

CENTRE FOR COUNSELLING & COMMUNITY SAFETY



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COURSE & PROGRAM GUIDE



ABORIGINAL FOCUSING-ORIENTED THERAPY & COMPLEX TRAUMA CERTIFICATE

21 days / 10.5 credits

This certificate uses Focusing-Oriented Therapy (FOT) 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, frontline 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 is particularly helpful to practitioners who work with residential school survivors, those with 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.

Visit jibc.ca/cccs for application details and course schedule



BRITTANY O'ROURKE:
ABORIGINAL LIAISON WORKER,
MISSION SCHOOL DISTRICT

“From the AFOT program, I've gained a deeper understanding of the wisdom of the body, the connection to the land and our ancestors. I've learned ways to create space, and how to sit with the uncomfortable while working with complex trauma. I have never encountered so deeply our cultural, ancestral knowledge and teachings in an educational institution. I've grown by developing a decolonized mind through indigenous learning perspectives while working with trauma that have enhanced my skills to meet the needs of those I work with. I experienced healing. The AFOT Instructors, Elders and Helpers provided impactful and empowering hands on experiences that gave me an opportunity to reflect and connect with situations in my life through a different lens.”

REQUIRED COURSES	Days/Credits
COUN-3200: Complex Trauma	3 days/1.5 credits
COUN-3205: Focusing-Oriented Therapy & Complex Trauma 1	3 days/1.5 credits
COUN-3210: Focusing-Oriented Therapy & Complex Trauma 2	3 days/1.5 credits
COUN-3215: Focusing-Oriented Therapy & Complex Trauma 3	3 days/1.5 credits
COUN-3220: Depression, Grieving & Complex Trauma	3 days/1.5 credits
COUN-3230: Dreams & Complex Trauma	3 days/1.5 credits
COUN-3225: Clinical Spirituality & Complex Trauma	3 days/1.5 credits

AWARDS

You might be eligible for JIBC awards and bursaries, visit jibc.ca/financial-aid or call **604.528.5762** or **1.877.275.4332**



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 human resources, first responders, and other frontline

workers such as crisis intervention workers, victim services workers, nurses, child welfare 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.

Visit jibc.ca/cccs for application details and course schedule



LIZA MANOLIS:
SOCIAL WORKER, YUKON
TERRITORY

“The knowledge and skills I gained in the CISM program greatly transformed my practice. I was able to incorporate the practical skills with clients immediately and in doing so, witness tremendous transformation. Sharing the essential theories and ideas with my colleagues and peers resulted in increased training and changes to our procedures. These are both testaments to the incredible value of the program. JIBC CISM Faculty, bring the content to life with stories of their extensive experiences. I would recommend this program to anyone looking to provide evidence-based critical incident support!”

REQUIRED COURSES

Days/Credits

CISM-1000: Introduction to Critical Incident Stress Management (CISM)	1 day/.5 credit
CISM-1005: Diversity & Trauma	1 day/.5 credit
CISM-1010: Defusing and Crisis Management Debriefing (RITS)	2 days/1 credit
CISM-1015: Critical Incident Stress Debriefing	3 days/1.5 credits
CISM-1020: Critical Incident Stress Management (CISM) Simulation	1 day/.5 credit
CISM-1025: Managing Responses to Community Disasters	1 day/.5 credit
CISM-1030: Psychological First Aid	1 day/.5 credit
CISM-1035: Post-Critical Incident Stress Reactions	1 day/.5 credit
CISM-1040: Effective Team Participation	1 day/.5 credit
CISM-1045: Trauma, Children & Youth	1 day/.5 credit
CISM-1050: Vicarious Traumatization	1 day/.5 credit



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 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, and provides opportunities for hands on experience including the exploration of the image making process through the use of a variety of mediums including toys, art supplies, sand trays and figurines.

The program is designed for frontline 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.

Visit jibc.ca/cccs for application details and course schedule

Note: All certificate courses are offered in Qualicum Beach, BC on Vancouver Island with Marie-José Dhaese, with the exception of COUN-3100 and COUN-3105 which will be offered in both Qualicum Beach and New Westminster with Chris Conley.



ERIN BRADLEY:
DISTRICT ELEMENTARY
COUNSELLOR, SCHOOL DISTRICT
70 ALBERNI

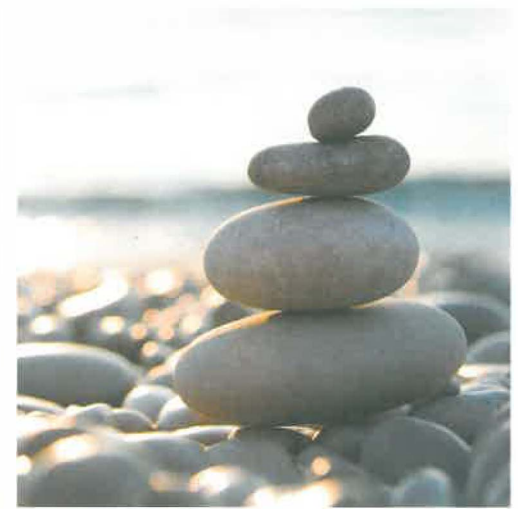
“The Expressive Play Therapy Certificate granted invaluable training for both my current professional practice and future career goals. The program was a fantastic launching place for me to begin my journey in Expressive Play Therapy. It gave comprehensive educational and practical experience for the beginning helping professional, and was also full of enriching opportunities for the more seasoned therapist. I was gently challenged to step outside my comfort zone with group sharing, safe roleplay and collaborative in-class projects and was presented with the opportunity to constantly work on my self-care. Marie-José delivers a candid and thoughtful program with warmth, humour and loads of wisdom and practical tools. I cannot recommend it enough for those who are thinking of integrating the Expressive Therapies into their work.”

REQUIRED COURSES	Days/Credits
COUN-3100: Expressive Play Therapy 1	2 days /1 credit
COUN-3105: Expressive Play Therapy 2	2 days /1 credit
COUN-3110: Sandplay Therapy: Using the Healing Power of Imagery 1	2 days /1 credit
COUN-3115: Sandplay Therapy: Using the Healing Power of Imagery 2	2 days /1 credit
COUN-3120: Expressive Play Therapy for the Grieving Child	3 days /1.5 credits
COUN-3125: Final Project/Consultation Group	3 days /1.5 credits

FOR MORE INFORMATION & HOW TO APPLY CONTACT:

Centre for Counselling & Community Safety

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



GRADUATE CERTIFICATE IN COMPLEX TRAUMA & 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.

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 from this program.

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

Visit jibc.ca/cccs for application details and course schedule



ALLAN LEE:
ASSISTANT DIRECTOR, INCOME
SECURITY DIVISION, HEALTH
AND WELLNESS PROGRAM
COORDINATOR, BC TEACHERS'
FEDERATION

“This Program was an incredible journey, personally and professionally. The instructors were supportive in helping me develop a greater awareness of my own needs, limits, and emotional responses. The experiential and self-care activities embedded in the program opened my eyes to the potential challenges in engaging in trauma work, but also impressed upon me the importance of self-care within my counselling practice. The careful ways in which the program nurtured and encouraged connection with mind, body, and spirit demonstrated the commitment to a holistic, integrated approach to caring for others. In my years of practice with adults and youth, this program has not only been the most impactful professional development opportunity, but it has also been one of the most inspiring.”

CERTIFICATE OPTIONS

There are several options to complete the certificate.

For details visit jibc.ca/cccs or call **604.528.5608** or **1.887.779.0801**

REQUIRED COURSES

	Days/Credits
COUN-5200: Theoretical Foundation in Complex Trauma	12 weeks online/3 credits
COUN-5205: Assessment & Treatment Planning in Complex Trauma	5 days/2.5 credits
COUN-5210: Intervention & Skill Building in Complex Trauma	5 days/2.5 credits
COUN-5215: Somatics in Complex Trauma	2 days/1 credit
COUN-5220: Complex Trauma Integrated Project	self-directed/1 credit
COUN-5225: Child Sexual Abuse Intervention	7 days/3.5 credits
COUN-5230: Clinical Consultation in Complex Trauma & Child Sexual Abuse	3 days/1.5 credits



SUBSTANCE USE CERTIFICATE

20 days / 10 credits

Courses in the Substance Use Certificate 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-psycho-social-

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.

Visit jibc.ca/cccs for application details and course schedule

These courses can be taken individually or as part of the Substance Use Certificate.



VIRGIL AWASIS:
 FAMILY EMPOWERMENT WORKER,
 TSAWWASSEN FIRST NATION

“ I have expanded my skill around addiction and substance use. With this knowledge I will be able support people understand and work through the impacts of substance misuse. I have used these skills and tools in the work I do in a First Nations community, utilizing the harm reduction strategies and supporting people where they are at while working towards where they want to be. Overall, I would say this is a positive step towards gaining the knowledge and perspective needed to make a positive impact in the work I do.”

REQUIRED COURSES	Days/Credits
COUN-1100: Understanding Substance Use	2 days /1 credit
COUN-1105: Continuum of Care: Prevention to Harm Reduction	2 days /1 credit
COUN-1110: All My Relations: Working with Aboriginal Clients	1 day /.5 credit
COUN-1115: Assessment Practices	2 days /1 credit
COUN-1156: The Neurobiology of Addiction and Substance Use Strategies	2 days/1 credit
COUN-1120: Interconnected Risk	2 days /1 credit
COUN-1125: Motivational Interviewing 1	2 days /1 credit
COUN-1130: Compassion & Policy: The Heart and Mind of Drug Policy	1 day /.5 credit
COUN-1135: Concurrent Disorders Planning 1	2 days /1 credit
COUN-1140: Fetal Alcohol Spectrum Disorder: Increasing Understanding	1 day /.5 credit
COUN-1145: Community Voices/Contemporary Issues	1 day /.5 credit
COUN-1150: Trauma Informed Practice (TiP) in Addictions	2 days /1 credit

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

BYLAW COMPLIANCE, ENFORCEMENT AND INVESTIGATIVE SKILLS COURSES

The Bylaw Compliance, Enforcement and Investigative Skills courses are 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 courses reflect current practice and trends in the profession, use 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, marijuana-related businesses, substance use, mental health, and homelessness will also be discussed.

These courses are 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 first 6 weeks of the course will be online (approx. 14hrs of work per week) followed by a 1 week break followed by 3 days of face-to-face learning on campus.

Bylaw Courses:

BLAW-1000

Bylaw Compliance, Enforcement and Investigative Skills 1

BLAW-1005

Bylaw Compliance, Enforcement and Investigative Skills 2

Visit jibc.ca/cccs for more course information.



CAITLIN HANSEN:
PROSPECTIVE BYLAW OFFICER,
ADMINISTRATIVE ASSISTANT,
TERVITA

“I went into the Bylaw Officer & Investigative Skills course with a keen interest in public safety and it didn't take long to realize I had found my ideal career. The interactive discussions and exercises quickly created strong connections with classmates and instructors - a network like this is invaluable but not normally built so easily. This course was an incredibly positive experience which set the stage for my journey to become a bylaw officer. With the help of my instructor, I just submitted my first job application and I can't wait to put my skills to use!”

INDIGENOUS COURSES & CERTIFICATES

Indigenous communities and agencies have worked closely with us to develop and deliver culturally relevant education and training that supports and empowers individuals, families, and communities. Our faculty and educational offerings reflect Indigenous worldviews and perspectives and illustrate the importance of Indigenous history, culture and tradition.

All our courses and programs can be customized to meet the unique needs of learners and specific context of communities. We support communities to prepare for self-governance, increase employment opportunities and strengthen capacity.

We offer a collaborative and culturally grounded process for the development of customized training in bylaw, community peace officers, counsellors, and mental health workers.

Indigenous courses and certificates that we offer include:

Aboriginal Focusing-Oriented Therapy and Complex Trauma Certificate

All My Relations: Working with Aboriginal Clients (COUN-1110)

Indigenous Trauma Informed Practice with Youth (COUN-1032)

Widening the Frame: Towards an Indigenous Violence and Trauma-Informed Practice (COUN-1155)



Visit jibc.ca/cccs or jibc.ca/student-services/aboriginal-student-services for more information.



COURSE DESCRIPTIONS

COURSES OPEN FOR GENERAL ENROLMENT

COUN-1012

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

Learn theory and models which will develop and enhance your supervisory relationship and praxis. This course provides an opportunity to practice your skills using a trauma informed approach in case consultation and interactive group exercises. This course is designed for a wide range of mental health care and social service practitioners.

Instructor: Cheryl Bell-Gadsby

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

COUN-1017

Introduction to Art Therapy for Counsellors & Therapists (2 days/1 credit)

This course is for professionals who integrate some form of art making into their clinical work, but 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: Gretchen Ladd

COUN-1018 *NEW

Mental Health on the Front Line: Awareness and Resilience (3 days/1.5 credit)

You will be introduced to a broad range of topics and issues related to mental health in the context of your work on the front line, such as those in a first responder role. Information, values and skills essential to working competently and ethically with mental health issues will be highlighted and experientially practiced. This course is designed to increase awareness and competency in working with "clients" experiencing mental health issues and to examine the impact of first responder work on your own mental health and wellness. You will focus on self-awareness and reflection while embracing the values of diversity and common humanity.

Instructor: Lisa Kitt

COUN-1032

Indigenous Trauma Informed Practice with Youth (2 days/1 credit)

This course will assist you 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

COUN-1037

Reinforcing Respectful Professional Boundaries (3 days/1.5 credit)

Teachers face a multitude of pressures and challenges in the modern classroom. Boundaries between the professional educator and the student can become blurred. With evolutions in social media and 'student-centred' education approaches, the potential for the blurring of boundaries increases. Through discussion and scenario analysis, this 3-day, face-to-face course will explore the moral and ethical gray zones that surface in professional relationships. Learners will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature. Finally, participants will acquire assertive communication strategies to respectfully and clearly articulate professional boundaries when challenged. Teachers will then be able to connect authentically with students while maintaining boundaries.

Instructors: Cheryl Bell-Gadsby,
Laura Bickerton

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-1110

All My Relations: Working with Aboriginal Clients (1 days/0.5 credits)

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

COUN-1125

Motivational Interviewing 1 (2 days/1 credit)

Learn 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. Gain an understanding of how to facilitate change; recognize the relational and technical aspects of MI; learn strategies for working with clients at different levels of readiness for change and how to evoke change talk and develop change plans. This interactive course features examination of concepts and practices using a variety of scenarios.

Note: Learners will benefit from having completed a basic level of counselling training.

Instructor: Rob Axsen

COUN-1150

Trauma Informed Practice in Addictions (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. Trauma informed practices will be offered that assist clients 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 decolonizing, intersectional and holistic and that considers how experiences of trauma

and of addictions are shaped by the interlocking impacts of Indigeneity, age, gender, sexuality, and (dis)ability, among others.

Instructor: Natalie Clark

COUN-1156

The Neurobiology of Addiction and Substance Use Strategies (2 days/1 credit)

This course covers current scientific research about chemical dependency, and how it is contributing to new addiction treatment approaches. Through videos, guest speakers, presentations and group discussions, you will learn how the brain is affected by various classifications of substances (including opioids, sedatives, stimulants, psychedelics, cannabinoids) from early, experimental use through to dependency and how science is helping many individuals let go of the shame, guilt and judgment associated with problematic use. Case studies will explore the many factors that must be considered when choosing which pharmacological and other treatment approaches to recommend. The course is taught through a trauma informed lens, with attention to intersectionality and the implications of diversity.

Instructors: TBD

COUN-1155 NEW

Widening the Frame: Towards an Indigenous Violence and Trauma-Informed Practice (2 days/1 credit)

This two-day practice course will present historic and current understandings of Indigenous violence and trauma-informed practice and the interventions and approaches to practice that flow from this. Indigenous trauma-informed practice will include knowledge of healing approaches found within Indigenous writing, storytelling, and with knowledge keepers in the community, including Elders and those in healing roles. Through centering a diversity of Indigenous approaches to wellness, mental health and "trauma," this course will consider the knowledge of Elders and Indigenous healers and health care workers alongside the work of Indigenous critical theorists, mental health practitioners, and allied critical "trauma" scholars.

Instructor: Natalie Clark

COUN-3100

Expressive Play Therapy 1 (2 days/1 credit)

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 (COUN 3100 and 3105) are designed to be taken together.

Instructors: Marie-José Dhaese in Qualicum Beach, Chris Conley in New Westminster.

COUN-3105

Expressive Play Therapy 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.

Prerequisite: COUN-3100

Instructors: Marie-José Dhaese in Qualicum Beach, Chris Conley in New Westminster.

COUN-3110

Sandplay Therapy: Using the Healing Power of Imagery 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, and also provide ways of creating healing images in order 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. **Strongly recommended: COUN-3100 and 3105**

Instructor: Marie-José Dhaese in Qualicum Beach

COUN-3115

Sandplay Therapy: Using the Healing Power of Imagery 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 and participant imagery will be debriefed.

Prerequisite: COUN-3110

Instructor: Marie-José Dhaese in Qualicum Beach

COUN-3130 *NEW**Attachment and Play Therapy****(2 days/1 credit)**

This introductory course in Play Therapy is for counsellors, social workers and mental health professionals working with children 3-12 years old. The learner will gain an understanding of attachment, its history and contributors, its role in healthy child development, types of attachment, how to assess attachment in the family, how to engage parents in the therapeutic process and how to conduct attachment-based Expressive Play Therapy. During the course the learner will engage with didactic material, case presentations, videos, live demonstrations, interactive class discussions and experiential practice.

Instructor: Chris Conley

COUN 3150 *NEW**Play Therapy with Anxious Children****(2 days/1 credit)**

This course will highlight the use of play therapy skills in reaching young anxious children, with a focus on the integration of play therapy and cognitive behavioural treatment for anxiety. During the course, you will receive didactic teaching, case presentations, and participate in class discussion. You will also engage in live demonstrations and experiential practice. Knowledge and research in childhood anxiety and treatment for anxiety will be covered to help you gain an understanding of applying play therapy skills for children struggling with anxiety.

Instructor: Dr. Sarina Kot

CISM-1000**Introduction to Critical Incident Stress Management (CISM)****(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

CLIV-1000**Community Living Home Study Certification for Shared Living (Adults)****(14 hrs online followed by 1 day in class/1.5 credits)**

The course will provide learners with the current standards for home sharing, relevant promising practices, and person-centred principles that help ensure that potential shared living providers are able to promote the quality of life of those accessing shared living arrangements funding by Community Living British Columbia (CLBC). This course is designed for (CLBC) and service provider staff who will be conducting home studies.

Instructor: Reta Derouin, Shelley Fritzke

ABORIGINAL FOCUSING-ORIENTED THERAPY & COMPLEX TRAUMA CERTIFICATE**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 Focusing-Oriented Therapy, 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.

Instructors: Shirley Turcotte, Alannah Young, Tonya Gomes

COUN-3205**Focusing-Oriented Therapy & Complex Trauma 1****(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.

Prerequisite: COUN-3200

Instructors: Shirley Turcotte, Alannah Young, Tonya Gomes

COUN-3210**Basic Focusing-Oriented Therapy & Complex Trauma 2****(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.

Prerequisite: COUN-3205

Instructors: Shirley Turcotte, Alannah Young, Tonya Gomes

COUN-3215**Focusing-Oriented Therapy & Complex Trauma 3****(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.

Prerequisite: COUN-3210

Instructors: Shirley Turcotte, Alannah Young, Tonya Gomes

COUN-3220**Depression, Grieving & 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.

Prerequisite: COUN-3215

Instructors: Shirley Turcotte, Alannah Young, Tonya Gomes

COUN-3230**Dreams & 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.

Prerequisite: COUN-3220

Instructors: Shirley Turcotte, Alannah Young

COUN-3225**Clinical Spirituality & 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.

Prerequisite: COUN-3230

Instructors: Shirley Turcotte, Alannah Young, Tonya Gomes

CRITICAL INCIDENT STRESS MANAGEMENT CERTIFICATE

CISM-1000

Introduction to Critical Incident Stress Management (CISM)

(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.

Prerequisite: CISM-1000

Instructor: Bruce Ramsay

CISM-1010

Defusing and Crisis Management Debriefing (RITS)

(2 days/1 credit)

Defusing and crisis management debriefing are two of the key interventions in the critical incident stress management (CISM) program and are the first steps in the critical incident stress management (CISM) intervention process. To successfully participate in a critical incident stress (CIS) team, members must master these skills. This course examines the role of groups and dyads in CIS management, communication skills and defusing strategies to develop an effective support relationship. By the end of the course, participants will have successfully completed a defusing exercise or scenario and have participated in the development of a crisis management debriefing session.

Prerequisite: CISM-1005

Instructors: Bruce Ramsay, Laurie Pearce

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 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.

Prerequisite: CISM-1010

Instructors: Bruce Ramsay, Laurie Pearce

CISM-1020

Critical Incident Stress Management (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 CISM-1020 simulation as part of the equivalency process.

Prerequisites: CISM-1015

Instructors: Laurie Pearce, Bruce Ramsay

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.

Prerequisite: CISM-1000

Instructor: Laurie Pearce

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.

Prerequisite: CISM-1000

Instructor: Laurie Pearce

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.

Prerequisite: CISM-1000

Instructor: Bruce Ramsay

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.

Prerequisite: CISM-1015

Instructor: Bruce Ramsay

CISM-1045

Trauma, Children & 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.

Prerequisite: CISM-1000

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.

Prerequisite: CISM-1000

Instructor: Bruce Ramsay

EXPRESSIVE PLAY THERAPY CERTIFICATE

COUN-3100

Expressive Play Therapy 1 (2 days/1 credit)

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 (COUN 3100 and 3105) are designed to be taken together.**

Instructors: Marie-José Dhaese in Qualicum Beach, Chris Conley New Westminster.

COUN-3105

Expressive Play Therapy 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. The afternoons will be spent practicing the material learned in the morning through role-playing.

Prerequisite: COUN-3100

Instructors: Marie-José Dhaese in Qualicum Beach, Chris Conley New Westminster.

COUN-3110

Sandplay Therapy: Using the Healing Power of Imagery 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 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.

Strongly recommended: COUN-3100 and 3105

Instructor: Marie-José Dhaese in Qualicum Beach

COUN-3115

Sandplay Therapy: Using the Healing Power of Imagery 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.

Prerequisite: COUN-3110

Instructor: Marie-José Dhaese in Qualicum Beach

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, and 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.

Prerequisite: COUN-3105

Instructor: Marie-José Dhaese in Qualicum Beach

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.

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

Instructor: Marie-José Dhaese in Qualicum Beach

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: Maureen McEvoy, Cheryl Bell-Gadsby,

COUN-5205

Assessment & 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.

Prerequisite: COUN-5200

Instructors: Maureen McEvoy, Cheryl Bell-Gadsby

COUN-5210

Intervention & 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, across differences of social identity and social location.

Prerequisite: COUN-5205

Instructors: Cheryl Bell-Gadsby, Maureen McEvoy

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.

Prerequisite: COUN-5200

Instructor: Yvonne Haist

COUN-5220**Complex Trauma Integrated Project**
(1 credit)

This self-directed course is intended to expand and integrate your learning in the Graduate Certificate in Complex Trauma and Child Sexual Abuse Intervention. In consultation with faculty members, you will develop a proposal for your own study project or research, which will result in a written paper.

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

Instructors: Cheryl Bell-Gadsby, Maureen McEvoy

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.

Prerequisite: COUN-5200

Instructor: Cheryl Bell-Gadsby, Natalie Clark

COUN-5230**Clinical Consultation in Complex Trauma & Child 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.

Prerequisite: COUN-5225

Instructors: Cheryl Bell-Gadsby, Maureen McEvoy

SUBSTANCE USE CERTIFICATE**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**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.

Prerequisite: COUN-1100

Instructor: Bahareh Hosseinpour

COUN-1110**All My Relations: Working with Aboriginal Clients**
(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

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.

Prerequisite: COUN-1100

Instructor: Rob Axsen

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.

Prerequisite: COUN-1100

Instructor: Donna Barker

COUN-1125**Motivational Interviewing 1**
(2 days/1 credit)

Learn 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. Gain an understanding of how to facilitate change; recognize the relational and technical aspects of MI; learn strategies for

working with clients at different levels of readiness for change and how to evoke change talk and develop change plans. This interactive course features examination of concepts and practices using a variety of scenarios.

Note: Learners will benefit from having completed a basic level of counselling training.

Instructor: Rob Axsen

COUN-1130**Compassion and Policy: The Heart and Mind of Drug Policy**
(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.

Prerequisite: COUN-1100

Instructor: TBD

COUN-1135**Concurrent Disorders Planning 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.

Prerequisite: COUN-1100

Instructor: Alicia Spidel

COUN-1140**Fetal Alcohol Spectrum Disorder: Increasing Understanding**
(1 day/.5 credit)

This course provides up-to-date information on fetal alcohol spectrum disorder (FASD), as well as 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

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.

Prerequisite: COUN-1100

Instructor: Bahareh Hosseinpour

COUN-1150

Trauma Informed Practice in Addictions

(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. Trauma informed practices will be offered that assist clients 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 decolonizing, intersectional and holistic and that considers how experiences of trauma and of addictions are shaped by the interlocking impacts of Indigeneity, age, gender, sexuality, and (dis)ability, among others.

Instructor: Natalie Clark

COUN-1156

The Neurobiology of Addiction and Substance Use Strategies

(2 days/1 credit)

This course covers current scientific research about chemical dependency, and how it is contributing to new addiction treatment approaches. Through videos, guest speakers, presentations and group discussions, you will learn how the brain is affected by various classifications of substances (including opioids, sedatives, stimulants, psychedelics, cannabinoids) from early, experimental use through to dependency and how science is helping many individuals let go of the shame, guilt and judgment associated with problematic use. Case studies will explore the many factors that must be considered when choosing which pharmacological and other treatment approaches to recommend. The course is taught through a trauma informed lens, with attention to intersectionality and the implications of diversity.

Instructors: TBD

BYLAW COMPLIANCE, ENFORCEMENT AND INVESTIGATIVE SKILLS COURSES

BLAW-1000

Bylaw Compliance, Enforcement and Investigative Skills 1

(6 weeks online (requires approx. 14hrs per week)
and 3 days of face-to-face/
3 credits)

This course is designed for new and experienced British Columbia Bylaw Officers and provides the fundamental knowledge and skills required to function effectively in the role of a local government Bylaw Officer. You will explore relevant legislation, duties and powers of a Bylaw Officers, interpretation of bylaws, compliance and enforcement measures/options, effective investigation skills including evidence collection, documentation and presentation of 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 in developing skills and knowledge to enhance your ability to defuse emotionally charged situations and to manage your own personal safety and the safety of others.

BLAW-1005

Bylaw Compliance, Enforcement and Investigative Skills 2

(6 weeks online (requires approx. 14hrs per week)
and 3 days of face-to-face/
3 credits)

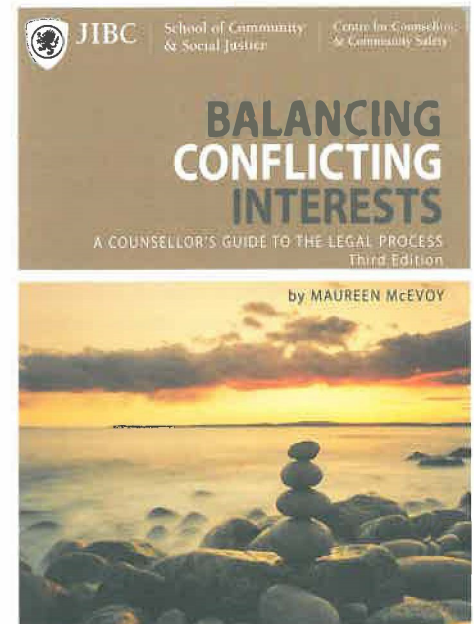
Building on the skills and knowledge in BLAW-1000, you will acquire a deeper knowledge and awareness of legislation, and enhance their skills in drafting and amending bylaws, as well as in applying for and executing warrants. You will acquire advanced and complex investigative skills, effective interviewing techniques, and increased awareness of enforcement options. You will focus on the importance of discretion in decision-making and deepen their awareness of collaborative intent and intervention skills. The value of community maintenance initiatives and sound public relations will be emphasized. Interviewing and public speaking skills integral to success in the bylaw enforcement field will be refined. Officer safety and self-care will be stressed throughout.

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.

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



Watch our website for the upcoming course on Balancing Conflicting Interests: A Counsellor's Guide to the Legal Process with Maureen McEvoy

FOR MORE INFORMATION & HOW TO APPLY CONTACT:

Centre for Counselling & Community Safety

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

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JIBC's New Westminster campus is located on the ancestral and unceded territory of the Central Coast Salish peoples. We acknowledge the Indigenous nations' stewardship of these lands where we are grateful for the privilege to conduct our work.

