute has received funds from the Ministry of Advanced Education and Training to provide classroom support for students with disabilities attending courses at the Institute. For more information on the services available, please contact the Registration Services Advisor at (604) 528-5588 or TDD/TTY at (604) 528-5655.

STUDENT PERSONAL EDUCATION NUMBER

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

TRANSCRIPTS

Students may obtain a copy of their Official JI Transcript from the Registration Office. A fee will be charged. Upon certificate program completion, students receive one copy of their Official JI Transcript at no charge.



SOCIAL SERVICES & COMMUNITY SAFETY DIVISION

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To:

Organization:

Position:

Responsibilities:

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RISK MANAGEMENT: WE'RE ALL IN THIS TOGETHER

Video with Facilitator and Participant Guide

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

Price in B.C.: \$135; 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, 2 three-hour workshops, or video debriefing includes sample lesson plans, content notes, 5 overheads, suggested activities, and handouts for participants.

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

Price in B.C.: \$75; 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

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

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

ORDER FORM

Date: _____

Name: _____

Company/agency: _____

Mailing address: _____

Phone/fax: _____

Please send orders to:

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

☐ Risk Management: We're All in this Together

☐ Video & Facilitator & Participant Guide

☐ Video only

☐ Facing Diversity

☐ Video & Instructor's Guide

☐ Video & Discussion Guide

☐ Charting New Waters

☐ Critical Incident Stress Debriefing

☐ Telling the Untold Stories

☐ Balancing Conflicting Interests

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PST is not required if package is
used for educational purposes

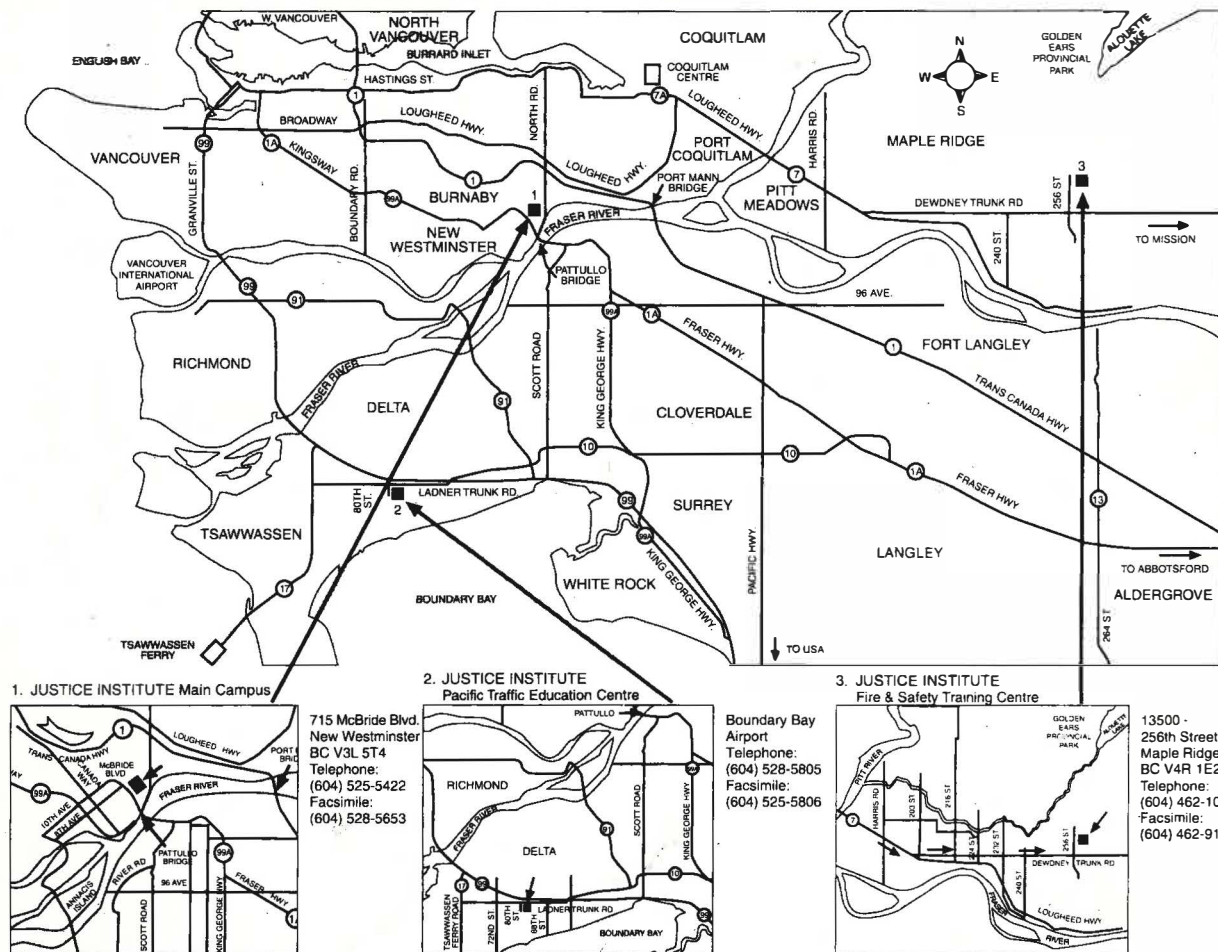
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PST: _____

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Amount enclosed: _____

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



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

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

or fax to: (604) 528-5640

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OF BC.**

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New Westminster, B.C. V3L 5T4

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