

Centre for Counselling & Community Safety

Course Schedule: September 2014 to August 2015

Special Events

SPE159 The Neurobiology of Expressive Play Therapy: Connecting Heart and Mind with Marie-José Dhaese and Rick Gaskill
Oct 2-3, 2014 at JIBC New Westminster

Explore current neurobiological research and the theory and application of Holistic Expressive Play Therapy (EPT) in this special event. *See more on page 12*



SPE156 An Introduction to Land-Based Aboriginal Focusing-Oriented Intergenerational Therapy with Shirley Turcotte and Alannah Young
Nov 20, 2014 at JIBC New Westminster

Aboriginal Focusing-Oriented Therapy (AFOT) is a land-based adaption of Focusing-Oriented Therapy, steeped in 'all my relations' philosophy allowing clients control of the pace and the direction in their healing journey. *See more on page 6*



SPE161 Working with Dreams, Fantasies and Twisted Thoughts from an Aboriginal Focusing-Oriented Therapy Approach with Shirley Turcotte and Jeffrey Schiffer
Nov 21, 2014 at JIBC New Westminster

Using Aboriginal Focusing-Oriented Therapy (AFOT) perspectives and approaches, we will look at the importance of dreams when unraveling trauma and intergenerational wounds as well as places to open to healing resiliencies. *See more on page 7*



SPE162 Achieving Clinical Excellence: Three Steps to Superior Performance with Scott Miller Feb 26-27, 2015 at JIBC New Westminster

Thanks to a number of recent studies, there is now solid empirical evidence that shows what distinguishes highly effective therapists from average therapists. In this course, participants will learn three specific strategies that separate the great from the good. *See more on page 2*

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Special Event

Achieving Clinical Excellence: Three Steps to Superior Performance with

Scott Miller (SPE162) February 26-27, 2015 9am-4:30pm

JIBC New Westminster-\$375, Group/Early Bird rate: \$345 (by January 10, 2015) plus GST

Thanks to a number of recent studies, there is now solid empirical evidence that shows what distinguishes highly effective therapists from average therapists. In this course, participants will learn three specific strategies that separate the great from the good. Participants will also learn a simple method for measuring success rates that can be used to develop a profile of their most and least effective moments in therapy—what works and what doesn't. Not only will attendees get a far more exact idea of their clinical strengths and weaknesses and how to use the findings to improve their own practice, but they will also come away with concrete tools that will immediately boost clinical abilities and effectiveness.



Scott D. Miller, Ph.D., is a co-founder of the Center for Clinical Excellence, an international consortium of clinicians, researchers, and educators dedicated to promoting excellence in behavior health. Dr. Miller conducts workshops and training in the United States and abroad, helping hundreds of agencies and organizations, both public and private, to achieve superior results. He is one of a handful of "invited faculty" whose work, thinking, and research is featured at the prestigious "Evolution of Psychotherapy Conference." His humorous and engaging presentation style and command of the research literature consistently inspires practitioners, administrators, and policy makers to make effective changes in service delivery.

Scott is the author of numerous articles and co-author of several books, the latest being *The Heroic Client: A Revolutionary Way to Improve Effectiveness through Client-Directed, Outcome-Informed Therapy* (with Barry Duncan [Jossey-Bass, 2000], and Jacqueline Sparks [Revised, 2004]), and the forthcoming book *Achieving Clinical Excellence: Lessons from the Fields Most Effective Practitioners*.

To register or for more information please visit our Special Events page at www.jibc.ca/cccs

Introducing JIBC Instructor Donna Barker

We are pleased to announce that Donna F. Barker will be joining the CCCS Instructional Team as an instructor in our Substance Use Certificate Program. Donna has a BA, BSW and MSW from UBC and an MA of Organizational Development from Fielding Graduate University. She has had varied roles since 1978 including clinical counsellor; organizational change consultant with large scale public service institutions; undergraduate and graduate professor; and public educator. Donna refers to herself as a scholar practitioner and believes in evidence based, client-centred, harm reduction oriented practice, based squarely within a critical social justice framework. Currently, Donna is an addictions counsellor for the VCH Mental Health and Addictions program. She also teaches the province wide Core Addiction Practice program for VCH as well as the acclaimed ongoing Addictions Education Series.

See AD405 *Interconnected Risk* on page 17.



Individual Courses

(See class schedule for dates, locations and prices on page 20-23)

EP388 NEW

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: EP278 (or equivalent)

Instructor: Monica Franz

COUN5244

An Introduction to Interpersonal Neurobiology: Integrating the Science of Mind, Body and Relationships (2 days/1 credit)

Interpersonal Neurobiology (IPNB), an interdisciplinary field founded by Dr. Daniel Siegel and expounded upon by others, is dedicated to exploring relational neuroscience. In this course we will explore the three IPNB primes: mind, brain and relationships and gain an understanding of 'health' and mental illness. There will be opportunities to learn assessment tools and practices for treatment which consider relational contexts of development such as attachment and trauma. We will explore how mindfulness practice and other mindsight skills can facilitate neuroplastic changes in the brain and extended nervous system and gain an appreciation of how relational mindfulness supports the clinician-client relationship.

Instructor: Lynn Redenbach

COUN5288

An Introduction to the DSM-5 Level 1 (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

EP289 NEW

Clinical Supervision in Addictions Services (2 days/1 credit)

This course is designed specifically for people working as clinical supervisors in the area of addictions. We will discover opportunities where we can facilitate professional resiliency and capacity in the context of chronic challenges such as recidivism, dual diagnoses, concurrent disorders, and trauma. Together we will explore how to respond to ethical and legal complexities and how to work skillfully with supervisees who may be in recovery themselves or with paraprofessional supervisees.

Instructor: Monica Franz

EP278

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: Monica Franz

CY104

Expressive Play Therapy Methods Level 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. Levels 1 and 2 are designed to be taken together. 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.

Instructors: Marie-José Dhaese in Parksville and Chris Conley NWC.

CY104A

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



Group Rate

A group rate is available for most counselling courses when three or more people from the same organization register at the same time. Contact Registration for more info 604.528.5590

JIBC School of Health, Community & Social Justice

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: CY104

Instructors: Marie-José Dhaese in Parksville and Chris Conley NWC

CY250

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

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

CISM100

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

AD204

Motivational Interviewing in Practice Level 1 (2 days/1 credit)

You will develop an overview of Motivational Interviewing (MI) practice, and how MI can be used to assist clients in building motivation towards change and in strengthening commitment. Topics include understanding and facilitating change; overview of strategies for working with clients at each level of readiness for change; use of empathic counselling skills; working with resistance, ambivalence, and developing change plans.

Prerequisite: AD400

Instructor: Rob Axsen

COUNS205

Motivational Interviewing in Practice Level 2 (2 days/1 credit)

You will develop a deeper level of understanding of the spirit and principles of Motivational Interviewing practices. You will review key concept areas from Level 1, and then explore each one at a deeper level to assist in developing more comprehensive practice guidelines.

Prerequisite: AD204

Instructor: Rob Axsen

CT504

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: CT503

Instructor: Yvonne Haist

CT501

Theoretical Foundation in Complex Trauma (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. The course is one online session per week for 12 weeks.

Instructors: Maureen McEvoy, Cheryl Bell-Gadsby

TS225

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.

Prerequisite: AD400

Instructor: Natalie Clark

COUNS255 NEW

Trauma Informed Practice with Indigenous 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

EP308

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.

Prerequisite: AD400

Instructors: Munir Velji and Yvonne Savard

AD400

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

CISM205

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: CISM100

Instructor: Bruce Ramsay



Introducing JIBC Instructor Natalie Clark

"The training and work I do with the JIBC, is what I call violence-informed practice, a holistic approach that moves from the biological to the structural level in our support and interventions with children and youth. Together we learn how to move from acknowledging and learning about the impact of violence (e.g., understanding triggering and fight or flight responses), to understanding skills and practices that honour individuals and communities coping within a social justice and strengths based approach that views these strategies as resistance."

Natalie Clark, M.S.W., PhD (abd) is currently on faculty with the School of Social Work at UBC, in addition to her ongoing work with Thompson Rivers University and the Justice Institute of BC. Natalie teaches front-line, undergraduate and graduate courses on trauma practice. Natalie's work is informed and mobilized through her interconnected

identities including her Métis ancestry; as a solo-parent of three Secwepemc children and part of the Secwepemc community; an academic; a community based researcher; and counsellor. Natalie's practice, teaching and research over the last 20 years have focused on trauma with children, youth and their families and communities, and the coping responses to trauma and violence including experiences with issues of sexual exploitation, eating disorders, addictions, youth justice and health. Natalie continues to practice and provide training on violence, resistance and resiliency, through her practice in trauma-informed girls groups, and the development and delivery of Indigenous girls groups for youth in partnership with the Interior Indian Friendship Society and School District 73 Aboriginal Programs.

See *COUNS255, Trauma Informed Practice with Indigenous Youth* page 4.

Special Event

An Introduction to Land-Based Aboriginal Focusing-Oriented Intergenerational Therapy with Shirley Turcotte and Alannah Young (SPE156) November 20, 2014 9am-4:30pm

JIBC New Westminster-\$229.50, Group/Early Bird rate: \$198.90 (by October 6, 2014) plus GST

Focusing is a body-centred and person-centred approach to healing, developed two decades ago at the University of Chicago by Eugene Gendlin. Aboriginal Focusing-Oriented Therapy (AFOT) is a land-based adaption of Focusing-Oriented Therapy, steeped in 'all my relations' philosophy allowing clients control of the pace and the direction in their healing journey. It is particularly effective in the treatment and healing of complex trauma and post-traumatic stress caused by colonization, residential school, family violence, addictions, loss and grieving, suicides, and sexual, physical and emotional abuse. AFOT techniques are applicable to all cultures and age groups. AFOT, land-based therapy, can be used alone or integrated into a variety of other treatment methods. You will explore the dynamics of trauma-based families and the relationships between the body, land, intergenerational and vicarious memories and leave with practical skills you can put into practice immediately.

This introductory course is intended for counsellors, social workers, crisis teams, healers and therapists, doctors, teacher and nurses, who work in/with Aboriginal agencies and/or communities or in various other cross-cultural situations/settings.



Shirley Turcotte, RCC, is a Métis knowledge keeper and registered clinical counsellor, working internationally with survivors of childhood abuses, torture, and complex traumas, including Residential School Syndrome, for the last three decades. She is a pioneering activist in the areas of complex trauma therapeutic treatment and program development for Aboriginal and non-Aboriginal communities.

Shirley is a strong advocate for land-based knowledge Indigenous healing strategies and the originator of *To A Safer Place* describing her family's experiences of sexual, physical and emotional abuse. She is a recipient of many awards including British Columbia's Woman of Distinction Award in Health and Education. She is the lead instructor and clinical supervisor of two Aboriginal Programs with the Centre for Counselling and Community Safety at the Justice Institute of British Columbia.



Alannah Young, PhD candidate, is Opaskwayak Cree/Peguis Anishnabe. Formerly a cultural advisor & counsellor with University of British Columbia's First Nations House of Learning in Vancouver, she is trained in complex trauma and specializes in focusing – body centred, expressive art therapies, and body mind psychotherapies. She is informed by social suffering, critical race and Indigenous

Knowledge theoretical frameworks. Her co-authored works include: *Indigenous Health Leadership: Protocols, Policy & Practice* (2014), *Unsettling Pastoral Educational Sociology: Asylum-making, Medicalized Colonialism in British Columbia (1859-1897)* and *Artistic Praxis for Social Transformation* (2009); *Education Bodies for Self-determination: A decolonizing strategy* (2006); and *Ways of Knowing: Focusing and Trauma* (1998). Her current projects include seeking balance initiatives for the truth and reconciliation process. She is a researcher and consultant for UBC, UVIC, SFU and has worked for VISAC Family Services of Greater Vancouver; Vancouver Coastal Health; Aboriginal Child & Family Services and the Indian Residential School Survivors Society.

Special Event

Working with Dreams, Fantasies and Twisted Thoughts from an Aboriginal Focusing-Oriented Therapy Approach with Shirley Turcotte and Jeffrey Schiffer (SPE161)

November 21, 2014 9am-4:30pm

JIBC New Westminster-\$229.50, Group/Early Bird rate: \$198.90 (by October 6, 2014) plus GST



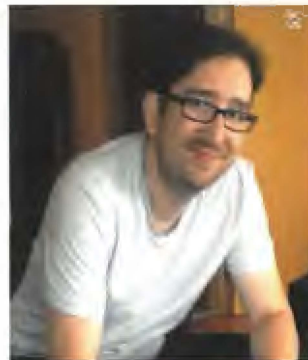
We will examine some current western and Indigenous concepts on why we dream. Using Aboriginal Focusing-Oriented Therapy (AFOT)* perspectives and approaches, we will look at the importance of dreams when unraveling trauma and intergenerational wounds as well as places to open to healing resiliencies. We will explore ways of noticing within dreams, trauma flashbacks, visits, strengths and how dreams can be stepping-stones into health. We will also explore how the same tools used in working with night dreams are useful in working with daydreams, fantasies and twisted thoughts. A full understanding of AFOT is not required to benefit from this course. This is a hands on experiential course.

This introductory course is intended for counsellors, social workers, crisis teams, healers and therapists, doctors, teacher and nurses, who work in/with Aboriginal agencies and/or communities or in various other cross-cultural situations/settings.

**See page 6 for more information on AFOT and to read Shirley Turcotte's bio.*



Created by James Cowpar



Jeffrey J. Schiffer, PhD candidate, is a Métis cultural anthropologist and has worked with Indigenous peoples in Canada, the United States and Guatemala, in both urban and rural communities. Jeffrey currently sits as Special Projects Officer, at Vancouver Aboriginal Child and Family Services Society (VACFSS) in Vancouver, BC. Through past partnerships with the Institute for Aboriginal

Health (IAH) at the University of British Columbia, and the Earth Institute at Columbia University, Jeffrey has developed culturally relevant land-based practice programming for youth. He has presented alongside Shirley Turcotte, his mother, at the Focusing Institute in New York, and in many Aboriginal communities over the years.

Counselling and Community Safety Certificates

ABORIGINAL FOCUSING-ORIENTED THERAPY AND COMPLEX TRAUMA CERTIFICATE

This 21-day (10.5-credit) program will benefit participants interested in developing clinical treatment techniques and strategies essential to healing of traumatic life situations. Focusing-Oriented Therapy is particularly helpful to practitioners who work with residential school survivors, people with addictions, and survivors of sexual, physical and emotional abuse of all ages. The program especially benefits counsellors and therapists who work in Aboriginal agencies and/or communities or in various other cross-cultural situations/settings.

The program uses Focusing-Oriented Therapy as a safe and effective method of working with clients who experience complex trauma. It emphasizes both knowledge and application through classroom instruction, clinical practice 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.

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



AFOT Class of 2014

"This program prepared me to work from a holistic and all-my-relations point of view, using a trauma lens which focuses on the strengths and resiliencies of intergenerational survivors. This program and its passionate and qualified instructors were instrumental in helping me decolonize my understanding of the helping field, and in being able to look after my own body and boundaries in a new way.

The breadth and depth of the teachings, and the way the circle is created to include all beings and experiences is unlike any other program I've undertaken, and the learning will resonate for my lifetime. I'm thankful for the opportunity to work on being an effective ally and to place myself into the circle in a good way."

—Erica Dolsen, JIBC AFOT Graduate, First Nations urban youth, crisis housing support and mental health worker

See suggested certificate learning path online at jibc.ca/cccs

Course Descriptions

CT301 **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.

CT302 **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.

CT303 **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 framework is central to consider when working within Aboriginal contexts will be demonstrated.

CT304 **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.

CT305 **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.

CT306 **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.

CT307 **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.



AFOT Instructor Alannah Young



CRITICAL INCIDENT STRESS MANAGEMENT CERTIFICATE

This 14-day (7-credit) program is designed for frontline and management staff who support and assist individuals in coping with the immediate consequences of crime and trauma. The program will be of specific interest to frontline responders such as crisis intervention workers, victim services workers, firefighters, and paramedics and those that provide or manage debriefing services at their own or other work sites following a critical incident.

The Critical Incident Stress Management Certificate trains you to effectively manage critical incidents and protect the emotional health and safety of those involved in a traumatic event.

Course Descriptions

CISM100

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

CISM101

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, religion, age, and ability, but rather to sensitize you to how these factors might affect the critical incident stress management process.

Prerequisite: CISM100

Instructor: Bruce Ramsay

CISM102

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.

Prerequisite: CISM101

Instructors: Laurie Pearce and Bruce Ramsay

See suggested certificate learning path online at jibc.ca/cccs

CISM103 **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. There will be a strong emphasis on skill practice through the use of case scenarios, and instructors will provide evaluative feedback.

Prerequisite: CISM102

Instructors: Laurie Pearce and Bruce Ramsay

CISM206 **CISM Simulation (1 day/.5 credit)**

This one-day 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 program into your practice. You will participate in simulations with actors and will be evaluated by the CISM program instructors. Class size is limited to 10 participants, so register early. Successful completion of this course, along with the remaining requirements for the Critical Incident Stress Management certificate, allows you to seek certification with the ATSS. For more information on ATSS certification visit www.atss.info

Prerequisite: CISM100, 101, 102 & 103

Instructors: Laurie Pearce and Bruce Ramsay

CISM202 **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: CISM100

Instructor: Laurie Pearce

CISM201 **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: CISM100

Instructor: Laurie Pearce

CISM200 **Post-Critical Incident Stress Reactions** **(1 day/.5 credit)**

This course builds on Block 1 and 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: CISM100

Instructor: Bruce Ramsay

CISM203 **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: CISM100

Instructor: Bruce Ramsay

CISM204 **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.

Prerequisite: CISM100

Instructor: Laurie Pearce

CISM205 **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: CISM100

Instructor: Bruce Ramsay

Special Event

The Neurobiology of Expressive Play Therapy: Connecting Heart and Mind with Marie-José Dhaese and Dr. Rick Gaskill (SPE159) October 2-3, 2014 9am-4:30pm

JIBC New Westminster-\$355, Group/Early Bird rate \$325 (by August 22, 2014) plus GST

Renowned expressive play therapist Marie-José Dhaese and psychotherapist Dr. Rick Gaskill join their expertise to explore current neurobiological research and the theory and application of holistic expressive play therapy for this special event that weaves together current neurobiological research and the theory and application of Holistic Expressive Play Therapy (EPT). EPT is an integrative approach with a long and successful history of treating trauma in children. Its wide variety of attachment-based and body-centered expressive methods utilizing sensory experience, movement activities, and creative expression, lend themselves well to the rapidly evolving knowledge regarding the effects of complex trauma.



Marie-José Dhaese, Ph.D., RCC, ATR, RPT-S, CPT-S, is an adult/child/youth and family therapist and a clinical consultant in private practice. Marie-José celebrates 40 years experience as a psychotherapist and 30 years as a consultant and international workshop leader in the field of expressive therapies, abuse, loss, and trauma. She has developed her own approach to healing:

Holistic Expressive Therapy and founded the Centre for Expressive Therapy, an approved continuing education provider with the Association for Play Therapy and the Canadian Association for Child and Play Therapy. Located on Vancouver Island, the Centre For Expressive Therapy has become a place of learning and retreat for clients and professionals from all over North America.



Dr. Richard L. Gaskill, EdD, LCP, LPC, RPT-S, has served as the Clinical Director of Sumner Mental Health Center in Wellington, KS for close to 30 years. He is a licensed clinical psychotherapist and mental health counselor, and a registered play therapist-supervisor. He is a founding member and past president of the Kansas Play Therapy Association and currently serves

on the Board of Directors for the Association for Play Therapy. In 2004, he was named a Fellow of the Child Trauma Academy for his work with Dr. Bruce Perry developing a neurodevelopmental therapeutic protocol for preschool children. Dr. Gaskill has co-published a number of journal articles and book chapters on the neurobiological implications for play therapy and continues to conduct research, lecture, publish, and collaborate with Dr. Perry and the Child Trauma Academy.

EXPRESSIVE PLAY THERAPY CERTIFICATE

This 14-day (7-credit) 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.

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 the counseling setting and prepares them 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.

See suggested certificate learning path online at jibc.ca/cccs



Expressive Play Therapy Learners left to right: Sandra Buenano, Wendy Turriff, Pattie Metheral and Marja Kates

Course Descriptions

CY104

Expressive Play Therapy Methods Level 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. Levels 1 and 2 are designed to be taken together. 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.

Instructors: Marie-José Dhaese in Parksville and Chris Conley NWC.

CY104A

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.

Prerequisite: CY104

Instructors: Marie-José Dhaese in Parksville and Chris Conley NWC.

CY265

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, 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. Please bring a small tray filled with sand, corn flour or birdseed, and at least 15 to 20 figurines/small objects.

Strongly recommended: CY104 and CY104A

Instructors: Marie-José Dhaese in Parksville

CY266

Sandplay Therapy: Using the Healing Power of Imagery to Help Children, Youth and Adults Cope with the Challenges of Difficult Times Level 2 (3 days/1.5 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. Please bring a small tray filled with sand, corn flour or birdseed, and at least 15 to 20 figurines/small objects.

Prerequisite: CY265

Instructors: Marie-José Dhaese in Parksville

COUNS163

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.

Strongly recommended: CY104 and CY104A

Instructors: Marie-José Dhaese in Parksville

COUNS299

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

Prerequisites: CY104, CY104A, CY265, CY266 and COUNS163

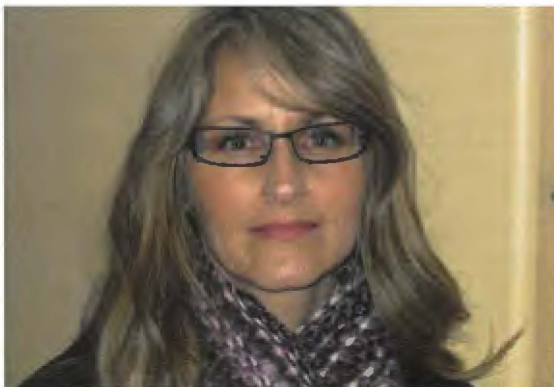
Instructors: Marie-José Dhaese in Parksville



GRADUATE CERTIFICATE IN COMPLEX TRAUMA AND CHILD SEXUAL ABUSE INTERVENTION

This 30-day (15-credit) program is designed for counsellors, therapists, psychologists, clinical social workers, mental-health, child and youth care and other practitioners with a bachelor's or master's degree or equivalent work/study experience who are working with a child, adolescent and/or adult survivors of complex trauma and sexual abuse.

The program takes an integrative approach to the assessment and treatment of complex trauma and 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 and memory. This is a blended learning program with online, face-to-face and self-directed study.



"Even with 18 years of counselling experience, I was surprised at how useful the tools and information in this certificate program have been to my current SAIP counselling position, and would have been in my past STV counselling position. The information, assesment tools, and techniques were demonstrated and clearly taught, which allowed me to implement these into my counselling practice immediately after attending the course."

—Christina Clark, MA, Sexual Abuse Intervention Clinical Counsellor
North Place Community Resources Society, Graduate Certificate Student

See suggested certificate learning
path online at jibc.ca/cccs

Course Descriptions

CT501 **Theoretical Foundation in Complex Trauma (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. The course is one online session per week for 12 weeks.

Instructors: Maureen McEvoy, Cheryl Bell-Gadsby

CT502 **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.

Prerequisite: CT501

Instructors: Maureen McEvoy, Cheryl Bell-Gadsby

CT503 **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.

Prerequisite: CT502

Instructors: Cheryl Bell-Gadsby, Maureen McEvoy

CT504 **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: CT503

Instructor: Yvonne Haist

CT520 **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.

Prerequisite: CT504

Instructors: Cheryl Bell-Gadsby, Maureen McEvoy

CSA530 **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: CT520

Instructors: Cheryl Bell-Gadsby, Natalie Clark

CTCSA550 **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.

Prerequisite: CSA530

Instructors: Maureen McEvoy, Cheryl Bell-Gadsby

SUBSTANCE USE CERTIFICATE

The Substance Use Certificate is a 20-day (10-credit) program that will be of interest to management and staff of health, criminal justice, and social service agencies whose clients include people who are using substances.

In this program 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 and all courses are grounded in a harm-reduction approach. Through class discussion, you will develop approaches to substance use issues that can be applied to a range of settings and you will come away with a clearer understanding of your own values and practice framework.



The Substance Use Certificate Program can benefit your current career path or help you move in a new direction with your career, one of our students did just that:

"The Substance Use Certificate Program was very insightful for me. I really enjoyed the style of learning... As a pediatric nurse for 29 years with a medical focus, this program has allowed me to move into the area of mental health....(and) has encouraged me to further my learning with the (Graduate Certificate in Complex) Trauma program."

—Cheryl Labelle, Substance Use Certificate Program

Course Descriptions

AD400 **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

AD401 **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.
Prerequisite: AD400
Instructor: Charlotte Jackson

AD129 **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.
Prerequisite: AD400
Instructor: Teresa Howell

AD403
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: AD400

Instructor: Rob Axsen

EP308
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.

Prerequisite: AD400

Instructors: Yvonne Savard and Munir Velji

AD204
Motivational Interviewing in Practice Level 1 (2 days/1 credit)

You will develop an overview of Motivational Interviewing (MI) practice, and how MI can be used to assist clients in building motivation towards change and in strengthening commitment. Topics include understanding and facilitating change; overview of strategies for working with clients at each level of readiness for change; use of empathic counselling skills; working with resistance, ambivalence, and developing change plans.

Prerequisite: AD400

Instructor: Rob Axsen

AD405
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: AD400

Instructor: Donna Barker

AD408
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.

Prerequisite: AD400

Instructor: Mark Haden

AD410
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.

Prerequisite: AD400

Instructor: Alicia Spidel

AD409
Fetal Alcohol Spectrum Disorder: Increasing Our Understanding (1 day/.5 credit)

You will gain 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.

Prerequisite: AD400

Instructor: Nancy Poole

AD407
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: AD400

Instructor: Tom Hetherington

TS225
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.

Prerequisite: AD400

Instructor: Natalie Clark

See suggested certificate learning path online at jibc.ca/cccs



BYLAW COMPLIANCE, ENFORCEMENT AND INVESTIGATIVE SKILLS CERTIFICATE

This 6-credit program is for those currently working in BC Bylaw Enforcement as Local Government Regulatory Officers or License Inspectors (Building, Electrical, Gas, Plumbing), and those seeking employment in these fields. The program is a blend of online and face-to-face training and is designed to provide you with the fundamental knowledge and skills required to function effectively in the role of a local government bylaw officer.

BYLAW101

Bylaw Compliance, Enforcement & Investigative Skills Level 1 (blended/3 credits)

This 3-credit 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 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.

BYLAW102

Bylaw Compliance, Enforcement and Investigative Skills-Level 2 (blended/3 credits)

Building on the knowledge and skills acquired and developed in BYLAW101: Bylaw Compliance, Enforcement and Investigative Skills - Level 1, this advanced, 3-credit course prepares students for 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.



Customized Training

Did you know all courses and certificates offered through the Centre for Counselling and Community Safety can be customized to suit your needs?

The following certificate program and courses are available on a contract basis only, and can be customized for your organization and staff.

ABORIGINAL TRAUMA CERTIFICATE

This 20-day (10 credit) program is open to Aboriginal and non-Aboriginal professionals, and is delivered in four one-week modules that are to be taken sequentially. You will gain increased knowledge, skills, and awareness to effectively support Aboriginal peoples experiencing inter-generational as well as personal complex trauma and PTSD. Land-based healing approaches and techniques will also be explored.

The format is highly interactive and experiential, and will include storytelling, role-playing and small group discussions; provide opportunities for community, relational, and self-reflection; and explore community healing strategies. This program will be of interest to front-line social service providers and to management/leadership personnel working primarily with rural or urban First Nations peoples/communities coping with the effects of inter-generational and personal trauma, who are open to exploring the possible effects of personal history, culture, attitudes, and biases that could influence your work in this area.

Contract Only Courses

COUNS109

Making the Transition: Providing Service to Trans Survivors of Violence and Abuse

The course content and delivery can be customized to fit your organization or community's needs. This introductory course is part of a curriculum developed by the Women/Trans Dialogue Planning Committee and the Justice Institute of BC for service providers interested in developing the knowledge and skills necessary to support and assist trans survivors of violence. The course goes beyond a LGBT approach in addressing issues specific to work with trans survivors. It builds on and increase participants' awareness of the social context of violence against trans people; forms of violence and abuse typically experienced by trans people; power and control examined through a trans lens; barriers to reporting violence and accessing services; agency policies and practices required to create trans-positive environments and to support trans survivors of violence. For more information, call 604.528.5620.

COUNS138

On the Edge: Vicarious Trauma and Compassion Fatigue in Aboriginal Communities

This course is for community-based helpers who spend much of their time working with trauma survivors. You will receive an overview of the western theory about vicarious trauma, compassion fatigue and counter-transference. It is also an overview of the Aboriginal experience, where many helpers are trauma survivors themselves. You will be provided with information, skills, and tools for dealing with and preventing overwhelm. You will discuss topics such as boundaries, physiological impacts, spirituality, supervision models, and treatments experienced in a variety of cultures.

CY279

Understanding and Responding to Girls and High-Risk Drinking

In this course, you will explore girls' and younger women's experiences with alcohol and other high-risk coping. The course highlights the girls' own voices, as they speak directly about their experiences and concerns about their health and drinking through multimedia film and art. You will examine current research, and specific strategies for working with girls who are differently situated and marginalized in communities across Canada, both urban and rural, will also be shared. Girls' drinking will be explored within an intersectional framework that considers the impact of experiences of racism, sexism, abuse, sexual exploitation, body image and violence on girls and their coping and resistance.

Schedule at a Glance

DATE	COURSE TITLE	LOCATION	FEE
SPECIAL EVENTS			
Oct 2-3, 2014	The Neurobiology of Expressive Play Therapy: Connecting Heart and Mind with Marie-José Dhaese and Rick Gaskill (SPE159)	NWC	\$355 (Early Bird \$325 before August 22, 2014)
Nov 20, 2014	An Introduction to Land - Based Aboriginal Focusing Oriented Intergenerational Therapy SPE with Shirley Turcotte and Alannah Young (SPE156)	NWC	\$229.50 (Early Bird \$198.90 before Oct 6, 2014)
Nov 21, 2014	Working with Dreams, Fantasies and Twisted Thoughts from an Aboriginal Focusing-Oriented Therapy Approach with Shirley Turcotte and Jeffrey Schiffer (SPE161)	NWC	\$229.50 (Early Bird \$198.90 before Oct 6, 2014)
Feb 26-27, 2015	Achieving Clinical Excellence: Three Steps to Superior Performance with Scott Miller (SPE162)	NWC	\$375 (Early Bird \$345 before Jan 10, 2015)
INDIVIDUAL COURSES BY DATE			
Sep 15-Dec 5, 2014	Theoretical Foundation in Complex Trauma (CT501)	online	\$1,136.56
Oct 20-21, 2014	Clinical Supervision: Innovative Practices (EP278)	NWC	\$281.22
Nov 3-4, 2014	An Introduction to the DSM-5 - Level 1 (COUNS288)	NWC	\$331.50
Nov 13-14, 2014	Introduction to Art Therapy for Counsellors and Therapists (CY250)	NWC	\$297.14
Nov 17-18, 2014	An Introduction to Interpersonal Neurobiology: Integrating the Science of Mind, Body and Relationships (COUNS244)	NWC	\$300.90
Dec 4-5, 2014	Trauma Informed Practice with Indigenous Youth (COUNS255) NEW	NWC	\$297.00
Dec 12-13, 2014	Motivational Interviewing in Practice - Level 1 (AD204)	NWC	\$291.83
Mar 2-3, 2015	Advanced Practice in Clinical Supervision Level 2 (EP388) NEW	NWC	\$297.00
Apr 13-14, 2015	Somatics in Complex Trauma (CT504)	NWC	\$378.85
Apr 16-17, 2015	Trauma Informed Practice in Addictions: Assessment and Treatment (TS225)	NWC	\$291.83
May 4-5, 2015	Clinical Supervision in Addictions Services (EP289) NEW	NWC	\$297.00
May 29-30, 2015	Motivational Interviewing in Practice - Level 2 (COUNS205)	NWC	\$291.83

DATE	COURSE TITLE	LOCATION	FEE
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COURSES BY CERTIFICATE

Aboriginal Focusing-Oriented Therapy and Complex Trauma Certificate Courses

Jan 29-31, 2015	Complex Trauma (CT301)	NWC	\$644.15
Mar 12-14, 2015	Basic Focusing-Oriented Therapy and Complex Trauma (CT302)	NWC	\$644.15
May 28-30, 2015	Intermediate Focusing-Oriented Therapy (CT303)	NWC	\$644.15
Jul 23-25, 2015	Advanced Focusing-Oriented Therapy (CT304)	NWC	\$644.15
Sep 24-26, 2015	Depression, Grieving and Complex Trauma (CT305)	NWC	\$644.15
Nov 19-21, 2015	Clinical Spirituality and Complex Trauma (CT306)	NWC	\$644.15
Jan 15-17, 2016	Dreams and Complex Trauma (CT307)	NWC	\$644.15

Critical Incident Stress Management Certificate Courses

Introduction to Critical Incident Stress Management (CISM100)	NWC	\$201.63
Diversity & Trauma (CISM101)	NWC	\$201.63
Demobilization, Defusing and Crisis Management Briefing (CISM102)	NWC	\$304.56
Critical Incident Stress Debriefing (CISM103)	NWC	\$441.47
CISM Simulation (CISM206)	NWC	\$333.22
Managing Responses to Community Disasters (CISM202)	NWC	\$201.63
Psychological First Aid (CISM201)	NWC	\$201.63
Post-Critical Incident Stress Reactions (CISM200)	NWC	\$201.63
Effective Team Participation (CISM203)	NWC	\$201.63
Trauma, Children and Youth (CISM204)	NWC	\$201.63
Vicarious Traumatization (CISM205)	NWC	\$201.63

Expressive Play Therapy Certificate Courses

Oct 27-28, 2014	Expressive Play Therapy Methods Level 1 (CY104)	NWC	\$298.20
Oct 29-30, 2014	Expressive Play Therapy Methods Level 2 (CY104A)	NWC	\$298.20
Apr 20-21, 2015	Sandplay Therapy: Using the Healing Power of Imagery to Help Children, Youth and Adults Cope with the Challenges of Difficult Times - Level 1 (CY265)	Parksville	\$298.20
Apr 22-23, 2015	Sandplay Therapy: Using the Healing Power of Imagery to Help Children, Youth and Adults Cope with the Challenges of Difficult Times - Level 2 (CY266)	Parksville	\$298.20

JIBC School of Health, Community & Social Justice

DATE	COURSE TITLE	LOCATION	FEE
Jun 8-10, 2015	Expressive Play Therapy for the Grieving Child (COUNS163)	Parksville	\$443.59
Jul 13-14, 2015	Expressive Play Therapy Methods Level 1 (CY104)	Parksville	\$298.20
Jul 15-16, 2015	Expressive Play Therapy Methods Level 2 (CY104A)	Parksville	\$298.20
Sep 14-16, 2015	Final Project/Consultation Group (COUNS299)	Parksville	\$443.59
Graduate Certificate In Complex Trauma And Child Sexual Abuse Courses			
Sep 15-Dec 5, 2014	Theoretical Foundation in Complex Trauma (CT501)	online	\$1,136.56
Jan 12-16, 2015	Assessment and Treatment Planning in Complex Trauma (CT502)	NWC	\$947.66
Mar 2-6, 2015	Intervention and Skill Building in Complex Trauma (CT503)	NWC	\$947.66
Apr 13-14, 2015	Somatics in Complex Trauma (CT504)	NWC	\$378.85
May 25, 2015	Complex Trauma Integrated Project (CT520)	NWC	\$378.85
Jun 9-12, 2015	Child Sexual Abuse Intervention (CSA530) - Part 1	NWC	\$1326.51 Part 1 & 2
Jul 6-8, 2015	Child Sexual Abuse Intervention (CSA530) - Part 2	NWC	
Sep 9-11, 2015	Clinical Consultation in Complex Trauma and Sexual Abuse (CTCSA550)	NWC	\$568.80
Substance Use Certificate Courses			
Sep 26-27, 2014	Understanding Substance Use (AD400)	NWC	\$291.83
Oct 31-Nov 1, 2014	A Continuum of Care: Prevention to Harm Reduction (AD401)	NWC	\$291.83
Nov 21-22, 2014	Assessment Practices (AD403)	NWC	\$291.83
Dec 11, 2014	Compassion and Policy: The Heart and Mind of Drug Policy Reform (AD408)	NWC	\$149.63
Dec 12-13, 2014	Motivational Interviewing in Practice - Level 1 (AD204)	NWC	\$291.83
Jan 9-10, 2015	Understanding Substance Use (AD400)	NWC	\$291.83
Jan 22, 2015	Fetal Alcohol Spectrum Disorder: Increasing Our Understanding (AD409)	NWC	\$149.63
Jan 23-24, 2015	Interconnected Risk (AD405)	NWC	\$291.83
Feb 5, 2015	All My Relations: Working with Aboriginal Clients in Substance Use Recovery (AD129)	NWC	\$168.73
Feb 6-7, 2015	A Continuum of Care: Prevention to Harm Reduction (AD401)	NWC	\$291.83
Feb 19, 2015	Community Voices/Contemporary Issues (AD407)	NWC	\$149.63
Feb 20-21, 2015	Understanding Pharmacology from a Counsellor's Perspective (EP308)	NWC	\$291.83
Mar 6-7, 2015	Motivational Interviewing in Practice - Level 1 (AD204)	NWC	\$291.83

DATE	COURSE TITLE	LOCATION	FEE
Mar 26-27, 2015	Concurrent Disorders Planning - Level 1 (AD410)	NWC	\$291.83
Apr 16-17, 2015	Trauma Informed Practice in Addictions: Assessment and Treatment (TS225)	NWC	\$291.83
Bylaw Compliance, Enforcement & Investigative Skills Courses Blended - online with 3 days face to face (F2F)			
Sep 15-Nov 7, 2014 (F2F Nov 3-5)	Bylaw Compliance, Enforcement & Investigative Skills Certificate Program Level 1 (BYLAW101)	NWC	\$1177.94
Oct 6-Nov 28, 2014 (F2F Nov 24-26)	Bylaw Compliance, Enforcement and Investigative Skills-Level 2 (BYLAW102)	NWC	\$1177.94
Oct 27-Dec 19, 2014 (F2F Dec 15-17)	Bylaw Compliance, Enforcement & Investigative Skills Certificate Program Level 1 (BYLAW101)	NWC	\$1177.94
Dec 8, 2014-Jan 30, 2015 (F2F Jan 26-28)	Bylaw Compliance, Enforcement & Investigative Skills Certificate Program Level 1 (BYLAW101)	NWC	\$1177.94
Jan 12-Mar 6, 2015 (F2F Mar 2-4)	Bylaw Compliance, Enforcement & Investigative Skills Certificate Program Level 1 (BYLAW101)	VIC	\$1177.94
Feb 23-Apr 17, 2015 (F2F Apr 13-15)	Bylaw Compliance, Enforcement & Investigative Skills Certificate Program Level 1 (BYLAW101)	KEL	\$1372.35
Feb 23-Apr 17, 2015 (F2F Apr 13-15)	Bylaw Compliance, Enforcement and Investigative Skills-Level 2 (BYLAW102)	NWC	\$1177.94
Mar 2-Apr 24, 2015 (F2F Apr20-22)	Bylaw Compliance, Enforcement & Investigative Skills Certificate Program Level 1 (BYLAW101)	NWC	\$1177.94
Apr 13-Jun 5, 2015 (F2F Jun 1-3)	Bylaw Compliance, Enforcement & Investigative Skills Certificate Program Level 1 (BYLAW101)	NWC	\$1177.94
May 4-Jun 26, 2015 (F2F June 22-24)	Bylaw Compliance, Enforcement and Investigative Skills-Level 2 (BYLAW102)	KEL	\$1372.35
Jun 8-Jul 31, 2015 (F2F Jul 27-29)	Bylaw Compliance, Enforcement & Investigative Skills Certificate Program Level 1 (BYLAW101)	NWC	\$1177.94
Jun 22-Aug 14, 2015 (F2F Aug 10-12)	Bylaw Compliance, Enforcement and Investigative Skills-Level 2 (BYLAW102)	NWC	\$1177.94
Jul 27-Sep 18, 2015 (F2F Sep 14-16)	Bylaw Compliance, Enforcement & Investigative Skills Certificate Program Level 1 (BYLAW101)	NWC	\$1177.94


**Schedules subject to change please visit our website for up to date information*



Customized Training

Did you know all courses and certificates offered through the Centre for Counselling and Community Safety can be customized to suit your needs?

Learn more about customized training on page 24.



Learner Services Fee

The JIBC charges a Learner Services Fee (LSF) of \$5.30 per course credit to a maximum of 6 credits per course (\$31.80). The fee applies to credit courses only and will be collected at the time of enrollment. The LSF is used to enhance library, technology and other services for the benefit of students at all JIBC locations. Course fees listed do not include the LSF.

JIBC School of Health, Community & Social Justice

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Some of the Centre for Counselling and Community Safety's most popular topics include:

- critical incident stress management
- motivational interviewing
- aboriginal trauma
- complex trauma
- understanding substance use

For more information about bringing JIBC customized training to your organization, contact Caroline White at 604.528.5620 or email counselling@jibc.ca



"Working with the staff at JIBC has been a pleasure. They provided exceptional customer service, excellent flexibility and their attention to detail was impeccable. Some of the feedback we've received from staff is the training not only gives them theoretical knowledge but practical hands-on learning allowing them to assimilate what they've learned in the classroom into their daily job. I highly recommend JIBC for your training needs."

—Vicky Foley, Covenant House, Coordinator, Human Resources

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