



# Be the one



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*Justice Institute of British Columbia (JIBC) is Canada's leading public safety educator developing dynamic justice and public safety professionals through its exceptional applied education, training and research.*

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 JIBC: Justice Institute of British Columbia

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|  |    |
|--|----|
| ABOUT JIBC   | 04 |
| JUSTICE INSTITUTE OF BRITISH COLUMBIA FOUNDATION                                   | 05 |
| LEADING-EDGE LEARNING AT JIBC  | 06 |
| GREAT INSTRUCTORS  | 08 |
| ROBBERY SET LESD GRAD ON PATH TO POLICING<br>LAW ENFORCEMENT STUDIES DIPLOMA       | 10 |
| BE THE ONE: LEADERSHIP   | 11 |
| BE THE ONE: PARAMEDIC  | 12 |
| TRAINING THAT MAKES A DIFFERENCE: JIBC PARAMEDIC TRAINING<br>PUT TO WORK IN AFRICA | 13 |
| BE THE ONE: FIREFIGHTING   | 14 |
| JIBC FIREFIGHTING GRADS IN BELIZE  | 15 |
| BE THE ONE: EMERGENCY MANAGEMENT   | 16 |
| ABORIGINAL EDUCATION & TRAINING  | 17 |
| BACHELOR OF LAW ENFORCEMENT STUDIES  | 18 |
| BE THE ONE: COUNSELLING  | 19 |
| FIREFIGHTING IN BC'S PEACE REGION  | 20 |
| BE THE ONE: INTELLIGENCE ANALYSIS  | 21 |
| APPLY AND REGISTER   | 22 |
| PROGRAMS OVERVIEW  | 24 |

If you're ready to make a difference, and are focused on a career supporting the health and safety of others, then the Justice Institute of British Columbia (JIBC) is where you will gain the relevant skills to realize your passion.

## ABOUT JIBC

6

Number of JIBC campuses in B.C.

25,727

Number of unique students served

2,896

Full-Time Equivalent Students



\$859,767

Amount of scholarship, bursary and award funds distributed to JIBC students



298

Number of scholarships, bursaries and awards granted to JIBC students approximately

90

Number of communities in B.C. where JIBC classes were delivered

*Numbers based on fiscal 2015/2016 data*

JIBC is Canada's leading public safety educator developing dynamic justice and public safety professionals through its exceptional applied education, training and research. Founded in 1978 as a public post-secondary institution with a provincial mandate, JIBC offers an internationally-recognized education that leads to certificates, diplomas, bachelor's degrees and graduate certificates.

Our education prepares professionals with the knowledge, skills and competencies to excel at every stage of their chosen fields contributing to safer communities and a more just society.

Our graduates serve with professionalism and compassion. They are younger people starting their careers and experienced professionals looking to advance their skills and experience.

At JIBC, expect to be challenged. Expect hands-on learning where you will practice what you've learned through immersive training simulations and scenarios. Expect to gain insights from instructors who are seasoned professionals, many who are active leaders in their fields.

If you're committed and ready to work hard, you're going to learn the theory and technical skills. You're also going to build your teamwork and communication skills. When you're done, you'll feel more competent and confident.

You'll be ready to make a difference.

# JUSTICE INSTITUTE OF BRITISH COLUMBIA FOUNDATION DONORS GIVING TO STUDENT SUCCESS



Relief, respect and reassurance – that’s what donors to The Justice Institute of British Columbia Foundation (The JIBC Foundation) really give students benefitting from their support at JIBC. Their generosity plays a transformational role in JIBC’s mission to develop dynamic justice and public safety professionals through exceptional applied education, training, and research. Most of all, it means the world to JIBC students.

Because of donors:

- The JIBC Foundation disburses over \$1 million annually in support of justice and public safety education at JIBC;
- The financial stresses for almost 300 students a year are alleviated through scholarships and bursaries;
- Student learning is enriched through new technology, equipment, and programs;
- Students move one step closer to achieving their dreams in justice and public safety.

Ben McKiernan, a JIBC Law Enforcement Studies Diploma graduate who is continuing his education in the Bachelor of Law Enforcement Studies, was able to complete his program with donor support.

“As an award recipient, I’ve experienced how donations contribute to student success. As part of the JIBC learning experience, giving back is part of the community DNA, and is ingrained in our hearts and minds as students. I’m proud to be part of this caring community, and with the help of donors, continue to receive a world-class education in justice and public safety.”

One of these donors was Gary Segal. He and his wife established the Gary and Nanci Segal Award in 2012.

“Through our giving, we can impact the lives of others in a meaningful way and in so doing, make our communities a better place to live. At JIBC, my desire is to help students at a critical point in their development and to provide a strong foundation as they reach for their dreams. I’m proud to ‘Be the One’ in support of JIBC and student success.”

With donor support, The JIBC Foundation can continue to provide the tools for tomorrow’s heroes and in turn, JIBC students will continue to have a positive impact on the health, safety, and security of our society.

Thank you, JIBC donors and friends, for being the ones giving to student success!

For more information on how The JIBC Foundation supports student success, visit: [JIBC.ca/foundation](https://www.jibc.ca/foundation)



The Justice Institute  
of British Columbia Foundation

# LEADING-EDGE LEARNING AT JIBC

PUBLIC AND COMMUNITY SAFETY PROFESSIONALS DEAL WITH COMPLEX CHALLENGES. JIBC PREPARES STUDENTS FOR THESE EVER-EVOLVING FIELDS BY EMBRACING THE LATEST RESEARCH AND TECHNOLOGY TO PROVIDE EFFECTIVE EDUCATION AND TRAINING TO DEAL WITH REAL-LIFE SITUATIONS.

The JIBC Paramedic Academy is providing its students the opportunity to safely practise important driving skills at the New Westminster campus, thanks to a generous in-kind donation.

The new driving simulator donated by Alberto Montoto of MONCAR Simulators Ltd. incorporates one of the most advanced simulation systems available to provide a fully immersive, authentic driving experience. Drivers see the full field of view while in the simulator, which has three 20-inch, high-definition monitors that provide the same viewing area as a vehicle's windshield. Included in the simulator is a Canadian version of the street-ready driving program comprised of various scenarios drivers can experience on the road.

JIBC undergraduate students, faculty and staff are also constantly seeking better ways of doing things as evidenced by the more than 30 different research projects highlighted at this year's Applied Research Day at the New Westminster campus.

Among the student research projects presented was one by Haida Siegmann, Captain of the Fire Prevention Office for the City of North Vancouver and a graduate of the Bachelor of Public Safety Administration. Her project evaluated the options available for neighbouring communities to achieve economies of scale to increase cost-efficiency in the delivery of municipal services without impacting the effectiveness of service delivery.

As for faculty-led research, with funding from Indigenous and Northern Affairs Canada, JIBC has been involved in developing and launching the

Aboriginal Disaster Resilience Planning project, which aims to help Aboriginal communities across Canada increase their resiliency when faced with emergencies and disasters.

"JIBC's Centre for Applied Research has a growing track record of helping public, private and non-profit organizations answer real-world questions to help them become more efficient and effective," said Dr. Greg Anderson, Dean of the Office of Applied Research and Graduate Studies.

Out at JIBC's Maple Ridge campus, the Fire & Safety Division has all the latest tools and technology, not to mention the props and structures to enable simulation-based firefighter training.

It is home to a specially-treated, three-storey, concrete building that can be set on fire repeatedly. The structure can be configured to simulate a variety of environments, from a basement and an apartment with a balcony to the deck of a ship.

A "smokehouse" can be constantly reconfigured to train and test students in searching dark, smoke-filled rooms. A rescue tower is used for training in high-angle rescue, by simulating a rescue operation on a large crane, for instance.

The use of specialized equipment such as thermal-imaging cameras, to detect hot spots in and after a fire, and gas-detection devices is also taught.

"The technology we use is whatever technology the industry or fire service is using," said Charlene Jordan-Jones, deputy director of the JIBC Fire & Safety Division.





# GREAT INSTRUCTORS

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## EMMA HANSEN:

### MAKING THE CONNECTION BETWEEN TEXTBOOKS AND REAL LIFE

After receiving her Primary Care Paramedic (PCP) certificate from JIBC in 2004, Emma Hansen worked as a PCP all over BC from Prince Rupert and her hometown of Terrace to the Sunshine Coast and Vancouver. She started teaching with JIBC at its Chilliwack campus in 2008, where she is now acting lead instructor for the PCP program.

Emma has always loved teaching, even giving horse riding lessons and tutoring high school sciences in her youth. At JIBC she likes to transform the classroom environment into a challenging and engaging place where students can think outside the box and become competent medical practitioners.

“My goal is for students to understand not just memorize. I enjoy seeing the ‘a-ha’ moments when students make the connection between reading and doing,” Emma said. “When I overhear students talking about a treatment plan, or debating therapy options, I know I am doing my job. This is a really proud moment for me.”



## GEORGANNE OLDHAM:

### CHALLENGING STUDENTS IN A SUPPORTIVE ENVIRONMENT

Georganne Oldham has been a faculty member at JIBC’s Centre for Leadership for over 13 years. An accomplished group facilitator, she brings more than 25 years of organization and leadership development coaching and consulting experience to the classroom. She is particularly skilled in helping people grapple with the complex issues that come with organizational change, and in assessing the needs of clients that come to JIBC for leadership development training. She has also played an integral part in designing the Centre’s curriculum.

She recently received JIBC’s Instructional Excellence Award. “Georganne’s calm, competent manner, and deep commitment to the teaching and learning process, leaves students and clients wanting more,” noted the citation. “She challenges students in a safe and supportive environment to move beyond acquiring ‘tools for their toolbox’ and into a space of embracing personal change.”

## MARION CRAIG:

### BRIDGE BETWEEN THEORY AND PRACTICAL KNOWLEDGE

After 30 years as an RCMP officer, including five as a facilitator at the RCMP Academy in Regina, Marion Craig is now focused on teaching the next generation in JIBC’s Law Enforcement Studies programs.

Marion loves teaching for some of the same reasons she loved policing – every day is different and she’s making a difference. She enjoys the challenge of making lessons “stick,” translating into the applied behaviours expected of law enforcement officers.

She is a prime example of a JIBC instructor with direct, hands-on experience in the field, a bridge between theory and practical knowledge, such as when stressing the need to react to facts alone. “The ‘bad guy’ is at the scene of the offence, displays certain body language, has a weapon. These are reasons a police officer challenges a suspect, not gender, ethnicity or culture. It is important to see what is actually there, rather than what we think or hear may be there.”





JIBC IS HOME BASE FOR MANY OF THE MOST EXPERIENCED INSTRUCTORS IN PUBLIC SAFETY. THEY ARE ON THE FRONT LINES OF THEIR PROFESSION, TEACHING REAL-WORLD SCENARIOS AND TAKING A HANDS-ON APPROACH TO HELPING STUDENTS. MEET SIX OF THEM:



### **ROB CLAUSEN: ENSURING FIRE CREWS ARE PREPARED**

With 33 years of experience as a professional firefighter, recently retiring as the assistant chief, training division for the Township of Langley Fire Department, Rob Clausen is well positioned to teach other firefighters and fire officers skills that will advance their careers. Add to that more than 20 years as a JIBC sessional instructor, and Rob is a well-regarded teacher and subject matter expert in a number of areas.

Rob has extensive experience in training, suppression and fire investigation. His true passion lies in the Fire Service Instructor I and II courses which he has taught in BC, Alberta, Saskatchewan, Nova Scotia and all three of the northern territories.

“Instructing and teaching are some of the most important aspects of the fire service because it ensures that our crews are prepared and ready to deal with the challenges presented to them when the public calls upon us for assistance,” Rob said.

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### **SHIRLEY TURCOTTE: TAKING INDIGENOUS APPROACHES TO HEALING**

Shirley Turcotte, RCC, has been working internationally for more than 30 years supporting survivors of childhood abuses, torture and complex traumas. A Métis knowledge keeper and Registered Clinical Counsellor, she is a pioneer in the area of complex trauma therapy, and is a strong advocate for land-based Indigenous healing strategies.

At JIBC, she serves as the lead instructor and program and clinical supervisor for the Aboriginal Focusing-Oriented Therapy (AFOT) and Complex Trauma Certificate. One of her goals is to help learners from all backgrounds understand and appreciate the richness and effectiveness of incorporating Aboriginal perspectives and techniques into one’s practice.

“In Aboriginal Psychotherapy, you are never really alone, and you are looking at the ways you are connected rather than the ways you are disconnected,” she said. “It’s extremely empowering and grounded in intergenerational resilience.”



### **THERESE MICKELSON: COMMUNICATING IN A CRISIS**

Therese Mickelson’s 25-plus years of public relations experience ranges from managing corporate communications for both government and the private sector, to implementing communications strategies during crises such as evacuations due to major condominium fires and natural disasters like the 100-year flood in Manitoba.

She now teaches the Information Officer and occasionally, the Crisis Communications courses for JIBC’s Emergency Management programs.

“I have experienced the benefits of reaching the right audiences with the right information at the right time, and I’ve seen the consequences of inadequate communication,” she said. “Without effective crisis communication, emergency responders may be doing everything correctly, but the public perception could be the opposite based on rumours, misinformation or just frustration at lack of information.”

Const. Mateen Aminie was just 14 when an act of violence set him on a career path to help others. His family had fled their native Afghanistan when he was a baby, relocating to Pakistan before eventually emigrating to Canada years later when he was 13.



Things were going well in his first year in Canada until he was attacked, knocked unconscious and robbed while heading home from work in Surrey. When police arrived, they offered him the help of victim services, and generally showed they cared. This was very different from his experience in Pakistan where most people don't like or trust police.

"Before I came to Canada I knew police were different here, but I didn't know how different," said Mateen. "They caught the guys who did it within an hour. That was really cool. That kind of thing doesn't happen over there in Pakistan."

And after seeing this different side of policing, it wasn't long before he decided it would be the perfect way to meet his career goals – to help people in the community and be a good role model to others.

He was grateful to discover JIBC's Law Enforcement Studies Diploma (LESD) program. Not only did he learn how the Canadian criminal justice system works, but being taught by experienced current or former police officers helped him know what to expect in the job application process and once hired, out in the field.

The LESD program filled in all the gaps with hands-on training, presentations to help boost confidence and public speaking skills, mock job interviews, and even the chance to speak with recruiters. They were also regularly run through the paces of the Peace Officers Physical Abilities Test (POPAT), which helped Mateen improve his time significantly.

"Without LESD I'm pretty sure I wouldn't be here as a police officer right now," he said.

During the two-year program Mateen was also busy gaining experience towards his policing goal through work as a bylaw enforcement officer and a variety of community volunteer positions.

Then, last April, about a month before graduating with his LESD, Mateen got a phone call while at work. A local police department was offering him a job as a police officer.

Three weeks after graduation, Mateen was back at JIBC, this time as a police recruit training at its Police Academy. He's now living his dream of giving back to the community, and drawing on his own experience.

"As a victim, it was really tough for me. Now, as a police officer, I can relate to those who get robbed or mugged. I can relate better, I can better help them."

[JIBC.ca/lesd](https://www.jibc.ca/lesd)

## ROBBERY SET LESD GRAD ON PATH TO POLICING



# Be the one

## CHRISTINE DUNSWORTH: LEADERSHIP

Fan. Avid soccer player. Sales professional.

For Christine Dunsworth, it was a natural fit when she was first hired as a group sales representative for Vancouver Whitecaps FC during its inaugural Major League Soccer season. Three-and-a-half years later, she was promoted to manager of ticketing for a new property, Whitecaps FC 2 of the United Soccer League, which was gearing up for its first season.

She was pleasantly surprised to find she had enough experience and know-how to implement and execute successful programs, resulting in her team creating a solid foundation to build upon after their first year.

But Christine still wanted some formal training to support her managerial efforts. That's where JIBC came in.

"As our JIBC instructor says, most people get promoted because they were good in their previous role, not because of their leadership abilities," she said. "I know my job and what my team has to do to be successful, but I knew that I could use some training to help get our team to the next level!"

So she was delighted to be one of the managers chosen by the Whitecaps to participate in a customized Leadership Academy through JIBC.

At only partway through the four-day corporate training program she already noticed she was able to communicate more effectively with her crew and better focus on the real meaning of leadership.

"Good leaders find out what drives an individual and then they tap into that in order to inspire them," Christine

explained. "That's the type of leader I want to be and this course is helping me achieve that."

The lessons learned have also translated well into other areas of Christine's life.

"The course taught me that the golden rule – treating others as I would want to be treated – does not necessarily apply in the workplace. Every individual has their own culture, and in order to communicate effectively with colleagues I must treat them as they want to be treated, not as I would want to be treated. This is something I now keep in mind when I disagree with others – in my private life and my work life! It helps to defuse a difficult situation and come to a compromise more quickly."

**[JIBC.ca/leadership](https://www.jibc.ca/leadership)**



# Be the one

## MATT ANDERSON: PARAMEDIC

Matt Anderson is the lone certified paramedic in Moricetown, a Wet'suwet'en village in Central BC halfway between Smithers and Hazelton. That makes him and a licenced **Emergency Medical Responder (EMR)** the main regular providers of health care to its approximately 800 residents.

It'll be yet another role in the community for Matt, who is also a high school teacher for at-risk youth, the town's driving instructor, one of 12 members of its volunteer fire department, and one of only two certified EMRs. After getting his EMR certification from JIBC, he could, for example, help heart attack victims with simple interventions such as providing oxygen, Aspirin and nitro. He knew the proper protocol, like keeping them warm, and positioning them properly.

Matt then went through the eight-month process of training for the **Primary Care Paramedic Certificate** at JIBC's Chilliwack campus and completing the licensing requirements. The JIBC training was everything he'd hoped. "I just loved it. I ate that program up. I loved the instructors. The instructors in Chilliwack are phenomenal and I hear that from everyone."

His newly-acquired paramedic training will be invaluable to residents of his hometown, which is about 20 minutes away from the nearest hospitals in Smithers and Hazelton. "Now I can start IVs, give certain rescue and reversal drugs that can make a life-saving difference in an emergency, as well as stabilize patients and properly package them for transport."

By having patients all ready to load into the ambulance, he'll be able to

significantly reduce the time to get to the nearest hospital, already a minimum 40-minute round trip. For the small, remote community, it's a far cry from the reality of the situation before.

"We would just have to phone and wait because there's nothing. We didn't even have oxygen, we didn't even have a defibrillator on the whole reserve up until several months ago." Through JIBC, Matt was also licensed to be an instructor for the EMR certificate. He hopes to eventually train others to help provide a basic level of medical care to the remote community.

"I think the community needs to be helped from within. That's where all the strength and power is, it's already there."

[JIBC.ca/para](http://JIBC.ca/para)

# TRAINING THAT MAKES A DIFFERENCE: JIBC PARAMEDIC TRAINING PUT TO WORK IN AFRICA

This past summer, Tika Okuda spent five weeks in an African country helping to support a local organization providing community health care and education for local health care workers. A JIBC Primary Care Paramedic (PCP) graduate who is now a second-year medical student at UBC, Tika was part of a team that taught community health care workers and shadowed medical professionals in two local hospitals.

She shared a story illustrating the value of her JIBC paramedic training when she had to help a nurse during the birth of a newborn in a local hospital. "On my first day shadowing at the hospital, I was excited to watch my first new life enter the world.

"Around lunch time, a woman began active labour, and I was able to watch the baby crown. But there were no signs of life: no crying, no grimacing, nothing. The nurse worked fast. The baby was put onto the mom's stomach, his cord was cut, and then he was moved to where a blanket and bag value mask (BVM) was set waiting. The talented nurse started assisting the baby with ventilation.

"All of a sudden, the nurse's attention was called back to the labouring mother, and the neonate was left alone. I took over ventilating, trying to estimate what the proper volume would be on the inaccurate BVM. His chest rose, and I took a breath as well. The neonate was not in a good position for the airway, so I placed a blanket under his back.

"The small adjustments I instinctively made were only possible due to the repetitive drills of my PCP instructors and one instructor's love for pediatric emergency response calls.

"When the nurse came back (after what seemed like an eternity), she happily watched and instructed me on my technique while she stimulated the struggling newborn. In 15 minutes, this baby had gone from ash grey to a healthy perfused colour. And the best sign was his nostrils flared occasionally, and the frequency was increasing. After 45 minutes, assisted ventilation was stopped and the newborn was grimacing and even gripped my hand. A.J. was born, the first child in his family, and was nursing the next day.

"There were moments in this situation where I felt out of my league. However, with the training from the skilled instructors at JIBC's New Westminster campus, I was able to assess the situation and perform adequately.

"Thanks for building my confidence to handle emergency situations! I am so grateful to have had JIBC instructors as mentors."

[JIBC.ca/pcp](http://JIBC.ca/pcp)





# Be the one

## ADAM IWAMA: FIREFIGHTING

Adam Iwama of the Abbotsford Fire Rescue Service was part of a crew recently called out to a fire at a rubber mat manufacturing plant. The call came in as a small smoldering fire but upon arrival, they found a huge blaze outside that threatened to set an adjacent building on fire too.

It would be a big job to tackle in any case, but since they were responding to what was reported as a minor fire, they were the only fire engine on scene until additional crews could show up following his captain's update.

"Being understaffed for a period of time at such a fire called on us to be extremely efficient with our resources and left us with absolutely no room for

error," Adam recalled. "During this fire more than any other one to date, it was critical for me to utilize the training I received from JIBC."

It's a second career for Adam, who started out in the field of kinesiology. After a rigorous recruitment process, he was hired as a full-time firefighter in the Abbotsford department. He credits the training and relationships he built through JIBC's pre-employment firefighting program (now called the **Fire Fighting Technologies Certificate or FFTC**) with helping him secure the job.

Adam chose JIBC because of the extensive hands-on experience it provides. In the FFTC program, students gain seven weeks of hands-on, live-fire

training at the Maple Ridge campus where students learn with the help of unique simulation props at Western Canada's most extensive firefighting training facility. Such props include a three-storey concrete building designed to be regularly set alight, and vehicles available to be cut apart with the jaws-of-life.

Just as valuable, Adam said, was learning from the experience of the veteran firefighters who served as their instructors.

[JIBC.ca/fire](https://www.jibc.ca/fire)

# JIBC FIREFIGHTING GRADS MAKE A DIFFERENCE IN BELIZE

Each year, JIBC's firefighting graduates have an opportunity to apply for a special course where they travel overseas to support basic firefighter training in a developing country.

In 2016, five students were chosen to travel to Belize on a three-week deployment that saw them go across the country to visit each of its 17 local fire halls, train local firefighters, and get involved in the community.

This special program is made possible with support from the Fire Rescue International Training Association (FRITA) and student scholarships from the Irving K. Barber One World International Scholarship administered by the Victoria Foundation with additional support from JIBC.

For each of this year's One World Scholarship recipients, the experience was an eye-opening one that made a significant impression in their lives.

"We traveled to all the different fire halls, and we quickly realized that while they don't have all the equipment that we have at home, they have the same passion that firefighters here have: they want to go to work and are proud of being a firefighter," said one of the 2016 One World students, Cody DiSalvo.

Despite being the only Central American country where the official language is English, Belize nevertheless has a rich cultural diversity for a country smaller than Vancouver Island.

One highlight was visiting a local school where the team spoke to 450 elementary school students teaching them basic fire safety tips. After the presentations, they helped clean up a local playground that was littered with garbage and dangerous objects like broken glass and razor blades.

Jacob Woronuk noted that most fire halls of the Belize National Fire Service were very small, often with a single truck bay for an old fire truck that was likely donated from fire departments in other parts of the world like the U.K., Germany or the U.S. And within each truck, there was a minimal amount of firefighting gear. Many fire halls usually only had one or two firefighters on duty at any given time.

But despite these limitations, Jacob noted the dedication of each member of the Fire Service. "In every fire hall we visited around the country, they were always eager to learn," he said. "They wanted to know everything we had to share. They just wanted to keep training."

During the last week of their deployment, the One World Scholars worked with Metro Vancouver firefighters from FRITA who provided training in various areas such as fire investigation and prevention, public education and tactics for putting out a liquid petroleum gas fire.

For Sean Campbell, the advice from one of the firefighters the team met stuck with him.

"One firefighter we met there, he said to me, 'The day you stop training for success is the day you start training for failure,'" Sean recalled. "It was remarkable to see what little they had to work with, yet their passion for the job was higher than what we could even imagine."





# Be the one

## TARA STROUP: EMERGENCY MANAGEMENT

A major fire was burning at a strip mall in the downtown area of Port Coquitlam. Senior city staff were arriving to take their posts at the city's emergency operations centre. Tara Stroup, emergency program officer for the City of Port Coquitlam, was there, ready and able to guide them thanks to her training at JIBC.

"The courses at JIBC have helped me to feel confident in my role of leading senior staff in an activation activity," she said. "They came in not really knowing what to do and I was able to stay calm and assertive and guide them in the different aspects of what they needed to do in order to fulfill that process."

Tara currently manages Port Coquitlam's city emergency program, including ensuring staff and volunteers are trained,

and conducting annual exercises so they'll all be ready when disaster hits.

It was a role she first inherited as an administrator in a local fire department. As a mother of four, well versed in the art of planning, coordinating and juggling activities and schedules, it was a natural segue into the field.

When she sought more formal education, Tara turned to JIBC. She gradually earned an **Emergency Management Certificate**, then completed an **Emergency Management Exercise Design Certificate**, and recently finished her **Diploma in Emergency & Security Management**. Next on her to-do list is a **Bachelor of Emergency & Security Management Studies**. The latter two are online programs that not only fit into her busy schedule but give

her practice in two aspects of the job, organizing and self-reliance, all with the support of instructors who are a phone call away.

Tara stressed that one of the keys of the training she received was learning the standard, common language of governments, their agencies, universities, utilities and emergency responders when an emergency hits, be it a local fire or a major earthquake.

"That's the beauty of JIBC, they teach the **Incident Command System** which aligns everybody so we all understand the same terminology and we're all talking the same talk."

[JIBC.ca/emd](http://JIBC.ca/emd)



# ABORIGINAL EDUCATION & TRAINING

## NEW ABORIGINAL GATHERING PLACE SUPPORTS NEEDS OF ABORIGINAL LEARNERS

JIBC has demonstrated an increasing dedication of resources to ensure Aboriginal learners receive culturally-appropriate education and services that result in success in school, community and the workplace.

Last spring saw the official opening of the Aboriginal Gathering Place at the New Westminster campus, a multi-purpose space funded by the Ministry of Advanced Education to support Aboriginal students, staff and faculty, and enhance teaching, learning and exchange across JIBC.

The space was built in support of JIBC's Indigenization Plan which outlines how JIBC aims to realize its commitment to fostering respect and understanding of Aboriginal cultures, traditions, languages and protocols in the work and learning environment at the Institute.

Dr. Michel Tarko, JIBC President & CEO who is of Métis descent, recalled attending UBC and the comfort and cultural benefits he found at that campus' First Nations Longhouse. He is confident that services provided in the JIBC Gathering Place will similarly help students connect and support each other as they pursue their educations.

This is the first Aboriginal Gathering Place to be constructed in BC since the historic release of the recommendations by the Truth and Reconciliation Commission (TRC). JIBC's facility will serve as a centre for contributing to safer and more just communities across Canada through implementing the TRC's calls to action.

An Aboriginal Medicine Garden has been planted beside the Aboriginal Gathering Place to grow medicinal plants. A project developed in partnership with the First Nations Health Authority (FNHA), the garden will be used for a series of workshops for JIBC and FNHA staff.



While available to all JIBC educational divisions and centres, the dedicated space will be home to a number of Aboriginal programs, including the Aboriginal Focusing-Oriented Therapy & Complex Trauma Certificate program, the Justice and Public Safety Career Preparatory Certificate Program for Aboriginal learners, and the Aboriginal Justice Workers course among others.

The Aboriginal Gathering Place is a physical manifestation of our commitment to serving Aboriginal students and communities, said Dr. Jeffrey Schiffer, JIBC's Program Director in the Office of Indigenization who is of Métis descent.

[JIBC.ca/aboriginal](http://JIBC.ca/aboriginal)



# JIBC LAW ENFORCEMENT DEGREE VITAL STEPPING STONE FOR A MEANINGFUL CAREER

The Bachelor of Law Enforcement Studies (BLES) program has served as a rewarding stepping stone to meaningful careers in public safety.

Ramandeep Randhawa is a graduate of both the BLES program and the Law Enforcement Studies Diploma (LESD) at the JIBC New Westminster campus. He currently serves as a Bylaw Enforcement Officer for both the City of North Vancouver and the City of New Westminster. He had always dreamed of becoming a police officer and started toward that goal by studying criminology at a local university for a couple of years. Then he heard about the LESD at JIBC and how it is specifically geared towards those interested in policing and law enforcement.

The constant support of his instructors meant a lot to him, said Ramandeep, who noted he was 325 pounds when he started the program. He lost 125 pounds in four years thanks to those instructors, who put him on a diet and workout routine, keeping him accountable so he could pass the Peace Officers Physical Abilities Test (POPAT).

"They went above and beyond," he said. "They actually care and want to see you be successful."

Upon completing his LESD, he decided to continue for an additional two years to earn the BLES degree. The BLES courses built upon what he had already learned, adding courses in financial management, labour law and organizational behaviour which will be useful as he progresses in his career.

"The BLES program definitely assisted me in the recruitment process by providing valuable background knowledge and information about policing," said Ramandeep. "Many of my instructors provided insight into contemporary issues police officers face in the course of their duties. That was very helpful in the selection process. Through my current roles, paired with the education I have received thus far, I am confident I will be successful in reaching my goal of becoming a full-fledged police constable."

The BLES program was developed to give students an education that helps address the growing complexity of law

enforcement, and to enable graduates to become sought-after candidates in the highly competitive recruitment process.

Students who have completed a diploma in a relevant field, or are currently enrolled in JIBC's two-year LESD can begin in the third year of the BLES.

Through an academic partnership, criminology and criminal justice diploma graduates on Vancouver Island can now apply to further their education in the BLES program at Camosun College's Lansdowne campus.

[JIBC.ca/bles](http://JIBC.ca/bles)





# Be the one

## JANA JESSON: COUNSELLING

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Clinical counsellor Jana Jesson helps trauma survivors rebuild their lives one step at a time.

It was while studying at JIBC, learning how to use guided imagery exercises with survivors of trauma, that Jana recognized the technique could be useful for one of her clients.

“With my instructor’s guidance, I created an exercise that made such a difference for my client in terms of her being able to ground herself when she was becoming triggered or anxious. Eventually she was able to take that exercise and translate it into her own daily routine.”

She discovered earlier a passion for working with trauma survivors while

completing a master’s degree in counselling psychology. It’s that sort of reward – seeing clients emerge better able to deal with past trauma with less anxiety and distress – that led Jana to her current role managing the Sexual Abuse Intervention Program based out of the North Delta office of the Boys and Girls Clubs of South Coast BC.

It was her managers there that suggested she take the two-year **Graduate Certificate in Complex Trauma and Child Sexual Abuse Intervention** at JIBC.

The JIBC program is very well known in her field, she noted.

“The JIBC program and my instructors provided me with the specific clinical

expertise needed in order to do my job effectively, and the support I received from them truly has made an enormous positive change in my practice.”

For Jana, knowing she’s helped someone move on with their lives is its own gift.

“This is heavy work, but the joy I feel when I see a client create positive change for themselves and become empowered individuals really is one of the most rewarding experiences I have had.”

[JIBC.ca/cccs](https://www.jibc.ca/cccs)



Kamloops native Jayden Ockenden has always wanted a career where he could make a difference in someone's life. He had initially planned to pursue a career in law enforcement. But spending his summers as a wildland firefighter while he studied at SFU helped him discover his true calling as a firefighter.

"I loved the camaraderie, the teamwork, and knowing that I was doing something meaningful and important," said Jayden, who played on SFU's football team in his first year. "I couldn't imagine myself doing anything else after that."

To realize his career goal, Jayden was encouraged to complete his firefighter training at the Justice Institute of British Columbia (JIBC).

"I was fortunate enough to know a Captain from Kamloops Fire Rescue and was advised to go to JIBC as it's one of the most prestigious fire academies around," said Jayden, who was in Class 5 of the new Fire Fighting Technologies Certificate (FFTC) program. "He was not wrong. JIBC was everything I was hoping for and more."

There was a lot about the FFTC program that impressed the 23-year old, who was hired by Fort St. John Fire Rescue in northern BC a month after completing the JIBC program in March 2016.

"The quality and diversity of training we received was top notch. We had training officers from all over the Lower Mainland that had many years of experience," he said. "They all demonstrated a passion for their craft, and wanted us all to succeed and be safe doing so."

He added: "I loved how the program made me feel like I was part of the Fire Service. I was very lucky to have 20 like-minded people in my recruit class. We all got along; looked out for each other, both on and off the training ground. I have some friends for life because of JIBC."

He credits the intense, hands-on training in the FFTC program as an essential factor for him being hired as a professional firefighter.

"I can say with 100-per-cent certainty that I wouldn't have made it if it wasn't for the training I received at JIBC," he said. "All the small details that you learn in the program, from polishing your boots every morning, to calling my superiors by the proper rank, to taking pride in everything you do – it all made a difference."



# JIBC FIREFIGHTING GRAD READY TO SERVE IN BC'S PEACE REGION



# Be the one

## LUIZA URBANCZYK: INTELLIGENCE ANALYSIS

When people shop for a new home in BC, Luiza Urbanczyk is there to help protect them, thanks to the applied education she received at Justice Institute of British Columbia (JIBC).

Luiza is a compliance investigator with the Homeowner Protection Office, a branch of BC Housing that works with industry to ensure all new homes built for sale in the province are covered by an approved new home warranty.

In her work with the licensing and compliance team, Luiza regularly uses the analytical techniques and investigative methods she learned while completing JIBC **Graduate Certificates in Intelligence Analysis and Tactical Criminal Analysis**. With her skills, she helps ensure contractors and owner-builders understand and fulfill their regulatory obligations

under the Homeowner Protection Act when they are building or substantially reconstructing a home.

Using her skills to protect consumers is a rewarding way to make a living, she said.

She wanted to work in a field that secured results through research. She found it at JIBC.

“This is intelligence analysis – collection and interpretation of information. There aren’t many programs like this in Canada especially for those who are already working, and in fact, I believe this is the only one offered online by actual experts in the field.”

Since completing JIBC’s intelligence analysis graduate certificates, she is pursuing a Master of Science

in Intelligence Analysis through Mercyhurst University. The university accepts the graduate certificates as credits towards its master’s degree. JIBC’s program is based on Mercyhurst’s curriculum but adapted for Canadian laws and protocols.

“Intelligence analysis is an ability to manage unforeseeable conditions that can be found in every aspect of our lives and in every career. It is most known for national defense or policing environments; however, it is greatly used in business and financial worlds as well. It is a valuable skillset to collect, understand, and apply data to solve problems and/or make predictive decisions.”

[JIBC.ca/intelligenceanalysis](https://www.jibc.ca/intelligenceanalysis)



# APPLY AND REGISTER

## APPLICATION PROCESS

JIBC offers several paths to career success, each with its own set of requirements for entrance. Not all programs or courses require applications; for some courses and programs, you can register directly through the Registration Office or online. Find out how to apply by referring to the web page of your program of interest.

For international students, there are additional application and registration requirements. Contact [international@jibc.ca](mailto:international@jibc.ca) or 604.528.5636 for registration information.

## WAYS TO REGISTER

Visit: [jibc.ca/registration/ways-register](http://jibc.ca/registration/ways-register)

### ONLINE

You can register online by finding a course with the Program and Course search, selecting the class you would like to register for, and then following the online instructions. Note that not all courses and programs are available for online registration. If you require additional assistance please contact Registration at [register@jibc.ca](mailto:register@jibc.ca). You can pay for most courses online using Visa or MasterCard.

### BY PHONE, MAIL, FAX OR IN PERSON

We accept Visa, MasterCard, cheques, and money orders in the mail. Please make cheques payable to Justice Institute of British Columbia. Complete the Course Registration Form and send with payment to:

Registration Office  
Justice Institute of British Columbia  
715 McBride Boulevard  
New Westminster, B.C. V3L 5T4

or fax to 604.528.5653  
or phone 604.528.5590 (Greater Vancouver area)  
or 1.877.528.5591 (Toll Free - North America only)

The student services office is open for in-person registrations Monday - Friday, 8:00 a.m. - 4:00 p.m.

## JIBC FINANCIAL AID & AWARDS OFFICE

As part of the Student Services division, the office is here to assist you whether you are a prospective or current JIBC student.

We provide one-to-one advising on student financial matters including information about available bursaries, awards and scholarships. We also educate students on external awards and government financial aid – loans and grants. To schedule an appointment please email [financialaid@jibc.ca](mailto:financialaid@jibc.ca).

## STUDENT SERVICES

JIBC believes that supportive and effective student services are fundamental to helping you achieve your educational goals and career aspirations. Whether you are applying for a program or you are already enrolled, JIBC Student Services staff members are ready to help you with educational planning.

Recognizing the complex demands on students, JIBC's goal is to assist in planning students' academic paths, and to ensure these paths fit their learning and career goals.

Student Advising Services:  
[register@jibc.ca](mailto:register@jibc.ca) 604.528.5590 or 1.877.275.4331

## SERVICES FOR STUDENTS WITH DISABILITIES

JIBC is committed to providing a safe, inclusive and accessible environment for students with disabilities.

The Manager of Student Learning Supports and Disability Resources works with students to ensure they have access to formal Academic Accommodations, assistive technology, and other community and school resources and supports, allowing them to pursue educational goals with dignity, independence and full participation within the JIBC community.

The Manager also assists in providing education and support to faculty and staff to better understand the challenges students with disabilities face as well as how to better support students with disabilities in the post-secondary setting.

[disability@jibc.ca](mailto:disability@jibc.ca) 604.528.5884 or 1.877.275.4331

## LIBRARY

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

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

## ABORIGINAL STUDENT SERVICES

Aboriginal applicants are invited to speak with JIBC Aboriginal staff about programs and courses, available funding for Aboriginal students, the application process or other features of JIBC that may be of interest.

Services include:

- Career planning
- Access to funding, scholarships and bursaries
- Delivering training in local communities

Aboriginal Student Services:  
Student Advisor/Recruiter: [aboriginal@jibc.ca](mailto:aboriginal@jibc.ca) 604.528.5621



# SCHOOL OF HEALTH, COMMUNITY & SOCIAL JUSTICE

|  | DESCRIPTION   | REQUIREMENTS  |
|--|---|---|
| <b>Certificate in Applied Leadership</b><br>Centre for Leadership  | This 20 day/10 credit certificate will help you develop the confidence, capacity and competence to effectively lead and manage in increasingly complex and dynamic environments.  | <ul style="list-style-type: none"> <li>The courses and certificate are open to anyone. There are no formal requirements for admission.</li> </ul>   |
| <b>Associate Certificate in Training and Facilitation</b><br>Centre for Leadership   | This 11-day/5.5-credit hands-on certificate program offers both new and experienced trainers and facilitators comprehensive knowledge, skills and experience in adult education practice and theory. It is designed for mid-career professionals new to training and facilitation, developers and designers of learning material, and trainers looking to enhance and update their skills in learner-centered practices.  | <ul style="list-style-type: none"> <li>The courses and certificate are open to anyone. There are no formal requirements for admission.</li> </ul>   |
| <b>Certificate in Advanced Facilitation and Consultation</b><br>Centre for Leadership  | This 22-day/11-credit credential will combine practices in leadership, conflict resolution and instructional development. Learn to enhance your facilitation skills designed for group and/or multi-stakeholder consultations. Develop your aptitude to design a facilitation process that is inclusive, collaborative and outcome-focused.   | <ul style="list-style-type: none"> <li>The courses and certificate are open to anyone. There are no formal requirements for admission.</li> </ul>   |
| <b>Associate Certificate in Leadership &amp; Conflict Resolution</b><br>Centre for Conflict Resolution and Centre for Leadership   | You will learn the foundations of collaborative conflict resolution, with a focus on personal awareness, before focusing on the foundations of the coaching approach. You will discover your skills and aptitudes as a leader and explore the current themes and skills associated with leadership today.   | <ul style="list-style-type: none"> <li>The courses and certificate are open to anyone. There are no formal requirements for admission.</li> </ul>   |
| <b>Associate Certificate in Conflict Coaching</b><br>Centre for Conflict Resolution  | You will learn the foundations of collaborative conflict resolution before focusing on the foundations of the coaching approach. Broaden your learning on the themes of anger and emotion before deepening your approach to conflict coaching when the stakes and emotions are high. Your learning will culminate in a written and practical assessment of your learning, skills and abilities.   | <ul style="list-style-type: none"> <li>The courses and certificate are open to anyone. There are no formal requirements for admission.</li> </ul>   |
| <b>Associate Certificate in Workplace Conflict</b><br>Centre for Conflict Resolution   | Learn how to recognize, understand and resolve conflict more effectively, and build more productive relationships with clients and colleagues. You will first learn the foundations of collaborative conflict resolution with a focus on self awareness in conflict. You will then apply this understanding and knowledge in a problem solving/ negotiation setting.  | <ul style="list-style-type: none"> <li>The courses and certificate are open to anyone. There are no formal requirements for admission.</li> </ul>   |
| <b>Certificate in Conflict Resolution: Specialization in Mediation/ Third-Party Intervention</b><br>Centre for Conflict Resolution | If you are considering a career as a private-practice mediator, the training hours gained in this specialization can be applied towards admission to the BC Mediator Roster. They can also be applied towards certification by practitioner organizations and participation in the Court Mediation Practicum Program.   | <ul style="list-style-type: none"> <li>The courses and certificate are open to anyone. There are no formal requirements for admission.</li> </ul>   |
| <b>Certificate in Conflict Resolution: Specialization in Negotiation</b><br>Centre for Conflict Resolution                         | This certificate specialization provides an excellent opportunity to explore the broad field of conflict resolution, with an emphasis on negotiation skills. You will first learn the foundations of collaborative conflict resolution with a focus on self awareness in conflict. You will then apply this understanding and knowledge in a problem solving/ negotiation setting that involves looking for mutually satisfactory solutions.                                | <ul style="list-style-type: none"> <li>The courses and certificate are open to anyone. There are no formal requirements for admission.</li> </ul>   |
| <b>Family Mediation Certificate</b><br>Centre for Conflict Resolution  | This certificate specialization provides an excellent opportunity to hone conflict resolution skills and abilities while deepening your knowledge of family dynamics and related legislation. You will learn the foundations of collaborative conflict resolution with a focus on self awareness in conflict. You will then apply this understanding and knowledge in a setting that involves facilitating families and family members through conflict resolution process. | <ul style="list-style-type: none"> <li>The courses and certificate are open to anyone. There are no formal requirements for admission.</li> </ul>   |
| <b>Aboriginal Focusing-Oriented Therapy &amp; Complex Trauma Certificate</b><br>Centre for Counselling & Community Safety          | The Aboriginal Focusing-Oriented Therapy and Complex Trauma certificate is an advanced 21-day (10.5 credit) program that uses Focusing-Oriented Therapy as a safe and effective method of working with clients who experience complex trauma. The program emphasizes both knowledge and application through classroom instruction, clinical practice (logged and supervised therapy sessions) and clinical supervision/observation.   | <ul style="list-style-type: none"> <li>Students are selected based on their letter of intent, previous education, training, and/or experience and the strength of their reference.</li> </ul> |
| <b>Expressive Play Therapy Certificate</b><br>Centre for Counselling & Community Safety  | This 14-day (7 credit) program is designed for front line practitioners including counsellors, therapists, clinical social workers, and other practitioners currently working in the field with children, youth, adults, families and communities, who wish to enhance their skills and knowledge in expressive play and sandplay therapeutic interventions.  | <ul style="list-style-type: none"> <li>Applicants with a minimum of a bachelor's degree or equivalent work study experience will be considered.</li> </ul>                                    |



|  | DESCRIPTION  | REQUIREMENTS   |
|--|--|--|
| <b>Graduate Certificate in Complex Trauma &amp; Child Sexual Abuse Intervention</b><br>Centre for Counselling & Community Safety                       | The 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 30-day (15 credit) program is situated within an understanding of culturally relevant practice and how multiple identities, social locations and historical contexts inform theory and practice. | <ul style="list-style-type: none"> <li>Applicants with a bachelor's or master's degree or equivalent work/study experience in this field of complex trauma and child sexual abuse or related disciplines such as counselling, social work and psychology, will be considered.</li> </ul>   |
| <b>Substance Use Certificate</b><br>Centre for Counselling & Community Safety  | Courses in this area are grounded in a harm-reduction approach. Sessions are led by experienced professionals with a focus on understanding substance use within a biopscho-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.  | <ul style="list-style-type: none"> <li>Applicants are required to submit a current resume and work letter of reference. No formal educational requirements for admission.</li> </ul>   |
| <b>Bylaw Compliance, Enforcement &amp; Investigative Skills</b><br>Centre for Counselling & Community Safety   | The Bylaw Compliance, Enforcement and Investigative Skills Certificate Program is designed to develop the skills, knowledge and abilities required to work successfully in bylaw enforcement in British Columbia.  | <ul style="list-style-type: none"> <li>The courses and certificate are open to anyone. There are no formal requirements for admission.</li> </ul>  |
| <b>Critical Incident Stress Management</b><br>Centre for Counselling & Community Safety  | This 14-day (7 credit) program is designed for frontline and management staff that support and assist individuals in coping with the immediate consequences of crime and trauma. The Critical Incident Stress Management Certificate is designed to train you to effectively manage critical incidents and protect the emotional health and safety of those involved in a traumatic event.   | <ul style="list-style-type: none"> <li>The courses and certificate are open to anyone. There are no formal requirements for admission.</li> </ul>  |
| <b>First Responder</b><br>Paramedic Academy – Health Sciences Division   | Participants will acquire the life-saving skills and knowledge to perform patient care to the public until the arrival of the ambulance. First Responders can be found within fire departments, police, safety and security personnel at events, staff in recreation facilities, and staff in special care facilities.   | <ul style="list-style-type: none"> <li>Students must be 18 years of age.</li> <li>For First Responder instructor/Evaluator training the prerequisite is First Responder licensure for a minimum of one year.</li> </ul>  |
| <b>Emergency Medical Responder</b><br>Paramedic Academy – Health Sciences Division   | The course focuses on developing the skills needed to respond to trauma and medical emergencies. Training also includes the fundamentals of health care education; anatomy, physiology, pathophysiology, pharmacology and medical terminology. Emergency Medical Responders can be found within provincial ambulance services, operating as public servants or within industry in the oil and gas sector along with fire departments and search & rescue teams.  | <ul style="list-style-type: none"> <li>The courses are open to anyone. There are no formal requirements for admission.</li> </ul>  |
| <b>Primary Care Paramedic</b><br>Paramedic Academy – Health Sciences Division  | The Primary Care Paramedic (PCP) certificate program will equip you with a solid foundation to prepare you for employment opportunities to practice as a paramedic in a wide variety of paramedical environments. Pursue this stimulating career, equipped with the necessary skills and knowledge, and gain the confidence and aptitude to work in this dynamic and gratifying profession.  | <ul style="list-style-type: none"> <li>Admission to the Primary Care Paramedic Program is contingent on availability of seats, completion of all admission criteria, and applicant ranking as determined by a process of selective admission evaluation. For a full list of admission requirements please visit <a href="http://www.jibc.ca/pcp">www.jibc.ca/pcp</a></li> </ul>  |
| <b>Diploma in Health Sciences-EMS</b><br>Paramedic Academy – Health Sciences Division  | The diploma is the first academic credential in the paramedic education pathway. It builds upon the Primary Care Paramedic certificate and offers a foundation of liberal studies and health sciences that will ensure graduates are prepared to lead Emergency Medical Services (EMS) into the future.  | <ul style="list-style-type: none"> <li>Applicants will be assessed through a preferential admissions process comprised of evaluation of their stated admissions criteria. Academic background (including previous completion of some program courses), work experience and volunteer experience. For a full list of admission requirements please visit <a href="http://jibc.ca/emsdiploa">jibc.ca/emsdiploa</a></li> </ul>  |
| <b>Advanced Care Paramedic</b><br>Paramedic Academy – Health Sciences Division   | The Advanced Care Paramedic (ACP) Diploma program responds to the continuing growth and evolution of today's healthcare needs. The ACP Program trains students to think critically, solve problems, and function as leaders while providing the highest possible standards of patient care.  | <ul style="list-style-type: none"> <li>Admission to the Advanced Care Paramedic Program is contingent on availability of seats, completion of admission criteria, and applicant ranking as determined by a process of selective admission evaluation. For a full list of admission requirements please visit <a href="http://www.jibc.ca/acp">www.jibc.ca/acp</a></li> </ul>   |
| <b>Advanced Specialty Certificate in Community Care Licensing</b><br>Centre for Continuing Professional Health Education - Division of Health Sciences | The Advanced Specialty Certificate in Community Care Licensing is for current and future Community Care Licensing Officers (CCLOs). It covers all the knowledge and competencies that CCLOs need to do their jobs.   | <ul style="list-style-type: none"> <li>As this is an advanced specialty certificate, applicants are typically required to have completed a bachelor's degree prior to admission. Alternatively, applicants who have completed a recognized diploma program and have significant work experience in a related field will also be eligible for admission. For a full list of admission requirements please visit <a href="http://www.jibc.ca/cclo">www.jibc.ca/cclo</a></li> </ul> |

# SCHOOL OF PUBLIC SAFETY

## DESCRIPTION

## REQUIREMENTS

### **Bachelor of Emergency & Security Management Studies**

Emergency Management Division

The Bachelor of Emergency and Security Management Studies is a broadly based, multi-disciplinary program designed specifically to meet the safety, security, and emergency management challenges of today and tomorrow. It provides you with the conceptual approaches and methodologies of safety, security, and emergency management as they apply to business and community environments. You will graduate with the theoretical, methodological, and technical competencies required for a career in security and emergency management.

- Grade 12 or equivalent
- English 12 with a C minimum (or equivalent)
- Mathematics 11 with a C minimum (or equivalent)

### **Diploma in Emergency & Security Management**

Emergency Management Division

The Diploma in Emergency and Security Management is a multi-disciplinary program designed specifically to meet the security and emergency management challenges of today and tomorrow. It will provide you with the basic conceptual approaches and methodologies of security and emergency management as they apply to business and community environments. You will graduate with the theoretical, methodological, and technical competencies required for a career in security and emergency management.

- Grade 12 or equivalent
- English 12 with a C+ minimum (or equivalent)
- Mathematics 11 with a C minimum (or equivalent)

### **Emergency Management Certificate**

Emergency Management Division

This hands-on certificate program features applied learning and real-life scenarios delivered by experienced career practitioners. You will be well prepared with the knowledge, skills and abilities to pursue a career in emergency management – or take your current career in public safety to the next level.

- Minimum grade 12 graduation or equivalent, or at the discretion of the program manager.

### **Emergency Management Exercise Design Certificate**

Emergency Management Division

This online certificate features applied learning and real-life scenarios delivered by experienced career practitioners. This means you will be well prepared with the knowledge, skills and abilities to lead your organization's exercise design programs – and take your career in public safety to the next level.

- Minimum grade 12 graduation or equivalent, or at the discretion of the program manager.

### **Bachelor of Public Safety Administration**

Emergency Management Division

The Bachelor of Public Safety Administration (BPSA) degree offers inter-professional education to develop strong managers and supervisors in public safety. You will acquire the theoretical, methodological, and practical competencies needed for career advancement in today's inter-disciplinary public safety fields.

- Successful completion of a JIBC diploma or advanced diploma program or successful completion of an accredited diploma or associate degree in a related field from any recognized post secondary institution.

### **Fire & Safety Studies Diploma**

Fire & Safety Division

This Fire & Safety Studies Diploma will assist you in achieving your goals while supporting the goal of community safety. This diploma provides skills for both front line and organizational leadership. The first 30 credits of this 60 credit program can be completed with either of the following certificates.

- English 12 with a C minimum or equivalent
- Mathematics 11 with a C minimum (or equivalent)

### **Fire Officer Certificate**

Fire & Safety Division

This 30-credit Fire Officer Certificate program covers the four levels of the NFPA 1021 and focuses on these specific competencies. This practical and interactive program is accredited by both IFSAC and ProBoard.

- Certificate from an accredited (ProBoard and/or IFSAC) institution for NFPA 1001 Fire Fighter I and II Professional Qualifications.

### **Fire Prevention Officer Certificate**

Fire & Safety Division

This 30-credit Fire Prevention Officer Certificate program is the only program of its kind in Canada and is accredited by both IFSAC and ProBoard. This flexible program is designed for adult learners who want to pursue this certification at their own pace.

- The Fire Prevention Officer Certificate Program is open to students who are employed by a Fire Department, Law Enforcement Agency, Insurance or Investigation Company.

### **Fire Fighting Technologies Certificate**

Fire & Safety Division

If you are considering a career in firefighting, then the Fire Fighting Technologies Certificate will provide you with the theoretical background, applied skills and specialized knowledge required to become a superior candidate in a competitive recruiting process. The program format is a blend of online and face-to-face courses in which theory is covered online and practical simulations are conducted face-to-face. This 30-credit program will provide job-related knowledge and build your skills in teamwork, communications, problem solving, and critical thinking.

- The admission process for the Fire Fighting Technologies Certificate takes place throughout the year.
- Each application is screened for entry into the available upcoming programs. For a list of admission requirements visit [www.jibc.ca/fftc](http://www.jibc.ca/fftc)

# SCHOOL OF CRIMINAL JUSTICE & SECURITY

## DESCRIPTION

### Bachelor of Law Enforcement Studies

Justice & Public Safety Division

The Bachelor of Law Enforcement Studies (BLES) provides expanded opportunities in the study of law enforcement and public safety and will position you to be a sought-after candidate in a highly competitive recruiting process. Our training will prepare you for success by developing your leadership skills, and enhancing your inter-personal communications, critical thinking and ethical decision making.

### Law Enforcement Studies Diploma

Justice & Public Safety Division

The Law Enforcement Studies Diploma program will provide you with the theoretical background, applied skills and specialized knowledge required to become a superior candidate in the recruiting process and increase your chances of success at the entry level employment stage in a range of investigation and law enforcement occupations.

### Graduate Certificate in Intelligence Analysis

Justice & Public Safety Division

The program is designed to provide the specialized theoretical foundation and applied skills to function successfully as an analyst. This is accomplished through a rigorous curriculum that includes a core of three courses, which exposes you to the fundamental and advanced concepts and analytic techniques.

### Graduate Certificate in Tactical Criminal Analysis

Justice & Public Safety Division

The graduate certificate in Tactical Criminal Analysis is a 15 credit program (five 3-credit courses delivered online) which will provide an advanced level theoretical and applied framework for the study of criminal intelligence and analysis, and its application in a wide variety of law enforcement contexts.

## REQUIREMENTS

- Students who have completed a diploma in a related field or are currently enrolled in JIBC's two-year Law Enforcement Studies Diploma (LESD) can begin in the third year of the Bachelor of Law Enforcement Studies. For a full list of admission requirements please visit [www.jibc.ca/bles](http://www.jibc.ca/bles)

- An in-person interview and assessment to determine suitability may be required. Related work experience and/or study will enhance your application. For a full list of admission requirements please visit [www.jibc.ca/lesd](http://www.jibc.ca/lesd)

- Proof of completion of bachelor degree OR a minimum of two years of post secondary education plus a minimum of five years of progressive and specialized experience in working with the analysis of data and information. For a full list of admission requirements please visit [www.jibc.ca/intelligenceanalysis](http://www.jibc.ca/intelligenceanalysis)

- Proof of completion of bachelor degree OR a minimum of two years of post secondary education plus a minimum of five years of progressive and specialized experience in working with the analysis of data and information. For a full list of admission requirements please visit [www.jibc.ca/tacticalanalysis](http://www.jibc.ca/tacticalanalysis)



## COMICS KEY TO JIBC YOUTH CRIME PREVENTION PROJECT

When Dr. Jessica Motherwell, a counsellor, first broached the idea of drawing comics as a way to teach children how to overcome obstacles and make good decisions, it was not uncommon for teachers and students to respond: "I can't draw."

But by the end of a typical two-hour Life Outside the Box session with elementary students, everyone had done just that. They used simple stick figures to tell stories, often involving superhero

characters who persevered through difficult situations, faced failure and ultimately lived to save the day. "All of a sudden the students had in their hands the ability to tell their story," said Motherwell, a **JIBC Law Enforcement Studies** instructor. The developmental psychology and diversity expert spearheaded the pilot project funded through a \$100,000 civil forfeiture grant from the Province of British Columbia to the JIBC Foundation.

Over the last two years, almost 500 students in grades 5 to 7 in six communities across BC participated in the unique youth crime prevention project. Most were identified as at-risk and vulnerable due to socio-economic and family backgrounds and behavioural issues. Ultimately, the program exceeded all expectations by fully engaging virtually all participants, particularly boys, who represent the majority of youth who come in contact with the law. The key to its success was everyone could participate, she said. Even those who had trouble writing could draw simple cartoons and then narrate their stories to schoolmates. By show-and-tell time, all the students had given the comic technique a try and were supportive of each other's work. Motherwell had the students come up with stories that involved characters working their way out of trouble and challenges. In the process, they learned the value of grit and resiliency. The program emphasized that the most interesting stories are not about the "perfect" life but involve the hero facing, and eventually overcoming, adversity.

"If you have the opportunity to be the hero in your own life, perhaps you'll be less likely to join a gang and be like the dark villain. Perhaps you'll be better able to engage in the beauty and pain of this world and find your way."



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