

# CENTRE FOR COUNSELLING & COMMUNITY SAFETY



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## COURSE CALENDAR SEPTEMBER 2015 - AUGUST 2016



SCHOOL OF HEALTH,  
COMMUNITY &  
SOCIAL JUSTICE



# GREAT INSTRUCTORS



## LAURIE PEARCE: AT THE FOREFRONT OF IMPROVING CRITICAL INCIDENT RESPONSE

Dr. Laurie Pearce is one of the key instructors in JIBC's Critical Incident Stress Management Certificate, which provides the knowledge and skills needed by front line staff and managers to protect the emotional health and safety of those involved in a traumatic event.

Specializing in disaster management and traumatic stress, Laurie is on the leading edge in her field. With her experience responding to local and international disasters, she continues to conduct research about disaster response in Canada and around the world.

Laurie is JIBC's first Research Chair and one of the co-lead researchers at JIBC's Simulation and Training Exercise Collaboratory (SIMTEC) project, which is a multi-year research project looking at the often unrecognized psychological and social dimensions of disasters and hazardous events. The results from SIMTEC's research have gained international recognition and are informing the next generation of training for first responders in Canada.

**"I am proud to be part of this program and to help students learn the theory and gain the skills to help those who have been affected by traumatic events to begin their healing journey."**



## MARIE-JOSÉ DHAESE: LEADING A NEW THERAPEUTIC APPROACH TO HEALING

For more than 40 years, Marie-José Dhaese, Ph.D., has helped clients of all ages as a therapist and clinical consultant in private practice.

Born and educated in France, she is a Registered Clinical Counsellor, a Registered Art Therapist (ATC, BCATR), a Registered Play Therapist Supervisor, and a certified Child Psychotherapist and Play Therapist Supervisor.

For the last 30 years, Marie-José has taught Holistic Expressive Play Therapy, a proven approach with therapeutic methods she has pioneered to help children and adults who have experienced the consequences of a variety of stresses and difficult experiences, including abuse, loss and trauma.

Through JIBC's Expressive Play Therapy Certificate, counsellors, therapists, clinical social workers and other practitioners working in the field, can learn from Marie-José and apply her effective methods in their own practice.

The program is being offered in Parksville, where Marie-José conducts her work. **"It's a setting that's meant to be nurturing, soothing and relaxing, which reflects and supports the approach and methods I have developed."**



## BRUCE RAMSAY: HELPING FRONT LINE RESPONDERS DEAL WITH TRAUMATIC STRESS

If you want to know how to handle the stresses that come with responding to an emergency or challenging situation, you'll want to learn from Bruce Ramsay. A retired Deputy Fire Chief from North Vancouver District Fire and Rescue Services, Bruce is one of the most experienced instructors in North America on the subject of how public safety professionals respond to traumatic stress. He has helped first responders involved in some of the most challenging emergencies, including those dealing with the 1995 Oklahoma City bombing, and people providing 9-1-1 on-scene support at Ground Zero on September 11.

At JIBC, he teaches a number of Critical Incident Stress Management (CISM) courses.

Program Manager of the Community Safety Program at JIBC said, **"He has been a wonderful resource to learners, JIBC, the CISM field and trauma survivors internationally for many years."**





AT JIBC, YOU LEARN FROM ENGAGING, EXPERIENCED AND RESPECTED FACULTY ON THE FRONT LINES OF THEIR PROFESSIONS WITH EXTENSIVE TRACK RECORDS OF SUCCESS. THEY TEACH REAL-WORLD SCENARIOS AND TAKE A HANDS-ON APPROACH TO HELPING YOU ACCOMPLISH YOUR EDUCATIONAL GOALS.



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### **DONNA BARKER:** HELPING COUNSELLORS SUPPORT CLIENTS USING SUBSTANCES

If you're looking to gain the tools and perspectives to help people affected by substance use, you will benefit from the instruction of Donna Barker.

Donna brings considerable education and experience as an instructor in JIBC's Substance Use Certificate Program. In addition to a Bachelor of Arts degree, and a Bachelor's and Master's degree in Social Work from the University of British Columbia, she has a Masters of Arts degree in Organizational Development from Fielding Graduate University.

Currently an addictions counsellor for the Vancouver Coastal Health (VCH) Authority's Mental Health and Addictions Program, she also teaches the VCH province-wide Core Addiction Practice Program and the acclaimed Addictions Education Series.

Donna brings to her students diverse experiences from her varied roles over the years, including clinical counsellor; organizational change consultant with large-scale public-service institutions; undergraduate and graduate professor; and public educator.

**Describing herself as a 'scholar-practitioner,' students will learn from her evidence-based, client-centred, harm-reduction focused practice, based squarely within a critical social justice framework.**



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### **ROB AXSEN:** HELPING COUNSELLORS BUILD MOTIVATION TOWARDS CHANGE IN CLIENTS

If you are looking to gain the skills to build motivation towards change and strengthen commitment in your clients, Rob Axsen can effectively show you how.

Rob has over 30 years of experience providing counselling, clinical supervision and training. He has worked with correctional services, mental health organizations, addictions and addictions knowledge exchange services, and has specialized experience working with youth.

Rob currently works as an Addictions Clinical Supervisor with Pacific Community Resources Society, and has a private practice focusing on training and consultation. He is a member of the Motivational Interviewing Network of Trainers; a Senior Associate with the International Center for Clinical Excellence; and a Certified Trainer in the Feedback-Informed Treatment practice model.

One of his goals as a JIBC instructor is to help learners take their education to the next step.

**"JIBC is a professional learning environment, with a strong emphasis on practical knowledge and skills. It is the mecca of continuing education where participants can get past introductory content to maximize their existing education, training and experience."**



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### **CHERYL BELL-GADSBY:** PRESENTING THE LATEST PRACTICES TO ADDRESS COMPLEX TRAUMA

Cheryl Bell-Gadsby, MA, RCC, is one of the lead instructors in JIBC's Graduate Certificate in Complex Trauma and Child Sexual Abuse Intervention.

An experienced educator, psychotherapist, clinical supervisor and manager, Cheryl has more than 25 years of experience specializing in the area of trauma, violence against women, sexual exploitation, sexual abuse and child and adolescent development. Her practice is based on an innovative partnered approach that's grounded in an Ericksonian and solution-focused perspective.

Currently the Clinical Director at Salt Spring Island Community Services, Cheryl also teaches at BCIT's School of Business in the area of management and organizational change, and has co-authored two books.

**"My goal as an instructor is to present the latest leading edge theory and practice and create a relational and stimulating environment to learn practical, applied skills that can enhance the work of anyone in the field of complex trauma and psychotherapy," she said. "I love teaching at JIBC as it allows me to interact with others on the front lines of mental health."**

# SPECIAL EVENTS



## **DAN SIEGEL - MINDFULNESS, MINDSIGHT AND THE BRAIN: WHAT IS MIND AND MENTAL HEALTH?**

**October 20-21, 2015**

Can we describe a 'healthy mind'? In everyday life, we feel and think, remember and perceive, based on the flow of energy and information. When we view the mind as a regulatory process, we are able to see how we can strengthen the mind and create mental health by stabilizing the way we sense energy and information flow, and the way we then shape that flow toward a

process called "integration"—the linkage of different parts of a system. We can learn to create mental health by learning to monitor our emotions with more stability and modify our thinking toward integration with our actions. Dr. Siegel outlines strategies to monitor and modify energy and information flow with more clarity and power, and also describes how this concept of integration can serve as an organizing principle that illuminates mindsight, harmony, resilience, and vitality. For more information visit [jibc.ca/spe](http://jibc.ca/spe) or email [cccs@jibc.ca](mailto:cccs@jibc.ca).

### **DANIEL J. SIEGEL, M.D.**

Dr. Siegel is a graduate of Harvard Medical School and completed his postgraduate medical education at UCLA with training in pediatrics and child, adolescent, and adult psychiatry. He is currently a clinical professor of psychiatry at the UCLA School of Medicine, founding co-director of UCLA's Mindful Awareness Research Center, founding co-investigator at the UCLA Center for Culture, Brain and Development, and executive director of the Mindsight Institute, an educational center devoted to promoting insight, compassion, and empathy in individuals, families, institutions, and communities.

For more information about his educational programs and resources, please visit: [www.DrDanSiegel.com](http://www.DrDanSiegel.com).

Please join us for an always sold-out event with **Dr. Dan Siegel**. The Justice Institute of British Columbia is one of the few places Dr. Siegel presents in Canada and we are very proud to have him back again this year.

October 20-21, 2015

JIBC New Westminster Campus

**Early Bird/Group Price:** \$395+GST (expires July 17, 2015)

**Regular Price:** \$445+GST





## PSYCHEDELIC MEDICINE: A PARADIGM SHIFT

**Spring 2016**

A psychedelic renaissance is happening in the fields of medicine and addiction treatment. Since the late 1960's public policies have repressed scientific investigation

and awareness of these promising medicines. Now, almost 50 years later, the situation is changing. You will learn about studies from major universities that now demonstrate how the benefits afforded by optimal psychedelic experiences can open portals of hope and healing for people in despair due to trauma, end of life fears, anxiety, or addiction. You will look at the concepts and applications behind the scientific and therapeutic uses of psychedelic or "mind manifesting" medicines for healing trauma and addiction. This event is designed for therapists, physicians, health workers, psychologists, psychiatrists, first responders and related practitioners working in the field of trauma and addictions. This event will bring together some of the leaders in the exciting new and rapidly evolving field of psychedelic medicine.

For more information, dates and prices visit [jibc.ca/spe](http://jibc.ca/spe) or email [cccs@jibc.ca](mailto:cccs@jibc.ca)



## ABORIGINAL FOCUSING-ORIENTED THERAPY (AFOT) CONFERENCE

**July 2016**

Come celebrate and gather for the first AFOT conference. Bring your drum!

This uplifting conference is designed especially for both graduates of Aboriginal Focusing-Oriented Therapy (AFOT) programs and those who are curious and interested in AFOT. Topics will include AFOT and aging, group work,

justice movements, working on the land with kids and teens, and land and medicines. This is an opportunity to share, learn and rejuvenate together, as well as honour all of the amazing work in complex trauma being done by front line workers and therapists in our communities.

Conference presenters include:

- Shirley Turcotte (Vancouver)
- Anne Poonwassie (Winnipeg)
- Dennis Windigo (Thunder Bay)
- Dr. Alannah Young (Vancouver)
- Tonya Gomes (Vancouver)
- Dr. DaRa Williams (New York)
- Amy Simpson (Oaxaca)
- Dr. Jeffrey Schiffer (Vancouver)

For more information visit [jibc.ca/spe](http://jibc.ca/spe) or email [cccs@jibc.ca](mailto:cccs@jibc.ca).





# Be the one

who listens and counsels  
who intervenes safely  
who strengthens community

## JIBC CENTRE FOR COUNSELLING AND COMMUNITY SAFETY

If you have a passion to help and empower people in vulnerable situations, JIBC has the programs to provide the skills and competencies to realize your mission.

Through JIBC's Centre for Counselling and Community Safety, practitioners gain the essential skills to protect, support, and

empower children, youth, adults, families and communities. The Centre's practical and relevant training is designed for working professionals including executive directors, managers, front line staff and supervisors in counselling and community safety roles.

JIBC offers leading-edge programs for counsellors and therapists that assist individuals, employees and families coping with a wide range of challenges

that include Aboriginal trauma, critical incident stress, complex trauma, substance use, and child sexual abuse.

Whether taking a single course or an entire program, you will learn proven techniques and strategies essential to healing people affected by traumatic life situations.

[jibc.ca/cccs](http://jibc.ca/cccs)



# CUSTOMIZED/CONTRACT TRAINING & DEVELOPMENT

## TRAINING:

Our widely recognized curriculum is available for delivery within your organization or community, and customized to meet your needs and fit your context.

Successful workplace training builds staff skills, strengthens capacity, and gives you and your team a shared vision. The experience of taking a course together means team learning extends beyond the classroom. Training keeps your team feeling prepared to do their work, despite today's increased pressures. It's also a tangible way to demonstrate your commitment to the growth of both people and the organization.

We will help you make a difference by bringing our practical, applicable courses and certificates to you. We will tailor our courses to meet your specific learning goals, and bring our outstanding faculty to you.

## DEVELOPMENT:

Responding to requests from government ministries, community agencies, and private sector organizations, we develop face-to-face and online courses, programs and simulations in a wide variety of content areas. From initial needs assessment to post-program debriefing, we work closely with clients to ensure educational content, materials and delivery meet desired outcomes and reflect the reality of learners' contexts. Our educational services are intended to blend into our clients' overall educational approach and align with existing programs.

## OUR CLIENTS INCLUDE:

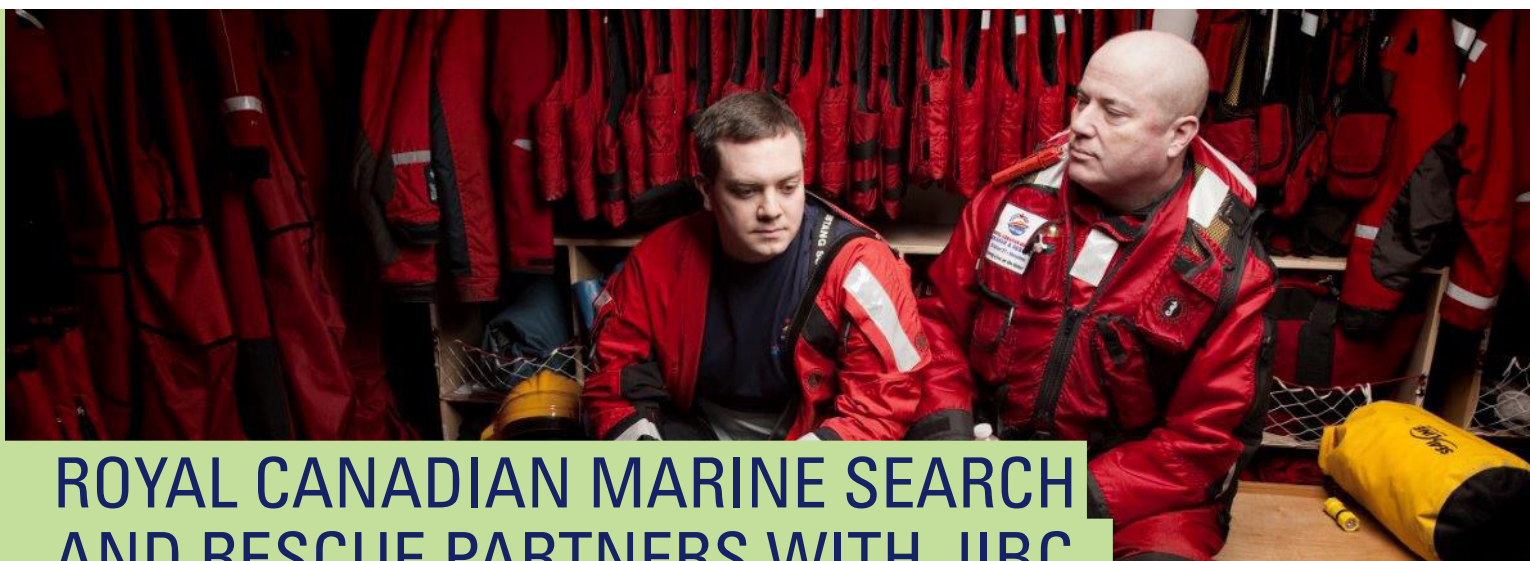
- BC Hydro
- Civilian Review and Complaints Commission for the RCMP
- Cree Nation Government Department of Justice and Correctional Services
- Community Action Initiative

- MCFD Provincial Deaf and Hard of Hearing Services
- County of Grand Prairie Regional Fire Service
- Community Living BC
- British Columbia Teachers Federation

## AREAS OF STUDY:

- Aboriginal Trauma
- Critical Incident Stress Management
- Motivational Interviewing
- Complex Trauma & Child Sexual Abuse Intervention
- Substance Use
- Trauma Informed Practice
- Bylaw

Contact us for more information about how we can help your organization grow.  
Caroline White, Program Director  
604.528.5620  
carolinew@jibc.ca



## ROYAL CANADIAN MARINE SEARCH AND RESCUE PARTNERS WITH JIBC

Since 2013, Royal Canadian Marine Search and Rescue (RCM-SAR) has partnered with JIBC to offer courses for its volunteers who handle about 800 marine emergencies each year along B.C.'s coast.

The volunteer organization is a key part of the marine search and rescue system in the province. It operates more than 40 marine rescue stations in one of the most challenging search and rescue regions in the world.

RCM-SAR turned to JIBC because of the Institute's reputation for providing effective and relevant courses. "The training team at JIBC are excellent to work with," said Cheryl Caldwell, RCM-SAR's Director of Training and Operations. "The courses are current and the instructors are knowledgeable and professional."

"These courses have been an excellent opportunity to further the level of training at our stations," said Caldwell, "they have helped to provide standardized operating procedures and a consistent response to incidents."

The organization has also increased its support of critical incident stress management among members by offering JIBC's Introduction to Critical Incident Stress Management, which is one of the core courses in JIBC's CISM. Through the course, members learn about the factors and vulnerabilities they may experience that can contribute to a heightened response to a critical incident.

**"RCM-SAR recognizes the tremendous benefit of critical incident stress management for members who have taken part in particularly demanding or stressful missions," said Caldwell. "I'm pleased that RCM-SAR is partnering with JIBC to provide an opportunity for members to take their critical incident stress management certification to the next level and increase critical incident stress support to members at our search and rescue stations."**

*See page 16 for course descriptions.*



## ABORIGINAL THERAPY FOR COMPLEX TRAUMA

Developed by Shirley Turcotte, RCC, this internationally available program incorporates Focus-Oriented Therapy, a body-centered and person-centered approach to healing, with Aboriginal Psychotherapy.

**“With Aboriginal Psychotherapy, you are looking at complex trauma from a collective, and Indigenous, all-my-relations perspective, which means it’s very grounded in a land-based Indigenous perspective where everything is connected and interconnected through the generations,” she said. “In Aboriginal Psychotherapy, you are never really alone, and you are looking at the ways you are connected rather than the ways you are disconnected; orders of attachments verses attachment disorders. So, the eyes you are viewing the trauma with are very different than in western psychotherapy. It’s extremely empowering and grounded in intergenerational resilience.”**

Incorporating Indigenous approaches to learning, students sit together in a circle in class and quickly have an opportunity to apply the concepts and skills shared in the program.

Taught primarily with Indigenous instructors, the strategies and techniques presented have proven effective for clients around the world, including communities in the Middle East, Mexico and South America.

“This is helpful to all peoples. You don’t have to be Indigenous to learn AFOT and you don’t have to be Indigenous to benefit from AFOT,” said Turcotte. “The reason why I love working with JIBC is that it allows all peoples to be there to learn, whether they are social workers, students studying psychiatry or counselling, or front line workers. Everyone can come together to learn and benefit from the program.”

Among awareness and skills therapists, counsellors and other social workers, gain the ability to recognize bodily feelings and symptoms clients experience as possibly being the result of a collective, or intergenerational trauma. For example, the fallout of colonization, genocide, slavery or oppression, may have important information embedded within it for someone.

“In Aboriginal psychotherapy, you say, ‘There is that feeling or felt sense there,’ because we don’t yet know the origin of the feeling/felt sense. It may be something not ‘belonging’ to you (vicarious) or something situational and memory specific or intergenerational. It has an important teaching that comes along with it. Something personally and collectively helpful,” she said. “Through the program, you can gain the tools to be productive, helping a client discover their amazing resilience and health, and any intergenerational trauma they may have, so that they can move out of the trauma and into health and justice.”

*See page 19 for course descriptions.*

## AWARDS

You might be eligible for JIBC awards and bursaries, visit [jibc.ca/financial-aid](http://jibc.ca/financial-aid) or call 604.528.5590 or 1.877.528.5591



# ABORIGINAL FOCUSING-ORIENTED THERAPY AND COMPLEX TRAUMA CERTIFICATE

## 21 days / 10.5 credits

This certificate uses Focusing-Oriented Therapy as a safe and effective method of working with clients who experience complex trauma.

This program emphasizes both knowledge and application through classroom instruction, clinical practice (logged and supervised therapy sessions) and clinical supervision/observation. A variety of Aboriginal/Indigenous treatment modalities are woven throughout the courses, including experiential exercises, story-telling, ceremonial processes and land-based healing techniques.

This program benefits Aboriginal and non-Aboriginal counsellors, therapists, front line workers, and others who are interested in developing clinical treatment techniques and strategies essential to healing of traumatic life situations presented by many clients.

Focusing-Oriented Therapy (FOT) is particularly helpful to practitioners who work with residential school survivors, addictions, and survivors of sexual, physical and emotional abuse. The program especially benefits practitioners who work in Aboriginal agencies and/or communities or in various other cross-cultural situations/settings.

While this program is taught from an Aboriginal, land-based knowledge perspective, peoples from all cultures and ethnicities are encouraged to apply.

Faculty includes: Shirley Turcotte, Alannah Young, Art Leon, Tonya Gomes, and Jeffrey Turcotte.

**Application deadline for the next session is January 11, 2016 for Victoria and February 1, 2016 for New Westminster.**

## REQUIRED COURSES

Course code prior to July 1, 2015

**COUN-3200:** Complex Trauma  
(3 days/1.5 credits)

CT301

**COUN-3205:** Basic Focusing Oriented  
Therapy and Complex Trauma  
(3 days/1.5 credits)

CT302

**COUN-3210:** Intermediate Focusing  
Oriented Therapy (3 days/1.5 credits)

CT303

**COUN-3215:** Advanced Focusing Oriented  
Therapy (3 days/1.5 credits)

CT304

**COUN-3220:** Depression, Grieving and  
Complex Trauma (3 days/1.5 credits)

CT305

**COUN-3225:** Clinical Spirituality and  
Complex Trauma (3 days/1.5 credits)

CT306

**COUN-3230:** Dreams and Complex Trauma  
(3 days/1.5 credits)

CT307

## FOR MORE INFORMATION CONTACT:

Centre for Counselling &  
CommunitySafety

604.528.5608 or 1.888.799.0801 (toll free)  
cccs@jibc.ca

## TO REGISTER:

604.528.5590 or 1.877.528.5591 (toll free)  
jibc.ca/registration



## WADE ALEXANDER:

### BROADENING HIS SCOPE OF PRACTICE WITH LEADING-EDGE TRAINING

Wade Alexander is a registered nurse and a mental health specialist currently employed with the Kamloops Parole office in the Correctional Service of Canada. A couple years ago, he was looking to broaden his scope of practice to counsel federal parolees with trauma and substance abuse issues. He decided to take JIBC's unique Aboriginal Focusing-Oriented Therapy and Complex Trauma (AFOT) Certificate and the Institute's Substance Use Certificate to further his ability to help his clients.

"Both programs have had a major impact on my practice," he said. "For a long time, there has been a need to address complex trauma and substance abuse, and both of these programs have been very useful in addressing both issues. In fact, we developed a new healing intervention as a result of my completion of both certificates."

Through his education, Wade learned about Indigenous psychotherapy, new treatments to address complex trauma, and new tools to help offenders with substance abuse.

**"It was great. All the instructors in the courses are amazing people with huge amounts of experience," he said. "And the program was designed to be very convenient for people who work full time to access the excellent quality course work that respected adult learning needs. I think JIBC does an amazing job at that, at a very reasonable price."**

# CRITICAL INCIDENT STRESS MANAGEMENT CERTIFICATE

## 14 days / 7 credits

Critical incidents cause powerful emotional reactions to the people who are impacted by them. You will be trained to effectively manage critical incidents, and in doing so help manage the emotional health and safety of those involved in a traumatic event.

Courses in this certificate are open to individuals from a broad range of occupations and professions who may be required to provide or manage debriefing services following a critical incident. The certificate will be of specific interest to front line responders such as crisis intervention workers, victim services workers, firefighters, paramedics, and law enforcement personnel.

Graduates of the Critical Incident Stress Management Certificate can apply for certification with the Association of Traumatic Stress Specialists (ATSS). For more information on ATSS certification visit [www.atss.info](http://www.atss.info).

**Application deadline for the next session is October 19, 2015.**

## REQUIRED COURSES

Course code prior to July 1, 2015

**CISM-1000:** Introduction to Critical Incident Stress Management (1 day/.5 credit)

CISM100

**CISM-1005:** Diversity & Trauma (1 day/.5 credit)

CISM101

**CISM-1010:** Demobilization, Defusing and Crisis Management Briefing (2 days/1 credit)

CISM102

**CISM-1015:** Critical Incident Stress Debriefing (3 days/1.5 credits)

CISM103

**CISM-1020:** CISM Simulation (1 day/.5 credit)

CISM206

**CISM-1025:** Managing Responses to Community Disasters (1 day/.5 credit)

CISM202

**CISM-1030:** Psychological First Aid (1 day/.5 credit)

CISM201

**CISM-1035:** Post-Critical Incident Stress Reactions (1 day/.5 credit)

CISM200

**CISM-1040:** Effective Team Participation (1 day/.5 credit)

CISM203

**CISM-1045:** Trauma, Children, and Youth (1 day/.5 credit)

CISM204

**CISM-1050:** Vicarious Traumatization (1 day/.5 credit)

CISM205



## CHRYSTI GAMBLE

### OBTAINING THE TOOLS TO HELP STAFF MANAGE CRITICAL INCIDENT STRESS

As a Senior Safety Advisor at SkyTrain, Chrysti Gamble is focused on supporting the health and safety of staff and customers using the Lower Mainland's rapid transit system. In 2013, she teamed up with a union employee, Michelle Laurier, to take JIBC's Critical Incident Stress Management (CISM) Certificate, which is designed for front line and management staff to support individuals dealing with the immediate consequences of a traumatic event.

"We are always looking to improve the wellness and safety of our staff," said Gamble. "We talked about putting together a peer critical incident stress management team, so we teamed up to take the JIBC program." They were taught by leading experts in the field, Bruce Ramsay and Dr. Laurie Pearce.

"They have so much knowledge and real-world experience, so we learned a lot." Since completing the certificate last year, Gamble and Laurier employed much of what they learned. "We were taught how to build a team; what to look for in potential team members; the best ways to do it; and issues that might come up. Everything that was taught, we used. It's been really useful and the staff at SkyTrain really appreciate it."

**"It's important for people to know that the CISM program is out there and employers and staff can work together on this. It's beneficial in any workplace, because anybody can face trauma at any time."**



# EXPRESSIVE PLAY THERAPY CERTIFICATE

## 14 days / 7 credits

This certificate provides you with the theoretical principles of holistic expressive therapy as related to the subject of trauma, complex trauma, dissociation and post-traumatic stress disorder in a counselling setting, and prepares you to implement therapeutic materials conducive to creating a safe and therapeutic space for children and adults who have experienced loss, trauma, abuse and/or neglect.

Throughout the program, you will learn about the application of creative imagery and how to work with recurring images in art, sand play, and general play of children through the various stages of the play therapy process. Each course is designed with demonstrations of actual cases as well as providing opportunities for hands on experience that includes the exploration of the image making process through the use of a variety of mediums including toys, art supplies, sand tray and figurines.

REQUIRED COURSES	Course code prior to July 1, 2015
<b>COUN-3100:</b> Expressive Play Therapy Methods Level 1 (2 days /1 credit)	CY104
<b>COUN-3105:</b> Expressive Play Therapy Methods Level 2 (2 days /1 credit)	CY104A
<b>COUN-3110:</b> Sandplay Therapy: Using the Healing Power of Imagery to Help Children, Youth and Adults Cope with the Challenges of Difficult Times - Level 1 (2 days /1 credit)	CY265
<b>COUN-3115:</b> Sandplay Therapy: Using the Healing Power of Imagery to Help Children, Youth and Adults Cope with the Challenges of Difficult Times - Level 2 (2 days /1 credit)	CY266
<b>COUN-3120:</b> Expressive Play Therapy for the Grieving Child (3 days /1.5 credits)	COUNS163
<b>COUN-3125:</b> Final Project/Consultation Group (3 days /1.5 credits)	COUNS299

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jibc.ca/registration

The program is designed for front line practitioners including counsellors, therapists, clinical social workers, and other practitioners currently working in the field with children, youth, adults, families and communities, who wish to enhance their skills and knowledge in expressive play and sandplay therapeutic interventions. It is appropriate for those learners with a minimum of a bachelor's degree or equivalent work/study experience. Students who hold a master's degree in a related field may apply for Continuing Education Units towards registration with the Association for Play Therapy and certification with the Canadian Association for Child Play Therapy.

**Note: All certificate courses are offered in Parksville, BC on Vancouver Island, with the exception of COUN-3100 and COUN-3105 which will be offered in both Parksville and New Westminster.**



## MARJA KATES:

### ACQUIRING THE SKILLS TO PROVIDE PLAY THERAPY FOR CHILDREN

Marja Kates, Ph.D., is a Registered Psychologist who worked for 15 years at BC Children's Hospital providing cognitive and psycho-educational assessments for children who were born extremely premature or had medical complications at birth. "The children were mostly 3 to 6 years of age, and on many occasions, they were not ready for formal assessment. But, I would often gain a lot of knowledge about their skills simply by playing with them." A few years ago, Marja wanted to develop her therapeutic play skills to support children who experienced anxiety, grief, loss or trauma. She decided to enroll in JIBC's Expressive Play Therapy Certificate after hearing many recommendations from her colleagues. "The program has been immeasurably valuable to me both professionally and personally. It has provided me with the inspiration and essential skills to provide play therapy to children, and has opened up the play therapy world to me."

Marja added: "The instructors were wonderful. Both Chris Connelly and Marie-José Dhaese are excellent teachers with different approaches to play therapy. As a student, it was very enriching to learn about different ways to help children through play." She enjoyed learning from the range of experienced instructors in the program, each of whom provided her with the tools to further support her clients, and shared their unique perspectives based on their professional experiences.

**"It was a very well-rounded program that provided a solid foundation in being able to contribute to my practice," Marja said. "It gave me the theoretical foundation and many different tools and strategies around processing trauma in a safe environment, in a present-focused atmosphere. I would highly recommend the program."**

# GRADUATE CERTIFICATE IN COMPLEX TRAUMA AND CHILD SEXUAL ABUSE INTERVENTION

## 30 days / 15 credits

The Graduate Certificate in Complex Trauma & Child Sexual Abuse Intervention values theoretical, experiential and applied learning that is learner-centered and informed by current research and practice. This program takes an integrative approach to the assessment and treatment of complex trauma and child sexual abuse, drawing on the most current clinical and evidence-based material on effective complex trauma intervention, as well as the most recent research on attachment, neurobiology, memory and dissociation. This program is situated within an understanding of culturally relevant practice and how multiple identities, social locations and historical contexts inform theory and practice.

You will gain a comprehensive understanding of the key theoretical and clinical approaches underlying best practices in the complex trauma field. An applied, experiential learning model means you will develop clinical skills in assessment, treatment planning, and clinical interventions that will enable you to work effectively with a wide range of clients from diverse social locations.

## REQUIRED COURSES

Course code prior  
to July 1, 2015

**COUN-5200:** Theoretical Foundation in  
Complex Trauma  
(12 weeks online/3 credits)

CT501

**COUN-5205:** Assessment and Treatment  
Planning in Complex Trauma (5 days/2.5  
credits)

CT502

**COUN-5210:** Intervention and Skill  
Building in Complex Trauma  
(5 days/2.5 credits)

CT503

**COUN-5215:** Somatics in Complex Trauma  
(2 days/1 credit)

CT504

**COUN-5220:** Complex Trauma Integrated  
Project (self-directed/1 credit)

CT520

**COUN-5225:** Child Sexual Abuse  
Intervention - Part 1 & 2 (7 days/3.5  
credits)

CSA530

**COUN-5230:** Clinical Consultation in  
Complex Trauma and Sexual Abuse  
(3 days/1.5 credits)

CTCSA550

This program is designed for counsellors, therapists, psychologists, clinical social workers, mental-health professionals, and child and youth care workers. Practitioners who are working with children, adolescents and/or adult survivors of complex trauma and child sexual abuse will benefit.

The certificate is a blend of online, face-to-face and self-directed study.

**Application deadline for the next session is August 10, 2015.**

Contact [register@jibc.ca](mailto:register@jibc.ca) or visit [jibc.ca/cccs](http://jibc.ca/cccs) for application details.



## SUE ADAMSON:

### LEARNING NEW APPROACHES TO HELP PEOPLE WITH ADDICTIONS

Sue Adamson is a therapist and clinical supervisor at Sage Health Centre, a residential treatment facility located in Kamloops for people struggling with addictions. In 2013, she completed JIBC's Graduate Certificate in Complex Trauma & Child Sexual Abuse Intervention.

"There is a huge correlation between substance abuse and trauma and I was interested in taking a program to further my career and offer a trauma-informed practice," she said.

"I chose JIBC's program because I thought it would be the best fit. I felt it was very conducive for me to continue to work and complete the program at the same time."

Sue enjoyed learning from the range of experienced instructors in the program, each of whom provided her with the tools to further support her clients and shared their unique perspectives based on their professional experiences.

"It was a very well-rounded program that provided a solid foundation in being able to contribute to my practice," she said. "It gave me the theoretical foundation and many different tools and strategies around processing trauma in a safe environment, in a present-focused atmosphere. I would highly recommend the program."



# SUBSTANCE USE CERTIFICATE

## 20 days / 10 credits

Courses in this area are grounded in a harm-reduction approach. You will gain an understanding of the key concepts, policy, and intervention models that guide the prevention, assessment, and treatment of substance use. Specific assessment and treatment approaches, including motivational interviewing, are covered in depth. Through class discussion, you will develop approaches to substance use issues that can be applied to a range of settings. You will come away with a clearer understanding of your own values and practice framework.

Courses are taught by experienced professionals with a focus on understanding substance use within a bio-psychosocial-spiritual framework; the application of current research and knowledge about interventions; and the exploration of social justice issues such as race, class, gender, poverty, and violence.

This program is designed for counsellors, management, and staff of health, criminal justice, and social service agencies whose clients include people who are using substances.

REQUIRED COURSES	Course code prior to July 1, 2015
<b>COUN-1100:</b> Understanding Substance Use (2 days /1 credit)	AD400
<b>COUN-1105:</b> A Continuum of Care: Prevention to Harm Reduction (2 days /1 credit)	AD401
<b>COUN-1110:</b> All My Relations: Working with Aboriginal Clients in Substance Use Recovery (1 day / .5 credit)	AD129
<b>COUN-1115:</b> Assessment Practices (2 days /1 credit)	AD403
<b>COUN-1019:</b> Understanding Pharmacology from a Counsellor's Perspective (2 days/1 credit)	EP308
<b>COUN-1120:</b> Interconnected Risk (2 days /1 credit)	AD405
<b>COUN-1125:</b> Motivational Interviewing in Practice - Level 1 (2 days /1 credit)	AD204
<b>COUN-1130:</b> Compassion and Policy: The Heart and Mind of Drug Policy Reform (1 day /0.5 credit)	AD408
<b>COUN-1135:</b> Concurrent Disorders Planning - Level 1 (2 days / 1 credit)	AD410
<b>COUN-1140:</b> Fetal Alcohol Spectrum Disorder: Increasing Our Understanding (1 day /0.5 credit)	AD409
<b>COUN-1145:</b> Community Voices/ Contemporary Issues (1 day / .5 credit)	AD407
<b>COUN-1150:</b> Trauma Informed Practice in Addictions: Assessment and Treatment (2 days /1 credit)	TS225

## GLADUE COURSE



### **ABLS-1020** **The Gladue Decision and** **Report Writing**

A course designed for persons working within Aboriginal communities and the justice system who want to learn more about the legislative requirements Section 718.2e of the Criminal Code sentencing provisions for Aboriginal offenders as it relates to the Regina v. Gladue and R.v. Ipeelee decision.

For more information visit [jibc.ca](http://jibc.ca).

## AWARDS

You might be eligible for JIBC awards and bursaries, visit [jibc.ca/financial-aid](http://jibc.ca/financial-aid) or call 604.528.5590 or 1.877.528.5591

# BYLAW COMPLIANCE, ENFORCEMENT AND INVESTIGATIVE SKILLS CERTIFICATE

## 12 days / 6 credits

The Bylaw Compliance, Enforcement and Investigative Skills Certificate is designed to develop the skills and knowledge required to work within British Columbia's bylaw enforcement field. Developed in consultation with experts in bylaw enforcement, the certificate reflects current practice and trends in the profession, uses practitioner-led training, and meets the needs of BC's many diverse municipalities while providing provincially recognized training qualifications.

You will develop a deep knowledge and awareness of relevant legislation, learn compliance and enforcement options, draft and amend bylaws, and learn how to apply for and execute warrants. You will develop complex interview and investigative skills, understand how to present evidence in legal and non-legal proceedings, and

learn how to exercise discretion in decision-making. You will gain the skills and knowledge used to defuse emotionally charged situations, manage personal safety and the safety of others, and become more aware of community issues. Issues connected to diversity, mental health, and homelessness will also be discussed.

This certificate is for those individuals already working as Bylaw Enforcement / Local Government Regulatory Officers, License Officers, as well as those seeking employment in the Bylaw Enforcement / Licensing fields.

The certificate uses a blend of online learning and face-to-face delivery.

## REQUIRED COURSES

Course code prior to July 1, 2015

**BLAW-1000: Bylaw Compliance, Enforcement and Investigative Skills - Level 1** (6 weeks online and 3 days face-to-face, 3 credits)

BYLAW101

**BLAW-1005: Bylaw Compliance, Enforcement and Investigative Skills - Level 2** (6 weeks online and 3 days face-to-face, 3 credits)

BYLAW102



## EVAN DEAN:

### GAINING THE SKILLS TO BE AN EFFECTIVE BYLAW OFFICER

In his pursuit of becoming a bylaw enforcement officer, Evan Dean completed JIBC's Bylaw Compliance, Enforcement and Investigative Skills Certificate. "It's the standard program required for bylaw enforcement officers throughout the province," said Evan, who is now a bylaw enforcement officer in B.C.'s Central Interior. "It's quite reputable and is the core education recommended by the License Inspectors and Bylaw Officers Association of BC."

The program is delivered in a blended format that includes online learning and face-to-face classroom instruction and interaction. In the program, students develop all the skills, knowledge and abilities required to be successful in the field. For example, knowing what it takes to be effective investigators, how to defuse emotionally charged situations, and how to manage the safety of others are among the skills taught and practiced in the program.

**"The course was taught by people that have a great deal of field experience, and in many cases are currently working in the field," said Evan. "The instructors did a great job of relating the program's learning outcomes with great examples, role playing, and personal anecdotes from their experience. The instructors are why taking the program at JIBC is the preferred choice. The program, and other JIBC programs I've taken, have been hugely beneficial for me. And the relationships I've developed at JIBC have been invaluable."**

## FOR MORE INFORMATION CONTACT:

Centre for Counselling & Community Safety

604.528.5608 or 1.888.799.0801 (toll free)  
cccs@jibc.ca

## TO REGISTER:

604.528.5590 or 1.877.528.5591 (toll free)  
jibc.ca/registration

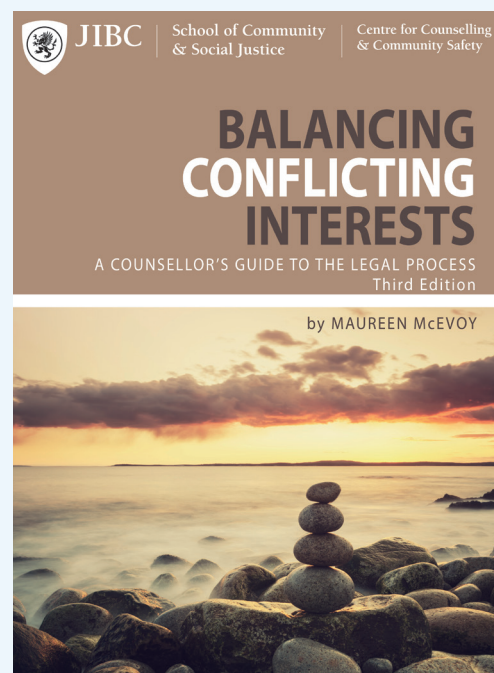


## Now Available for Purchase!

### ***Balancing Conflicting Interests: A Counsellor's Guide to the Legal Process, Third Edition*** **by Maureen McEvoy**

This guide explores the clinical and ethical dilemmas counsellors face in their increasing involvement with the legal system, and suggests ideas for resolving them. This 3rd edition covers all the of the recent changes to BC's new Family Law Act, plus implications of social media for counsellors. In addition, topics covered in previous editions such as informed consent, confidentiality, questions of privilege, obligations to report, clinical assessments, guidelines for record-keeping, and concerns related to court appearance are updated.

To order your copy of *Balancing Conflicting Interests: A Counsellor's Guide to the Legal Process, Third Edition* (\$85 plus GST) email: [cccs@jibc.ca](mailto:cccs@jibc.ca) or call: 604.528.5608



**Many of Counselling and Community Safety's projects have led to the development of resources for use by individuals and agencies. Below is a complete listing of all manuals, DVDs and facilitators guides that are available for purchase.**

Balancing Conflicting Interests: A Counsellor's Guide to the Legal Process - 3rd Ed. Manual \$85
Commercial Sexual Exploitation: Innovative Ideas for Working with Children and Youth Manual \$15
Empowerment of Immigrant and Refugee Women Who Have Experienced Violence Report \$10    Viewable online
In Her Own Time: Measures of Empowerment for Women Who Have Experienced Violence DVD \$15
Restoring the Honouring Circle: Taking a Stand Against Youth Sexual Exploitation Manual \$10    Viewable online
Sexual Assault - Victim Services Worker Handbook Handbook \$10
Violence in the Lives of Sexually Exploited Youth and Adult Sex Workers in B. C. Handbook \$10    Viewable online

**For ordering information see [www.jibc.ca/publications](http://www.jibc.ca/publications) or email [cccs@jibc.ca](mailto:cccs@jibc.ca)**



## SUPPORTING ABORIGINAL YOUTH

A unique course at JIBC is providing new insights and effective Indigenous practices for people supporting Aboriginal children and youth affected by multi-generational trauma.

Developed and taught by Natalie Clark and Jann Derrick, the course on Indigenous Trauma-Informed Practice with Children and Youth is focused on providing learners with proven ways to connect trauma-affected Aboriginal youth to their culture to help them live healthy, meaningful lives.

**“Participants come away with Indigenous tools that allow our Indigenous youth to feel protected, loved and cared for to become whole beings,” said Derrick, who is of Mohawk heritage and a Registered Family Therapist. “The clinical research shows that an Indigenous youth that is healthy is connected to their culture. Professionals supporting Aboriginal youth take the course to find ways to build, or re-build, that connection so Aboriginal children and youth have culturally appropriate guidelines for how to live a good life.”**

“Through the course, we are restoring these ‘wise practices’ that have been done for a long time within Indigenous communities,” said Clark, who is of Métis heritage and is a faculty member of UBC’s School of Social Work. “They are practices that work, coming from an Indigenous worldview, that, in some cases, are also complementary to mainstream or Western approaches.”

The course has attracted the full range of practitioners supporting Aboriginal children and youth including clinical mental health team leaders, youth mental health counsellors, Aboriginal child welfare social workers, foster parents, and interested participants from within and outside the Aboriginal community.

“This is not just for Indigenous people,” said Clark. “It’s for people working with Indigenous children in the community. And they are from all over this province. Many take the course because they recognize they don’t know what they don’t know. And they also recognize there is a need.”

As with many JIBC courses and programs, the course provides valuable experiential learning. Participants spend most of the two-day course in a circle rather than in rows of desks and chairs, and they gain first-hand experience with the Indigenous tools shared in the program.

“We are trying to provide the course differently,” said Clark. “They will leave with some very practical tools, and Indigenous ways of working with children and youth. And I hope they go away with a desire to continue to learn, because there is so much more work to be done.”

“One of my goals with this course is to have mainstream clinicians know that there is an Aboriginal way of seeing and being in the world that is ancient and full of tools that have been repressed,” said Derrick. “But they work, and the Aboriginal way of seeing and being in the world creates an opportunity for healing that is making a difference for our youth.”

*See page 17 for full course description and page 24 for course schedule.*

### NEW

December 2015 Jann and Natalie will be offering a level 2 course

### Indigenous Trauma-Informed Practice with Children and Youth: Assessment

Building on Indigenous Trauma-informed Practice with Children and Youth (Coun-1032), this course will guide learners in using a trauma-informed assessment process with Indigenous children and youth that is grounded in Indigenous knowledges.





# COURSE DESCRIPTIONS

*\* All course codes referenced in the course descriptions will be in effect on July 1, 2015*

## COUNSELLING COURSES OPEN FOR GENERAL ENROLMENT

### \*COUN-1012

#### **Clinical Supervision: Innovative Practices** (2 days/1 credit)

This course is for a wide range of mental health care and social service practitioners who wish to learn and/or enhance their practice of clinical supervision. In addition to surveying the main theories informing supervisory practice, this course will provide opportunities for experiencing various forms of reviewing one's current practice. Current research informs the theoretical component of the course, and there is ample opportunity for discussion, self-evaluation, and group exercises. An extensive bibliography is included for further research.  
Instructor: TBA

### \*COUN-1034

#### **Advanced Practice in Clinical Supervision Level 2** (2 days/1 credit)

This course is an opportunity for participants who have taken the Introduction to Clinical Supervision to deepen their understanding of a range of topic areas constellated around supervisory ethics and values, effective supervisory service delivery, and meaningful evaluation and assessment. We will also explore the dialectic between assessment and the teaching dimensions in clinical supervision.

*Prerequisite: COUN-1012*

### \*COUN-1032

#### **Indigenous Trauma-Informed Practice with Children and Youth** (2 days/1 credit)

This course will assist the learner in the development of a trauma-informed framework that supports rather than pathologizes Indigenous children and youth. You will examine Indigenous trauma-informed practices that assist children, youth and their families and communities in understanding and improving their coping and responses to daily triggers, including the impact of experiences of racism, poverty, sexism, and colonialism. You will begin to develop a trauma practice framework that is Indigenous, intersectional/ holistic and that considers how experiences of trauma and of healing are shaped by the interlocking impacts of Indigeneity, age, gender, sexuality, and (dis) ability, among others.

Instructors: Natalie Clark and Jann Derrick

### NEW

### \*COUN-1035

#### **Indigenous Trauma Informed Practice with Children and Youth: Assessment** (2 days/1 credit)

Building on Indigenous Trauma-informed Practice with Children and Youth (Coun-1032), this course will guide learners in using a trauma-informed assessment process with Indigenous children and youth that is grounded in Indigenous knowledge. Holistic, culturally safe, trauma-informed approaches and tools

will support learners in developing wellness and healing plans that include family history, community and cultural knowledge, along with practices that address suicidality, addictions, sexual exploitation, inter-generational grief and loss, as well as residential school impacts.  
Instructors: Natalie Clark and Jann Derrick

*Prerequisite: COUN-1032*

### \*COUN-1015

#### **An Introduction to the DSM-5** (2 days/1 credit)

This introductory course is for professionals interested in increasing their understanding of psychological concepts and processes in order to better serve clients who are receiving medical/clinical services within the mental health system. You will examine the Diagnostic and Statistical Manual of Mental Disorders: DSM-5 and review basic psychiatric diagnostic terminology, noting key differences from previous versions of the DSM. Common diagnostic categories such as depressive disorders, anxiety disorders, substance related and addictive disorders, trauma and stressor related disorders, and personality disorders will be covered, with a focus on the ways in which such disorders manifest in interpersonal relations and a variety of settings. The course will include both didactic and experiential components, integrating lectures, role playing activities, videos and case studies.  
Instructor: Jocelyn Lymburner

**\* All course codes referenced in the course descriptions will be in effect on July 1, 2015**

**\*COUN-1125**  
**Motivational Interviewing in Practice**  
**Level 1**  
**(2 days/1 credit)**

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This course provides learners with an overview of the four processes (Engagement, Focusing, Evoking and Planning) of Motivational Interviewing (MI), with an emphasis on how MI can be used to assist clients in building motivation towards change and in strengthening commitment. Topics include: understanding and facilitating change; recognizing the relational and technical aspects of MI; overview of strategies for working with clients at different levels of readiness for change; evoking and differentially reinforcing change talk; addressing aspects of ambivalence, including sustain talk and discord; developing change plans.  
Instructor: Rob Axsen

*Prerequisite: COUN-1100*

**\*COUN-1025**  
**Motivational Interviewing in Practice**  
**Level 2**  
**(2 days/1 credit)**

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This course will provide you with a deeper level of understanding of the relational and technical components of motivational interviewing practices, and its relation to other change models. The course is for experienced practitioners who expect to regularly participate in sessions with clients ranging from 30 to 60 minutes. Learners will participate in activities and exercises, within the style of Motivational Interviewing, to strengthen skills related to engagement (alliance), resistance, ambivalence, as well as recognizing and responding to change talk.  
Instructor: Rob Axsen

*Prerequisite: COUN-1125*

**\*COUN-3100**  
**Expressive Play Therapy Methods Level 1**  
**(2 days/1 credit)**

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This introductory course is for counsellors, social workers, child care workers, and mental health professionals working with children 3-12 years old. The course focuses on expressive play therapy methods and examines the function of art and play through the developmental stages. You will have the opportunity to learn about (and become familiar with) the toys and art therapy exercises used in working with children in this age group. You will come to understand expressive play therapy as a holistic and integrative practice that addresses the physical, emotional, cognitive, and spiritual needs of children in therapy. Levels 1 and 2 are designed to be taken together.  
Instructors: Marie-José Dhaese in Parksville and Chris Conley NWC.

**\*COUN-3105**  
**Expressive Play Therapy Methods Level 2**  
**(2 days/1 credit)**

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This advanced course is for practitioners who use play and various expressive therapies in their work with children. You will learn about the 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, permissiveness, and limits. You will have the opportunity to view and discuss video excerpts of sessions and practice the material learned through role-playing. Instructors: Marie-José Dhaese in Parksville and Chris Conley NWC

*Prerequisite: COUN-3100.*

**\*COUN-1017**  
**Introduction to Art Therapy for Counsellors**  
**and Therapists**  
**(2 days/1 credit)**

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This course is for professionals who integrate some form of art making into their clinical work, are not formally trained art therapists, and are interested in the expressive aspect of mind. The course will provide an introduction to the theory and practice of art therapy, enabling participants to use this powerful therapeutic medium with effectiveness, skill and ethical integrity. Areas covered include models of art therapy, both short term and long term, creating and maintaining an art therapeutic environment, therapeutic benefits and contraindications, vicarious traumatization, liability issues and boundary management. Opportunities will be provided for experiential practice, creative exploration, and discussions.  
Instructor: Margaret Jones Callahan

**\*COUN-1100**  
**Understanding Substance Use**  
**(2 days/1 credit)**

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This course provides an overview of current key concepts and models in the field of substance use applying the bio-psycho-social-spiritual model, the stages of change model as well as the harm-reduction approach to practice. You will be able to identify existing barriers to accessing help and have the opportunity to explore ethical issues and challenges working with clients. This is a prerequisite for further courses in the Substance Use Certificate.  
Instructor: Mary Harber

**\*COUN-1150**  
**Trauma Informed Practice in Addictions:**  
**Assessment and Treatment**  
**(2 days/1 credit)**

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In this course, you will examine current theoretical understandings regarding the impact of human responses to traumatic experiences, with emphasis on the consequent development of substance use and addictions in some individuals. You will

review the psychobiological and psychosocial processes of both trauma and addictions, and consider the complications for assessment and treatment of the concurrent disorders (PTSD-SUD). As well, we will discuss available guidelines for best-practice approaches in integrative treatment models.  
Instructor: Natalie Clark

*Prerequisite: COUN-1100*

**\*COUN-1019**  
**Understanding Pharmacology from a**  
**Counsellor's Perspective**  
**(2 days/1 credit)**

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This course is for any helping professional interested in expanding their knowledge of pharmacology and how it pertains to clinical counselling situations. You will learn about the central nervous system, anti-depressant medications, anti-anxiety medications, and drugs used to treat schizophrenia and bipolar disorder. Emphasis is placed on substance use and the consequences (effects, side effects, lethality) of mixing psychotropic medications with street drugs.  
Instructors: Munir Velji and Yvonne Savard

*Prerequisite: COUN-1100*

**\*CISM-1000**  
**Introduction to Critical Incident Stress**  
**Management**  
**(1 day/.5 credit)**

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You will be introduced to the history, philosophy, perspectives, concepts, and terms that are integral to critical incident stress management. Through short lectures and interactive discussion, you 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. Instructor: Laurie Pearce

**\*CISM-1050**  
**Vicarious Traumatization**  
**(1 day/.5 credit)**

---

You will explore the unique issues faced by trauma responders who are exposed to critical incidents that, if not managed properly, can contribute to burnout, substance use, relationship stress, or emotional instability. Course content covers traumatic stress reactions; critical incident stress management in organizations; speaking about trauma to family members; key strategies for implementing policies, procedures, and programs in organizations; and on-scene interventions. Instructor: Bruce Ramsay

*Prerequisite: CISM-1000*



## ABORIGINAL FOCUSING-ORIENTED THERAPY AND COMPLEX TRAUMA

### \*COUN-3200 Complex Trauma (3 days/1.5 credits)

You will learn about the impacts and assessments of Complex Trauma within self, family, communities and systems (residential schools, governments, agencies, etc.). You will explore the dynamics and interruption of traumatic bonding, Aboriginal treatment models and attitudes for FOT, including how to prepare a safe ground for unraveling trauma, vicarious trauma and intergenerational trauma. A variety of Aboriginal/Indigenous treatment modalities are woven throughout the seven certificate courses via experiential exercises, story-telling and ceremonial processes.

### \*COUN-3205 Basic Focusing-Oriented Therapy and Complex Trauma (3 days/1.5 credits)

You will consider neurological research and its implications on trauma treatment from an Aboriginal perspective. You will learn about the resilience of our brains and bodies to hold and release trauma and how to approach trauma experiences from a post-traumatic growth perspective. The Medicine Wheel is used to demonstrate ways of working with clients to recognize and unravel trauma. Basic FOT techniques are introduced.

### \*COUN-3210 Basic Focusing-Oriented Therapy and Intermediate Focusing-Oriented Therapy (3 days/1.5 credits)

You will learn how to work more deeply with regression, dissociation and ego states; how to ground clients from psychotic breaks and/or out of control emotions; and self-injury from Aboriginal/Indigenous perspectives. The importance of nature and animals in treatment is also introduced. You will continue to practice and deepen your skills in FOT. You will deepen your own implicit skills using Aboriginal/Indigenous teachings of respectful engagement and balance with all of the relationships in nature. How Indigenous Knowledge as a framework is central to consider when working within Aboriginal contexts will be demonstrated.

### \*COUN-3215 Advanced Focusing-Oriented Therapy (3 days/1.5 credits)

You will learn to identify and practice helping clients move through memory, inter-generational, and vicarious flashbacks and abreactions. You will explore how unresolved current and historical traumas play out in relationships. You will continue to practice and deepen your skills in FOT and develop implicit body-centered observation skills. Aboriginal/Indigenous creation stories, language, songs, storytelling and the concepts of "gifts" will be addressed where appropriate.

### \*COUN-3220 Depression, Grieving and Complex Trauma (3 days/1.5 credits)

You will learn to assess various aspects and complexities of depression and 'personality disorders' to determine the best treatment approaches. Suffering, grieving and grief rituals are explored. You will continue to practice and deepen your skills in FOT and start learning how to 'flush' complex memory and intergenerational trauma in FOT sessions. Indigenous Knowledge frameworks, ceremony, song and connection to land, geography, seasons and elements will be explored as implicit resource development.

### \*COUN-3225 Clinical Spirituality and Complex Trauma (3 days/1.5 credits)

This course introduces you to spiritual healing techniques and boundaries for working with complex, intergenerational and vicarious trauma. Whole Body Focusing-Oriented Therapy techniques are also introduced. Aboriginal/Indigenous Knowledge cosmology such as ancestral knowledge and connection to ancestors will be explored where appropriate.

### \*COUN-3230 Dreams and Complex Trauma (3 days/1.5 credits)

You will develop skills to connect with dreams and nightmares to help unravel complex trauma, inter-generational trauma and vicarious trauma. This course will also synthesize FOT theory and skills developed throughout the program. You will continue to synthesize and demonstrate Aboriginal/Indigenous holistic values of respectful, responsible relationships that are reciprocal and reverent.

## CRITICAL INCIDENT STRESS MANAGEMENT

### \*CISM-1000 Introduction to Critical Incident Stress Management (1 day/.5 credit)

You will be introduced to the history, philosophy, perspectives, concepts, and terms that are integral to critical incident stress management. Through short lectures and interactive discussion, you 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. Instructor: Laurie Pearce

### \*CISM-1005 Diversity & Trauma (1 day/.5 credit)

You will explore issues of difference and diversity as they relate to critical incident stress management. The course is not intended to provide you with exhaustive knowledge about the specifics of culture, age, ability, and other social determinates, but rather to sensitize you to how these factors might affect the critical incident stress management process.

Instructor: Bruce Ramsay  
*Prerequisite: CISM-1000*

### \*CISM-1010 Demobilization, Defusing and Crisis Management Briefing (2 days/1 credit)

Demobilization and defusing are the first steps in the critical incident stress management intervention process. To successfully participate in a critical incident stress team, you must master these skills. You will examine the role of groups and dyads in critical incident stress management, communication skills for defusing, strategies to develop an effective support relationship, blocks to an effective support relationship, post-incident defusing, and post-incident dos and don'ts. Instructors: Laurie Pearce and Bruce Ramsay

*Prerequisite: CISM-1005*

### \*CISM-1015 Critical Incident Stress Debriefing (3 days/1.5 credits)

In this course, you will examine the debriefing process, dynamics that may emerge, as well as leadership roles and behaviours that support both the individual and the group in normalizing what has occurred. You will have the opportunity to discuss a range of approaches, experiment with your own debriefing style, experience situations that might interfere with the normalization process, and explore the

## AWARDS

You might be eligible for JIBC awards and bursaries, visit [jibc.ca/financial-aid](http://jibc.ca/financial-aid) or call 604.528.5590 or 1.877.528.5591

**\* All course codes referenced in the course descriptions will be in effect on July 1, 2015**

importance of self-care in maintaining your role as a debriefer. There will be a strong emphasis on skill practice through the use of case scenarios, and instructors will provide evaluative feedback. Instructors: Laurie Pearce and Bruce Ramsay

*Prerequisite: CISM-1010*

### **\*CISM-1020** **CISM Simulation** **(1 day/.5 credit)**

This simulation class is designed to provide you with the opportunity to show how you have incorporated your new knowledge from the Critical Incident Stress Management Certificate into your practice. Successful completion of this course completes the requirements for the Critical Incident Stress Management Certificate and also allows you to seek certification with the Association of Traumatic Stress Specialists (ATSS).

The ATSS recognizes this course as equivalent to their 30 hour field placement practicum requirement. Along with completion of all CISM coursework, you must also submit a written observation/analysis report to the ATSS of the CISM206 simulation as part of the equivalency process.

Instructors: Laurie Pearce and Bruce Ramsay

*Prerequisites: CISM-1000, CISM-1010 and CISM-1015*

### **\*CISM-1025** **Managing Responses to Community Disasters** **(1 day/.5 credit)**

You will receive an overview of the phases and impact of a disaster and the role of government and community agencies in responding. Course content addresses models for community intervention and their application to community disasters, psychosocial needs of community members involved in a disaster, identifying at-risk populations, special considerations, and responder interventions. Instructor: Laurie Pearce

*Prerequisite: CISM-1000*

### **\*CISM-1030** **Psychological First Aid** **(1 day/.5 credit)**

Psychological first aid is a modular approach to providing psychosocial and emotional help to victims of traumatic events. It ensures that individuals who work with survivors of a calamity can help victims manage initial distress, identify coping actions that assist the person to recover, and mobilize resources for interpersonal support. In this course you will learn how to assist individuals and families in the immediate aftermath of a tragedy and community catastrophe. Instructor: Laurie Pearce

*Prerequisite: CISM-1000*

### **\*CISM-1035** **Post-Critical Incident Stress Reactions** **(1 day/.5 credit)**

This course addresses the symptoms and emotional reactions that may arise following a traumatic event, and the possible treatment options available. It will help first responders identify when an individual is showing signs of post-traumatic stress and where to provide the appropriate referrals for treatment. Content includes differentiating between critical incident stress and post-traumatic stress, the environmental and personal factors that may increase post-traumatic reactions, the epidemiology and etiology of post-traumatic stress, required social supports, and treatment options. Instructor: Bruce Ramsay

*Prerequisite: CISM-1000*

### **\*CISM-1040** **Effective Team Participation** **(1 day/.5 credit)**

Participation on a critical incident stress team involves understanding not only the intervention process but also how and when a team should be used and what has to happen in order for the team to operate effectively. Course content includes the knowledge and skills required for effective critical incident stress team participation and the key skills that can be used to help the team fulfill its purpose within an organization to provide quality service.

Instructor: Bruce Ramsay

*Prerequisite: CISM-1000*

### **\*CISM-1045** **Trauma, Children, and Youth** **(1 day/.5 credit)**

You will examine trauma intervention in relation to children and youth. Course content covers traumatic reactions specific to the stages of childhood development, the role of individuals responding to children affected by various types of critical incidents, the range of interventions, and immediate post-impact and recovery issues. You will also have an opportunity to examine issues related to children with special needs, as well as issues related to working with families.

Instructor: Laurie Pearce

*Prerequisite: CISM-1000*

### **\*CISM-1050** **Vicarious Traumatization** **(1 day/.5 credit)**

You will explore the unique issues faced by trauma responders who are exposed to critical incidents that, if not managed properly, can contribute to burnout, substance use, relationship stress, or emotional instability. Course content covers traumatic stress reactions; critical incident stress management in organizations; speaking about trauma to

family members; key strategies for implementing policies, procedures, and programs in organizations; and on-scene interventions. Instructor: Bruce Ramsay

*Prerequisite: CISM-1000*

## **EXPRESSIVE PLAY THERAPY**

### **\*COUN-3100** **Expressive Play Therapy Methods Level 1** **(2 days/1 credit)**

This course focuses on expressive play therapy methods and examines the function of art and play through the developmental stages. You will have the opportunity to learn about (and become familiar with) the toys and art therapy exercises used in working with children ages 3-12. You will come to understand expressive play therapy as a holistic and integrative practice that addresses the physical, emotional, cognitive, and spiritual needs of children in therapy. Levels 1 and 2 are designed to be taken together. Instructors: Marie-José Dhaese in Parksville and Chris Conley NWC.

### **\*COUN-3105** **Expressive Play Therapy Methods Level 2** **(2 days/1 credit)**

This advanced course is for practitioners who use play and various expressive therapies in their work with children. You will learn about the 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, permissiveness, and limits. You will have the opportunity to view and discuss video excerpts of sessions and practice the material learned through role-playing. Instructors: Marie-José Dhaese in Parksville and Chris Conley NWC.

*Prerequisite: COUN-3100*

### **\*COUN-3110** **Sandplay Therapy: Using the Healing Power of Imagery to Help Children, Youth and Adults Cope with the Challenges of Difficult Times Level 1** **(2 days/1 credit)**

This course will focus on using the healing power of imagery through the medium of sandplay therapy to safely facilitate symbolic expression and transformation of painful experiences. It also provides ways of creating healing images to help children, youth, and adults face the challenges of their daily lives. You will learn about the therapeutic properties, setting up a sandplay area, and the many ways sandplay therapy (dry sand, wet sand, and water play) can be used. You will have an opportunity to make and witness sandplay images. Please bring a small tray filled with sand, corn flour or birdseed, and at least 15 to 20 figurines/small objects.

Instructor: Marie-José Dhaese in Parksville

*Strongly recommended: COUN-3100 and 3105*



**\*COUN-3115**

**Sandplay Therapy: Using the Healing Power of Imagery to Help Children, Youth and Adults Cope with the Challenges of Difficult Times Level 2**

(2 days/1 credit)

In this course you will explore in-depth sandplay therapy and its application and use with adults, children, and their families. We will discuss and explore further witnessing and facilitating, the making of a spontaneous sandplay image and what to take note of during this process. We will also consider the use of structured interventions when needed. Both adult and child process and imagery will be addressed. Participant imagery will be debriefed. Please bring a small tray filled with sand, corn flour or birdseed, and at least 15 to 20 figurines/small objects.

Instructor: Marie-José Dhaese in Parksville

*Prerequisite: COUN-3110*

**\*COUN-3120**

**Expressive Play Therapy for the Grieving Child**

(3 days/1.5 credit)

This course will focus on the use of expressive therapies to help children who have suffered the loss of a primary caregiver or family member, whether a temporary loss such as separation, divorce, hospitalization, or incarceration, or a permanent loss due to death, adoption, foster care, and/or immigration. We will be considering the crucial role of attachment in the mother-child relationship, the effects of the loss of a primary attachment on a child's emotional well-being. You will have the opportunity to experience the image-making process (using metaphors, visualizations, art, assemblage, sewing, and storytelling) as related to the topic of loss. Instructor: Marie-José Dhaese in Parksville

*Prerequisite: COUN-3105*

**\*COUN-3125**

**Final Project/Consultation Group**

(3 days/1.5 credit)

Participants will be provided with a unique opportunity to integrate the expressive play therapy theory and practice taught in the program. Participants will prepare a detailed presentation of a therapeutic session. This will be an in-depth, small-group exploration and feedback will be given on clinical work. Full participation in this course is required for candidates to receive the certificate of achievement. This course is limited to 12 participants and is only available to those enrolled in the certificate program and who have taken all certificate courses.

Instructor: Marie-José Dhaese in Parksville

*Prerequisites: COUN-3100, COUN-3105, COUN-3110, COUN-3115 and COUN-3120*

## COMPLEX TRAUMA & CHILD SEXUAL ABUSE INTERVENTION

**\*COUN-5200**

**Theoretical Foundation in Complex Trauma (12 weeks online/3 credits)**

This online course orients you to the theory, literature, philosophy, evidence-based research and central working models for recovery that underpin the current approach to the field of complex trauma. The course locates the field of traumatic stress within social and historical movements and changing assumptions. Models of healing include Aboriginal approaches, and the needs of survivors of diverse social locations (ethnicity, culture, age, sexuality, gender, etc.) are explored throughout the course. The impact of the work, and the need for practitioner self-care, threads throughout this course.

Instructors: Cheryl Bell-Gadsby, Maureen McEvoy

**\*COUN-5205**

**Assessment and Treatment Planning in Complex Trauma (5 days/2.5 credits)**

This course provides you with detailed and practical explorations of assessment and treatment planning with child, youth and adult complex trauma survivors. You will learn and practice multiple assessment approaches, including structured instruments, informal assessment interviewing and the therapeutic relationship as an assessment tool. Assessment of the multiple dimensions of family and social identity, including Aboriginal approaches to assessment and the systems within which the child, youth or adult survivor lives are also emphasized. You will find the course rich in diverse case examples, hands-on practice and therapist self-awareness. Instructors: Maureen McEvoy, Cheryl Bell-Gadsby

*Prerequisite: COUN-5200*

**\*COUN-5210**

**Intervention and Skill Building in Complex Trauma (5 days/2.5 credits)**

Building on the theory, assessment and treatment planning knowledge gained in the previous two courses, this course offers you very practical and highly participatory classroom sessions for learning the skills and competencies necessary for each stage of intervention with complex trauma survivors. Specific focuses include safety and containment skills, processing and integration of traumatic memory, interventions to manage dissociative processes and building effective

clinical relationships, including across differences of social identity and social location. Instructors: Cheryl Bell-Gadsby, Maureen McEvoy

*Prerequisite: COUN-5205*

**\*COUN-5215**

**Somatics in Complex Trauma (2 days/1 credit)**

This highly experiential course introduces you to the foundational principles and practices of somatic work, an essential skill in working to repair the dysregulated nervous system of complex trauma survivors. You will engage with several conceptual frameworks, and learn somatic assessment and intervention tools. This practical and highly participatory course will help you develop many skills that can be adapted to diverse populations. Instructor: Yvonne Haist

*Prerequisite: COUN-5200*

**\*COUN-5220**

**Complex Trauma Integrated Project (1 credit)**

This self-directed course is intended to expand and integrate your learning in the Complex Trauma Program. In consultation with faculty members, you will develop a proposal for your own study project or research, which will result in a written paper. Instructors: Cheryl Bell-Gadsby, Maureen McEvoy

*Prerequisites: COUN-5205, COUN-5210, COUN-5215*

**\*COUN-5225**

**Child Sexual Abuse Intervention (7 days/3.5 credits)**

This two-part course will provide you with an opportunity to integrate and expand course material on complex trauma with sexual abuse. You will gain an historical overview of child sexual abuse, the evolution of social, legal and clinical responses to this issue including an exploration of debates about memory. Treatment approaches and skill development relevant to survivors of diverse backgrounds, including Aboriginal survivors, are woven throughout the course. Best clinical practice, including a focus on responding to dissociative survivors, is defined, demonstrated and practiced by the learners. Instructors: Cheryl Bell-Gadsby, Natalie Clark

*Prerequisite: COUN-5220*

**\* All course codes referenced in the course descriptions will be in effect on July 1, 2015**

**\*COUN-5230**

### **Clinical Consultation in Complex Trauma and Sexual Abuse**

**(3 days/1.5 credits)**

This course provides the opportunity to present a detailed assessment and treatment plan for a complex trauma survivor, as well as a presentation of your recorded clinical work. You will also be engaged in reviewing and providing feedback on the work of other students. Instructors: Maureen McEvoy, Cheryl Bell-Gadsby

*Prerequisite: COUN-5225*

## **SUBSTANCE USE**

**\*COUN-1100**

### **Understanding Substance Use**

**(2 days/1 credit)**

This course provides an overview of current key concepts and models in the field of substance use applying the bio-psycho-social-spiritual model, the stages of change model as well as the harm-reduction approach to practice. You will be able to identify existing barriers to accessing help and have the opportunity to explore ethical issues and challenges working with clients. This is a prerequisite for further courses in the Substance Use Certificate. Instructor: Mary Harber

**\*COUN-1105**

### **A Continuum of Care: Prevention to Harm Reduction**

**(2 days/1 credit)**

This course provides an introduction to the system of care for substance use in BC. You will learn about historical and current developments at the federal and provincial level. Exploration of the major components of the system, resources and strategies to access will be explored. Instructor: Charlotte Jackson

*Prerequisite: COUN-1100*

**\*COUN-1110**

### **All My Relations: Working with Aboriginal Clients in Substance Use Recovery**

**(1 day/.5 credit)**

This course will provide you with a basic understanding of how movements of Canada's colonial process (e.g. residential schools) impact Aboriginal clients presenting in substance use settings. This knowledge will assist service providers working within Aboriginal communities affected by the change in culture, family systems, and substance-related birth defects. Instructor: Teresa Howell

*Prerequisite: COUN-1100*

**\*COUN-1115**

### **Assessment Practices**

**(2 days/1 credit)**

You will develop an in-depth understanding of the assessment process, with emphasis on eliciting relevant information from clients through collaborative and motivational interviewing practices. Topics include the identification process, assessment methods and tools, readiness to change, and treatment planning basics. Instructor: Rob Axsen

*Prerequisite: COUN-1100*

**\*COUN-1019**

### **Understanding Pharmacology from a Counsellor's Perspective**

**(2 days/1 credit)**

This course is for any helping professional interested in expanding their knowledge of pharmacology and how it pertains to clinical counselling situations. You will learn about the central nervous system, anti-depressant medications, anti-anxiety medications, and drugs used to treat schizophrenia and bipolar disorder. Emphasis is placed on substance use and the consequences (effects, side effects, lethality) of mixing psychotropic medications with street drugs. Instructors: Munir Velji and Yvonne Savard

*Prerequisite: COUN-1100*

**\*COUN-1120**

### **Interconnected Risk**

**(2 days/1 credit)**

This course provides an exploration of the interconnected correlated risk factors of substance use and violence, trauma, concurrent disorders, marginalization, stigma and poverty. We will explore the social determinants of health such as gender, race, sexual orientation and gender identity. You will also have the opportunity to reflect and build on your own practice for working with multiple issues, integrated case planning, and implementation of safety strategies. Instructor: Donna Barker

*Prerequisite: COUN-1100*

**\*COUN-1125**

### **Motivational Interviewing in Practice Level 1**

**(2 days/1 credit)**

This course provides learners with an overview of the four processes (Engagement, Focusing, Evoking and Planning) of Motivational Interviewing (MI), with an emphasis on how MI can be used to assist clients in building motivation towards change and in strengthening commitment. Topics include: Understanding and facilitating change; recognizing the relational and technical aspects of MI; overview of strategies for working with clients at different levels of readiness for change; evoking and differentially reinforcing

change talk; addressing aspects of ambivalence, including sustain talk and discord; developing change plans.

Instructor: Rob Axsen

*Prerequisite: COUN-1100*

**\*COUN-1130**

### **Compassion and Policy: The Heart and Mind of Drug Policy Reform**

**(1 day/.5 credit)**

This course explores the drug policy reform movement and the consequences of the global war on drugs. You will learn about problems with current drug control approaches, evidence-based drug policy alternatives, and the concept of a regulated drug market based on human rights and public health principles. The lessons learned from alcohol and tobacco policy will also be discussed. Instructor: Mark Haden

*Prerequisite: COUN-1100*

**\*COUN-1135**

### **Concurrent Disorders Planning Level 1**

**(2 days/1 credit)**

This course covers key issues in treatment planning, including definitions, terms, and classification systems; the relationship between mental health and addiction; and basic principles of screening, assessment, and treatment planning. Course format focuses on experiential learning, with an emphasis on the role of service providers as agents of change. Instructor: Alicia Spidel

*Prerequisite: COUN-1100*

## **ENROLLING IN A CERTIFICATE PROGRAM**

You can enrol in all Counselling and Community Safety Certificates online at [jibc.ca/registration/apply-program](http://jibc.ca/registration/apply-program) or contact Student Services at 604.528.5590 or toll free 1.877.528.5591. There is a non-refundable fee of \$75 for enrolling in a CCCS certificate.

Some certificate applications require supplemental information and documentation, see our website for information about specific certificates at [jibc.ca/cccs](http://jibc.ca/cccs).

Some courses do not require a certificate application, see our website for information about specific courses at [jibc.ca/cccs](http://jibc.ca/cccs).

Once you have enrolled in a certificate, you have the added benefits of accessing the JIBC Library and other resources, contact us for more information.



**\*COUN-1140**

**Fetal Alcohol Spectrum Disorder:  
Increasing Our Understanding**  
(1 day/.5 credit)

This course provides up-to-date information on fetal alcohol spectrum disorder (FASD) and best practices when working with people living with FASD and women at risk of having a child affected by FASD. Topics include understanding FASD across the lifespan, BC resources for diagnosis and support, and a range of prevention models that support women of child-bearing years. Instructor: Nancy Poole  
*Prerequisite: COUN-1100*

**\*COUN-1145**

**Community Voices/Contemporary Issues**  
(1 day/.5 credit)

In this course, you will explore your values and deepen your understanding of selected contemporary issues facing clients and practitioners. You will learn about consumer and sector advocacy, supervised injection sites, substitution therapies, harm reduction approaches, and survival sex trade worker co-operatives. Instructor: Tom Hetherington  
*Prerequisite: COUN-1100*

**\*COUN-1150**

**Trauma Informed Practice in Addictions:  
Assessment and Treatment**  
(2 days/1 credit)

In this course, you will examine current theoretical understandings regarding the impact of human responses to traumatic experiences, with emphasis on the consequent development of substance use and addictions in some individuals. You will review the psychobiological and psychosocial processes of both trauma and addictions, and consider the complications for assessment and treatment of the concurrent disorders (PTSD-SUD). As well, we will discuss available guidelines for best-practice approaches in integrative treatment models. Instructor: Natalie Clark

*Prerequisite: COUN-1100*

**BYLAW COMPLIANCE,  
ENFORCEMENT AND  
INVESTIGATIVE SKILLS**

**\*BLAW-1000**

**Bylaw Compliance, Enforcement and  
Investigative Skills - Level 1**

(6 weeks online and 3 days face-to-face, 3 credits)

This course is designed for new and experienced Bylaw Officers as well as those considering a career in the field. The course provides the fundamental knowledge and skills required to function effectively in the role of a local government Bylaw Officer. You will examine relevant legislation, duties and powers of a Bylaw Officer, interpretation of bylaws, compliance and enforcement measures/options, effective investigation skills including evidence collection, documentation, and presentation of the evidence in legal and non-legal proceedings, and current issues impacting enforcement work, including issues related to diversity, mental health and homelessness. Emphasis is placed on developing the skills and knowledge to enhance your ability to defuse emotionally charged situations and to manage your own personal safety and the safety of others. You will gain a better understanding of issues connected to diversity, mental health, and homelessness. The course uses a blend of online learning and in class delivery.

**\*BLAW-1005**

**Bylaw Compliance, Enforcement and  
Investigative Skills-Level 2**

(6 weeks online and 3 days face-to-face, 3 credits)

Building on the knowledge and skills acquired and developed in BLAW-1000: Bylaw Compliance, Enforcement and Investigative Skills - Level 1, you will acquire a deeper knowledge and awareness of the complexities of bylaw compliance, enforcement and investigative work. Course content includes drafting bylaws, policies and procedures, advanced and complex investigation, court processes, enforcement options, strategies for crime prevention and for dealing with public disorder, risk management, collaborative intervention skills, officer safety and self-care including stress management. The course uses a blend of online learning and in class delivery.

*Prerequisite: BLAW-1000*

**NEW COURSE**



**BULLYING CAN  
HAPPEN ANYWHERE**

**New online Workplace  
Bullying course**

**[jibc.ca/workplace-bullying](http://jibc.ca/workplace-bullying)**

**AWARDS**

You might be eligible for JIBC awards and bursaries, visit [jibc.ca/financial-aid](http://jibc.ca/financial-aid) or call 604.528.5590 or 1.877.528.5591

# COURSE CALENDAR



## SPECIAL EVENTS

COURSE DATE	COURSE	COURSE CODE	LOCATION	FEE
October 20-21, 2015	Dan Siegel: Mindfulness, Mindsight and the Brain: What is Mind and Mental Health?	COUN-3600	NWC	\$395.00 <i>early bird</i> \$445.00 <i>regular</i>
Spring 2016	Psychedelic Medicine: A Paradigm Shift	TBA	NWC	TBA
July 2016	Aboriginal Focusing-Oriented Therapy (AFOT) Conference	TBA	NWC	TBA

**FOR MORE INFORMATION** ABOUT SPECIAL EVENTS [JIBC.CA/SPE](http://JIBC.CA/SPE)

## OPEN FOR GENERAL ENROLMENT

COURSE DATE	COURSE	NEW COURSE CODE	COURSE CODE PRIOR TO JULY 1, 2015	LOCATION	FEE
Sep 25-26, 2015	Understanding Substance Use	COUN-1100	AD400	NWC	\$297.66
Oct 19-20, 2015	Clinical Supervision: Innovative Practices	COUN-1012	EP278	NWC	\$286.84
Oct 26-27, 2015	Expressive Play Therapy Methods Level 1	COUN-3100	CY104	NWC	\$304.16
Oct 28-29, 2015	Expressive Play Therapy Methods Level 2	COUN-3105	CY104A	NWC	\$304.16
Nov 5-6, 2015	An Introduction to the DSM-5 - Level 1	COUN-1015	COUNS288	NWC	\$338.13
Nov 5, 2015	Introduction to Critical Incident Stress Management	CISM-1000	CISM100	NWC	\$205.66
Nov 12-13, 2015	Introduction to Art Therapy for Counsellors and Therapists	COUN-1017	CY250	NWC	\$303.07
Dec 1-2, 2015	Indigenous Trauma Informed Practice with Children and Youth	COUN-1032	COUNS255	NWC	\$302.94
Dec 3-4, 2015	Indigenous Trauma-Informed Practice with Children and Youth: Assessment – Level 2	COUN-1035	no previous course code	NWC	\$302.94
Dec 11-12, 2015	Motivational Interviewing in Practice - Level 1	COUN-1125	AD204	NWC	\$297.66
Jan 14-15, 2016	Understanding Substance Use	COUN-1100	AD400	Victoria	\$373.44
Feb 12-13, 2016	Understanding Pharmacology from a Counsellor's Perspective	COUN-1019	EP308	NWC	\$297.66
Apr 4-5, 2016	Advanced Practice in Clinical Supervision Level 2	COUN-1034	EP388	NWC	\$302.94
Apr 8-9, 2016	Motivational Interviewing in Practice - Level 1	COUN-1125	AD204	NWC	\$297.66
Apr 21-22, 2016	Trauma Informed Practice in Addictions: Assessment and Treatment	COUN-1150	TS225	NWC	\$297.66
May 7, 2016	Vicarious Traumatization	CISM-1050	CISM205	NWC	\$205.66
May 13-14, 2016	Motivational Interviewing in Practice - Level 2	COUN-1025	COUNS205	NWC	\$297.66
Jul 18-19, 2016	Expressive Play Therapy Methods Level 1	COUN-3100	CY104	Parksville	\$304.16
Jul 20-21, 2016	Expressive Play Therapy Methods Level 2	COUN-3105	CY104A	Parksville	\$304.16



# ABORIGINAL FOCUSING-ORIENTED THERAPY AND COMPLEX TRAUMA (AFOT)

COURSE DATE	COURSE	NEW COURSE CODE	COURSE CODE PRIOR TO JULY 1, 2015	LOCATION	FEE
Feb 25-27, 2016	Complex Trauma	COUN-3200	CT301	NWC	\$657.03
Apr 21-23, 2016	Basic Focusing Oriented Therapy and Complex Trauma	COUN-3205	CT302	NWC	\$657.03
June 23-25, 2016	Intermediate Focusing Oriented Therapy	COUN-3210	CT303	NWC	\$657.03
Sept 8-10, 2016	Advanced Focusing Oriented Therapy	COUN-3215	CT304	NWC	\$657.03
Oct 20-22, 2016	Depression, Grieving and Complex Trauma	COUN-3220	CT305	NWC	\$657.03
Dec 15-17, 2016	Clinical Spirituality and Complex Trauma	COUN-3225	CT306	NWC	\$657.03
Feb 16-18, 2017	Dreams and Complex Trauma	COUN-3230	CT307	NWC	\$657.03

## JIBC Victoria

Feb 4-6, 2016	Complex Trauma	COUN-3200	CT301	VIC	\$657.03
Apr 7-9, 2016	Basic Focusing Oriented Therapy and Complex Trauma	COUN-3205	CT302	VIC	\$657.03
June 9-11, 2016	Intermediate Focusing Oriented Therapy	COUN-3210	CT303	VIC	\$657.03
July 28-30, 2016	Advanced Focusing Oriented Therapy	COUN-3215	CT304	VIC	\$657.03
Sept 15-17, 2016	Depression, Grieving and Complex Trauma	COUN-3220	CT305	VIC	\$657.03
Nov 3-5, 2016	Clinical Spirituality and Complex Trauma	COUN-3225	CT306	VIC	\$657.03
Feb 2-4, 2017	Dreams and Complex Trauma	COUN-3230	CT307	VIC	\$657.03

# CRITICAL INCIDENT STRESS MANAGEMENT

COURSE DATE	COURSE	NEW COURSE CODE	COURSE CODE PRIOR TO JULY 1, 2015	LOCATION	FEE
Nov 5, 2015	Introduction to Critical Incident Stress Management	CISM-1000	CISM100	NWC	\$205.66
Nov 6, 2015	Diversity & Trauma	CISM-1005	CISM101	NWC	\$205.66
Nov 7-8, 2015	Demobilization, Defusing and Crisis Management Briefing	CISM-1010	CISM102	NWC	\$310.65
Jan 14-16, 2016	Critical Incident Stress Debriefing	CISM-1015	CISM103	NWC	\$450.29
Jan 17, 2016	CISM Simulation	CISM-1020	CISM206	NWC	\$339.88
Mar 3, 2016	Post-Critical Incident Stress Reactions	CISM-1035	CISM200	NWC	\$205.66
Mar 4, 2016	Managing Responses to Community Disasters	CISM-1025	CISM202	NWC	\$205.66
Mar 5, 2016	Psychological First Aid	CISM-1030	CISM201	NWC	\$205.66
May 5, 2016	Effective Team Participation	CISM-1040	CISM203	NWC	\$205.66
May 6, 2016	Trauma, Children and Youth	CISM-1045	CISM204	NWC	\$205.66
May 7, 2016	Vicarious Traumatization	CISM-1050	CISM205	NWC	\$205.66

## TO REGISTER:

604.528.5590 or 1-877-528-5591

[jibc.ca/registration](http://jibc.ca/registration)

- A Learner Services Fee (LSF) is charged for all credit courses, and is collected at the time of registration. The Learner Services Fee is currently set at \$5.40 per course credit.
- Tuition subject to 2% increase April 1, 2016.
- Schedule subject to change - see our website for the most current class schedule.

# EXPRESSIVE PLAY THERAPY

COURSE DATE	COURSE	NEW COURSE CODE	COURSE CODE PRIOR TO JULY 1, 2015	LOCATION	FEE
Sep 14-16, 2015	Final Project/Consultation Group	COUN-3125	COUNS299	Parksville	\$452.45
Oct 26-27, 2015	Expressive Play Therapy Methods Level 1	COUN-3100	CY104	NWC	\$304.16
Oct 28-29, 2015	Expressive Play Therapy Methods Level 2	COUN-3105	CY104A	NWC	\$304.16
Apr 25-26, 2016	Sandplay Therapy: Using the Healing Power of Imagery to Help Children, Youth and Adults Cope with the Challenges of Difficult Times - Level 1	COUN-3110	CY265	Parksville	\$298.19
Apr 27-28, 2016	Sandplay Therapy: Using the Healing Power of Imagery to Help Children, Youth and Adults Cope with the Challenges of Difficult Times - Level 2	COUN-3115	CY266	Parksville	\$304.16
June 13-15, 2016	Expressive Play Therapy for the Grieving Child	COUN-3120	COUNS163	Parksville	\$452.45
Jul 18-19, 2016	Expressive Play Therapy Methods Level 1	COUN-3100	CY104	Parksville	\$304.16
Jul 20-21, 2016	Expressive Play Therapy Methods Level 2	COUN-3105	CY104A	Parksville	\$304.16
Sep 12-14, 2016	Final Project/Consultation Group	COUN-3125	COUNS299	Parksville	\$452.45

# COMPLEX TRAUMA & CHILD SEXUAL ABUSE

COURSE DATE	COURSE	NEW COURSE CODE	COURSE CODE PRIOR TO JULY 1, 2015	LOCATION	FEE
Sep 9-11, 2015	Clinical Consultation in Complex Trauma and Sexual Abuse	COUN-5230	CTCSA550	NWC	\$580.17
Sep 14-Dec 04, 2015	Theoretical Foundation in Complex Trauma	COUN-5200	CT501	NWC	\$ 1,159.28
Feb 1-5, 2016	Assessment and Treatment Planning in Complex Trauma	COUN-5205	CT502	NWC	\$966.61
Apr 25-29, 2016	Intervention and Skill Building in Complex Trauma	COUN-5210	CT503	NWC	\$966.61
June 27-28, 2016	Somatics in Complex Trauma	COUN-5215	CT504	NWC	\$386.42
Sep 16, 2016	Complex Trauma Integrated Project	COUN-5220	CT520	NWC	\$386.42
Oct 4-7 & Nov 2-4, 2016	Child Sexual Abuse Intervention - Part 1 and Part 2	COUN-5225	CSA530	NWC	\$ 1,353.04
Dec 12-14, 2016	Clinical Consultation in Complex Trauma and Sexual Abuse	COUN-5230	CTCSA550	NWC	\$580.17

## TO REGISTER:

604.528.5590 or 1-877-528-5591  
jibc.ca/registration

- A Learner Services Fee (LSF) is charged for all credit courses, and is collected at the time of registration. The Learner Services Fee is currently set at \$5.40 per course credit.
- Tuition subject to 2% increase April 1, 2016.
- Schedule subject to change - see our website for the most current class schedule.

## LIBRARY

The JIBC Library offers research assistance and access to a unique and specialized collection of books, journals and online sources, all focused on the programs offered here. The Library catalogue and other online resources may be searched while on a JIBC campus or over the web from other locations.

JIBC librarians are available to help locate information on subjects taught at JIBC and to assist students with a variety of academic and research skills, such as locating the most current journal articles or citing sources correctly. Computers available for student use in the Library all have Microsoft Office and Internet access, and a wireless network covers the entire building. Laptops and iPads are available to certificate, diploma or degree program students for short-term loan.



# SUBSTANCE USE

COURSE DATE	COURSE	NEW COURSE CODE	COURSE CODE PRIOR TO JULY 1, 2015	LOCATION	FEE
Sep 25-26, 2015	Understanding Substance Use	COUN-1100	AD400	NWC	\$297.66
Oct 23-24, 2015	A Continuum of Care: Prevention to Harm Reduction	COUN-1105	AD401	NWC	\$297.66
Nov 20-21, 2015	Assessment Practices	COUN-1115	AD403	NWC	\$297.66
Dec 10, 2015	Compassion and Policy: The Heart and Mind of Drug Policy Reform	COUN-1130	AD408	NWC	\$152.62
Dec 11-12, 2015	Motivational Interviewing in Practice - Level 1	COUN-1125	AD204	NWC	\$297.66
Jan 14-15, 2016	Understanding Substance Use	COUN-1100	AD400	VIC	\$373.44
Jan 21, 2016	Fetal Alcohol Spectrum Disorder: Increasing Our Understanding	COUN-1140	AD409	NWC	\$152.62
Jan 22-23, 2016	Interconnected Risk	COUN-1120	AD405	NWC	\$297.66
Feb 11, 2016	All My Relations: Working with Aboriginal Clients in Substance Use Recovery	COUN-1110	AD129	NWC	\$172.10
Feb 12-13, 2016	Understanding Pharmacology from a Counsellor's Perspective	COUN-1019	EP308	NWC	\$297.66
Feb 18-19, 2016	A Continuum of Care: Prevention to Harm Reduction	COUN-1105	AD401	VIC	\$373.44
Mar 10, 2016	Community Voices/Contemporary Issues	COUN-1145	AD407	NWC	\$152.62
Mar 11-12, 2016	Concurrent Disorders Planning - Level 1	COUN-1135	AD410	NWC	\$297.66
Apr 8-9, 2016	Motivational Interviewing in Practice - Level 1	COUN-1125	AD204	NWC	\$297.66
Apr 21-22, 2016	Trauma Informed Practice in Addictions: Assessment and Treatment	COUN-1150	TS225	NWC	\$297.66

# BYLAW COMPLIANCE, ENFORCEMENT AND INVESTIGATIVE SKILLS

COURSE DATE	COURSE	NEW COURSE CODE	COURSE CODE PRIOR TO JULY 1, 2015	LOCATION	FEE
Aug 10, 2015 / Sep 28-30	Bylaw Compliance, Enforcement and Investigative Skills Level 1	BLAW-1000	BYLAW100	NWC	\$1,201.49
Sep 8, 2015 / Oct 26-28	Bylaw Compliance, Enforcement and Investigative Skills Level 2	BLAW-1005	BYLAW102	NWC	\$1,201.49
Sep 14, 2015 / Nov 2-4	Bylaw Compliance, Enforcement and Investigative Skills Level 1	BLAW-1000	BYLAW100	NWC	\$1,201.49
Oct 26, 2015 / Dec 14-16	Bylaw Compliance, Enforcement and Investigative Skills Level 1	BLAW-1000	BYLAW100	NWC	\$1,201.49
Nov 23, 2015 / Jan 11-13	Bylaw Compliance, Enforcement and Investigative Skills Level 2	BLAW-1005	BYLAW102	NWC	\$1,201.49
Dec 7, 2015 / Feb 1-3	Bylaw Compliance, Enforcement and Investigative Skills Level 1	BLAW-1000	BYLAW100	NWC	\$1,201.49
Jan 11, 2016 / Feb 29-Mar 2	Bylaw Compliance, Enforcement and Investigative Skills Level 1	BLAW-1000	BYLAW100	VIC	\$1,201.49
Feb 15, 2016 / Apr 4-6	Bylaw Compliance, Enforcement and Investigative Skills Level 1	BLAW-1000	BYLAW100	NWC	\$1,201.49
Feb 22, 2016 / Apr 11-13	Bylaw Compliance, Enforcement and Investigative Skills Level 2	BLAW-1005	BYLAW102	VIC	\$1,201.49
Apr 11, 2016 / May 30 / Jun 1	Bylaw Compliance, Enforcement and Investigative Skills Level 1	BLAW-1000	BYLAW100	NWC	\$1,201.49
May 23, 2016 / Jul 11-13	Bylaw Compliance, Enforcement and Investigative Skills Level 2	BLAW-1005	BYLAW102	NWC	\$1,201.49
Jun 6, 2016 / Jul 25-27	Bylaw Compliance, Enforcement and Investigative Skills Level 1	BLAW-1000	BYLAW100	NWC	\$1,201.49
Jul 25, 2016 / Sep 12-14	Bylaw Compliance, Enforcement and Investigative Skills Level 1	BLAW-1000	BYLAW100	NWC	\$1,201.49



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