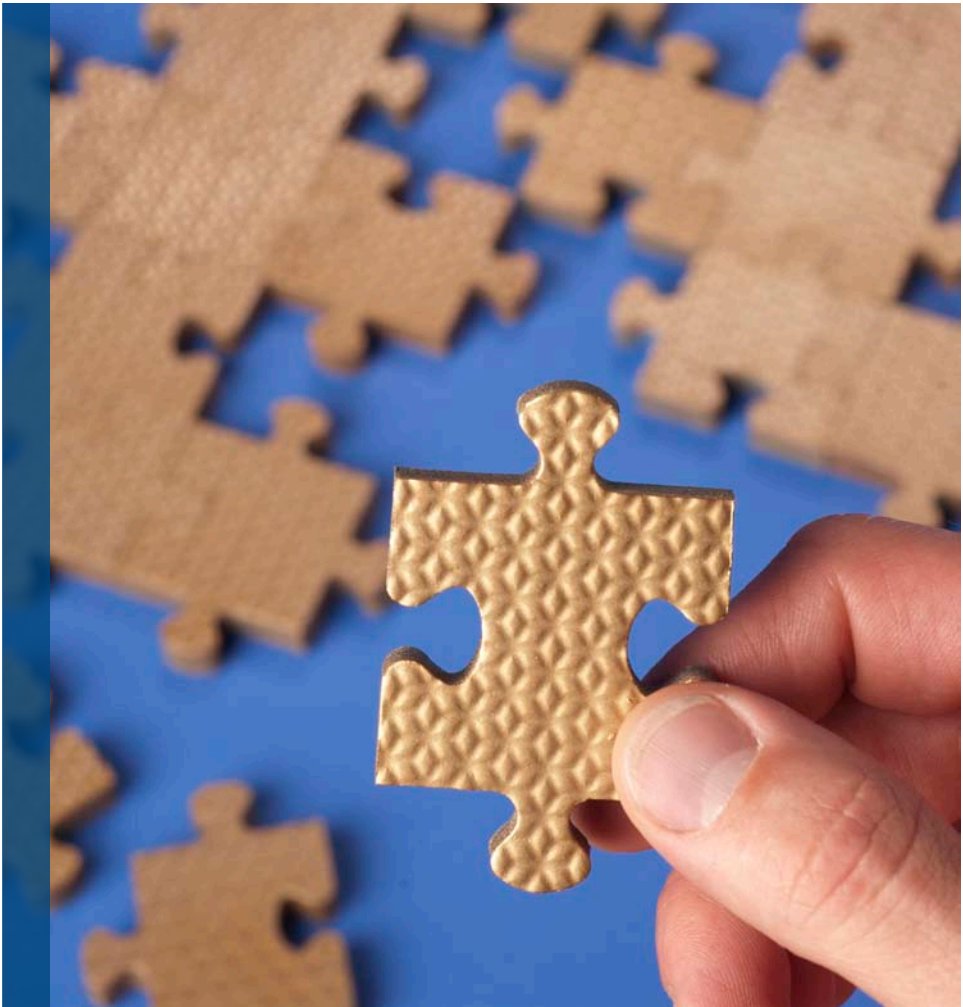




# IDENTIFYING AND REFERRING STUDENTS IN DIFFICULTY

COUNSELLING AND  
STUDENT DEVELOPMENT

[bcit.ca/counselling](http://bcit.ca/counselling)



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Prepared by Heather Hyde, BCIT Counselling and Student Development. 2004 (Rev 2011) Adapted from information developed by the University of Toronto Student Crisis Response Programs, office of Student Affairs in a brochure **Connections: Identifying and Referring Students in Difficulty**, 2003 and from the BCIT Unmasking Distress web pages on the Counselling and Student Development website ([bcit.ca/counselling/unmasking\\_distress](http://bcit.ca/counselling/unmasking_distress)).

Members of the BCIT community are often in a position to identify students who are in difficulty. Recognizing signs of emotional distress and responding with concern can be a critical factor in helping students resolve the problems that are interfering with their educational success and personal well-being. Doing so can also provide the opportunity to link students to campus services and resources such as the Counselling and Student Development department.

## **UNMASKING DISTRESS**

<http://commons.bcit.ca/counselling/unmaskingdistress>

Check out Unmasking Distress, a comprehensive website designed to complement this booklet. Unmasking Distress assists members of the BCIT community to recognize, respond to, refer, and potentially retain BCIT students who are in distress.

## **TOP FIVE REASONS BCIT STUDENTS SEEK COUNSELLING**

1. Anxiety
2. Depression
3. Achievement/Progress/Grades
4. Stress
5. Relationships

## **WHY A BCIT PROFESSIONAL COUNSELLOR?**

A Professional Counsellor at BCIT offers:

- > Objectivity and confidentiality
- > Counselling and consultation skills
- > Student-oriented problem solving focus
- > Assistance with personal, relationship, crisis/critical incident, student success and other concerns
- > Referral information and assistance.

## **WHO IS A STUDENT IN DIFFICULTY?**

A student in difficulty is any student who encounters major obstacles to the successful completion of their program. Students typically experience post secondary education as a time of significant transition and adjustment. Stress arising from this period of change may be of a personal, educational, social, financial, work, family, or institutional nature, as examples. At times this stress can become so severe that it poses a serious threat to educational progress. Many students have temporary setbacks or special needs which can be surmounted if they can access counselling resources which offer support and aid in the development of enhanced coping skills. Timely and effective assistance to address the needs of these students increases the probability that they will achieve their educational goals. Other students experience difficulties because they lack the interest and/or the intellectual, social, or emotional resources needed to cope with the demands of life at BCIT. These students are at considerable risk and while remediation to enable these students to cope successfully

may not always be possible, it is important to provide assistance to help them address the issues, explore alternatives, and make decisions.

## RECOGNIZING STUDENTS IN DIFFICULTY

The indicators listed below are important when considering whether to refer a student. To prevent possible over-interpretation of a single or isolated behaviour, it is useful to consider everything you know about the student and to look for clusters of signs.

## IDENTIFYING AND REFERRING STUDENTS IN DIFFICULTY

- > Stated need for help
- > Marked changes in mood or behaviour
- > Difficulties communicating or distorting reality
- > Significant changes in relationships or identity
- > Learning difficulties
- > Persistence/retention issues

- > References to suicide
- > Harm to self or others
- > Sexual or physical assault
- > Disordered eating
- > Drug or alcohol misuse

**REFER**

**REFER  
IMMEDIATELY**

- > Be direct
- > Free and confidential for BCIT students
- > Suggest a counselling appointment
- > Give name, location, and phone number for Counselling and Student Development
- > Leave option open for student to accept or decline assistance
- > Follow-up with student

## 1. Stated Need for Help

Students may communicate a need for help directly to you or to other students. Listen to the content of what is being said and how it is being said (tone of voice, expressions, and gestures).

## 2. Marked Changes in Mood or Behaviour

Actions which are inconsistent with a student's normal behaviour may indicate that they are experiencing psychological distress. Indicators include marked changes in behaviour, such as:

- > withdrawal from usual social interaction, including classroom participation.
- > withdrawal from academic work (missed classes, assignments, or exams).
- > disruptive unruly, abrasive and aggressive behaviour, attention seeking.
- > diminished ability to concentrate, loss of motivation.
- > frequent chatting in class, frequently arriving late and leaving early.
- > conflict with classmates, instructors, friends, and family.
- > repeated requests for special consideration, especially when this represents a change from previous functioning.
- > noticeable changes in energy level (hyperactivity or exhaustion).
- > notable changes in personal hygiene, weight or appearance.
- > unusual or exaggerated crying, anger, fearfulness, and irritability.
- > difficulty concentrating, confusion, marked indecisiveness.
- > expressed feelings of helplessness or hopelessness.
- > frequently focussing on differences between themselves and others e.g., age, sex, cultural background, previous education.
- > tension or hostility in interactions with others.
- > frequently expressing uncertainty about their career choice.

## 3. Difficulties Communicating or Apparent Distortions of Reality

Communication difficulties and apparent distortions of reality may be symptomatic of more severe psychological problems that require professional assessment and treatment. Repeated demonstration of the following behaviours are cause for concern and intervention:

- > impaired speech or disoriented thoughts.
- > auditory or visual hallucinations.
- > inability to distinguish fantasy from reality.
- > disturbing material in academic assignments.
- > bizarre, strange or paranoid behaviour (e.g., apparently unfounded claims of persecution).

#### 4. Significant Changes in Personal or Cultural Relationships or Identity

Problems often result when an individual experiences an upsetting change in a personal relationship. Break-ups, the illness or death of a family member or close friend, difficulties in relationships with others, or changes in family circumstances can all result in increased stress and psychological difficulties.

Attending BCIT is also often a time of exploration and change with respect to personal, sexual or cultural identity. Although these transitions can be very positive, they may also be accompanied by stress and conflict.

#### 5. Learning Difficulties

Many students find the demands of their program are much greater than they anticipated. While it is expected that many students will go through some adjustment period in this regard, those who demonstrate a consistent discrepancy between their performance and their potential may need assistance.

Difficulty in keeping up with course work, inadequate preparation for exams, incapacitating test anxiety, consistent discrepancies between the student's performance and potential, problems associated with concentration, serious grade or performance problems or unexplained decrease in performance suggests a referral to Counselling and Student Development may be helpful.

#### 6. Student Persistence and Retention Issues

Much research demonstrates that counselling is effective in combating student attrition. Early counselling intervention has shown demonstrated increases in student persistence, attainment, well-being, performance and success. This translates into improvements in institutional retention, program success, resources and graduation rates. Students who are considering withdrawing, contemplating a career change or worrying about possible failure may find counselling assistance beneficial in their decision-making process.

### SITUATIONS REQUIRING IMMEDIATE REFERRAL

#### 1. References to Suicide

If a student talks in a specific manner about harming themselves, immediate referral is necessary. Regardless of the circumstances or context, any reference to suicide (even 'jokes' or 'hints') should be taken very seriously. **Any judgement about the seriousness** or possible lethality of the suicidal thought or gesture **should not be made** without consultation with a mental health professional.

In the event of a suicide attempt, immediately call 911 and BCIT Safety, Security and Emergency Management. Consult with Counselling and Student Development to assist with subsequent reactions and concerns of affected students.

#### 2. Harm to Self or Others

Behaviour that poses a threat to self or others or seriously disrupts the classroom must be immediately addressed. These behaviours might include:

- > verbal and non-verbal threats.
- > intimidating behaviour.
- > violent acts (to people or property).
- > otherwise antisocial behaviour.

Intervention varies with the severity of the offending behaviour. Minimally, this would include outlining the unacceptable behaviour to the student, requesting that this behaviour stop, outlining the consequences to the student should they not comply with this request, and referring the student to an appropriate campus resource such as Counselling and Student Development.

Physical violence causing bodily harm and specific threats should be reported to 911 and BCIT Safety, Security, and Emergency Management.

### **3. Physical or Sexual Assault**

Students who report that they have been physically or sexually assaulted should be encouraged to seek counselling assistance as soon as possible. If the incident has just occurred, call 911, Safety, Security, and Emergency Management and/or Student Health Services.

### **4. Disordered Eating**

If a student shares concerns regarding disruptive eating patterns such as excessive dieting, uncontrolled binge eating, and induced vomiting after eating, it is important that professional treatment be accessed as soon as possible. Numerous factors are involved in the causes of disordered eating; effective treatment must address psychological, social, as well as biological aspects of this problem.

### **5. Drug and Alcohol Misuse**

If a student appears to frequently be intoxicated due to alcohol or drug misuse, it is important to refer the student for help. In the case of an apparent drug overdose or severe reaction, call 911 and BCIT Safety, Security, and Emergency Management.

## **WHEN ELSE SHOULD YOU REFER?**

A referral is usually indicated in the following situations:

- > A student presents a problem or asks for assistance outside your range of knowledge.
- > You feel uneasy or an unusual level of concern for a student.
- > You feel that unresolvable personal differences are interfering with your ability to help.
- > The student's issues are triggering issues from your own life.
- > The student is reluctant to discuss a problem with you.
- > You do not believe your efforts to assist the student have been effective.
- > Other students or department members express concerns about a student.

## RESPONDING TO A STUDENT WHO APPEARS TO BE IN DIFFICULTY

If you decide to approach a student you're concerned about, or if a student reaches out to you for help with personal problems, the following suggestions may make the opportunity more satisfactory for you and the student:

**LISTEN** to the student in private when both of you have the time. Give the student your patient, undivided attention, and let them talk with minimum interruption. Ask questions to clarify that you understand their specific needs. Often just a few minutes of effective listening is enough to help the student feel cared about and more confident about what to do.

**ACKNOWLEDGE** the student's thoughts and feelings in a sensitive, compassionate way. Let the student know you understand what they are trying to communicate by reflecting back the essence of what they've said. For example, "It sounds like you're not used to such a big campus and you're feeling left out of things."

**EXPRESS CONCERN** without making generalizations or assumptions about the student. Be specific about the behaviour which gives you cause for concern. For example, "I've noticed you've been absent from class lately." rather than "Where have you been lately? You should be more concerned about your grades."

**OFFER HOPE** Let the student know that things can get better and that he or she has options and resources, and that things may not always seem hopeless. Your purpose should be to provide enough incentive to enable the student to consult a professional or other appropriate person and not to solve the student's problems.

## MAKING A REFERRAL

In making a referral it is important to:

- > State that help is available and seeking such help is a sign of strength and courage.
- > Be direct in letting the student know that you believe it is important to access professional assistance in this situation.
- > Inform the student that BCIT's Counselling and Student Development services are free and confidential for enrolled students. Disclosures and records are treated confidentially and information is released only with the express permission of the student, within the limits of the law.
- > If the student is receptive, suggest that they make a counselling appointment.
- > Ensure the student has the name, number, and location of the Counselling and Student Development office or a copy of printed information about counselling (a card, bookmark, the website URL).
- > Except in emergencies, leave the option open for the student to accept or decline assistance. If the student takes a defensive posture, don't force the issue and don't attempt to deceive or trick the student into going to counselling.



- > If you can, prepare the student for what they might expect if they follow your suggestion. Tell them what you know about the counsellor or Counselling and Student Development to reassure them that they are making the right choice for them.
- > Invite them to get back to you to let you know how they are doing.

## **IF A STUDENT IS RELUCTANT TO SEEK PROFESSIONAL HELP**

- > Seeking counselling is a personal choice.
- > Restate your concerns and recommendations simply and clearly.
- > Make it clear that your suggestion to seek additional resources represents your best judgement based on your observations of the student's behaviour.
- > Acknowledge, validate and discuss student's real fears and concerns about seeking help.
- > Point out that a situation does not need to reach crisis proportions in order to benefit from assistance. Emphasize that, although some people may feel that seeking help is an admission of weakness or failure, in fact, it shows considerable courage and strength to reach out.
- > Offer to contact Counselling and Student Development yourself while the student is still in your office.
- > With the student's permission, you can also offer to speak with the counsellor to provide some background information.
- > Offer to sit with the student while they place the initial contact call themselves.
- > Offer to accompany the student to the beginning of the counselling appointment, if appropriate, and if you feel comfortable doing so.
- > Remind them that BCIT's Counselling and Student Development is professional, confidential and free of charge.
- > Finally, give the student an opportunity to consider other alternatives by suggesting that they might need some time to think it over. If the student emphatically says "no," then respect that decision, and leave the situation open for possible reconsideration at a later time.

## **FOLLOW-UP**

Arrange a time to meet with the student again to solidify their resolve to obtain appropriate help and to demonstrate your commitment to assist them in this process. Offer to check with the student later to see that the referral appointment was kept and to hear how it went. Provide support while the student takes further appropriate action or pursues another referral if needed.

## CONSULTATION

Counsellors are available to consult with you about a student you are concerned about. A brief consultation can help you to sort out the relevant issues, explore alternative approaches, and identify other resources. Ask for a consultation:

- > If you are concerned about a student and unsure whether or not to intervene.
- > If you are uncertain about how to respond to a student's request for help.
- > If a student resists your efforts to assist/refer and you are uncomfortable with the situation.

If your consultation questions are urgent, inform the Counselling and Student Development receptionist that you are dealing with a crisis.

## HEALTHY LIMITS

When assisting students in difficulty, it is important not to extend yourself beyond your comfort level in terms of involvement, skills, and time available to assist. Healthy limits enable you to help students in an effective and personally satisfying manner. Maintain clear and consistent boundaries and expectations. Be professional and consistent about what you can and cannot do for a student. Don't make promises you may not be able to keep.

Dealing with students in distress can be stressful and taxing. Seek out the support of your colleagues, supervisor, the BCIT EFAP program and other resources. Remember to take care of yourself—take breaks, have fun and get help when you need it.

## EMERGENCY SITUATIONS DURING WEEKDAY OFFICE HOURS

Counselling time is set aside each day to see students on an urgent basis during weekday hours. For situations involving students unable to secure help on their own, call Reception first, and then accompany the student to Counselling and Student Development 604.432.8608, SE16 127 on the Burnaby campus.

## AFTER HOURS EMERGENCIES

For on-campus emergencies, you can contact:

### **BCIT Safety, Security, and Emergency Management**

SW1 1000

T 604.451.6856 (24 hours/day)

The following crisis and information lines are open seven days a week during the times listed. All of the lines will take calls from anywhere in the Lower Mainland. In a dangerous situation, call 911 or the local emergency number in your phone book.

### **Crisis and Suicide Prevention**

Vancouver: 604.872.3311 (24 hours/day)

South Fraser: 604.951.8855 (24 hours/day)

Tri-Cities: 604.540.2221 (24 hours/day)

Richmond: 604.279.7070 (9:00 am – 12:00 midnight)

Fraser Health After-Hours Mental Health (24 hours/day) 1.877.384.8062

## **BC211 (www.bc211.ca)**

Metro Vancouver, Squamish-Lillooet and Fraser Valley: Dial 211 or send an e-mail help@bc211.ca or text 604.836.6381 (24 hours/day)

Community, social and government info about programs, services and programs.

## **Alcohol and Drug Information and Referral Service**

Metro Vancouver: 604.660.9382 (24 hours/day)

Outside Lower Mainland: 1.800.663.1441 (24 hours/day)

## **Crime and Violence**

Crisis support and information regarding family violence, sexual violence, and all other crimes

Province wide: 1.800.563.0808 (24 hours/day)

## **Problem Gambling Help Line**

Province wide: 1.888.795.6111 (24 hours/day)

## **Sexual Assault Service**

BC Women's Hospital: 604.875.2881 (Monday – Friday, 9:00 am – 5:00 pm)

Vancouver General Hospital Emergency Department: 604.875.4995 (24 hours/day)

## **Sexual Assault Crisis and Information**

WAVAW (Women Against Violence Against Women): 604.255.6344 (24 hours/day)

## **Sexual Assault Information**

UBC Sexual Assault Information: 604.822.9090 (recorded information 24 hours/day)

## **Spousal Abuse/Family Violence Transition Houses**

Vancouver: 604.872.7774 (24 hours/day)

Burnaby: 604.298.3454 (24 hours/day)

Richmond: 604.270.4911 (24 hours/day)

North Vancouver: 604.987.3374 (24 hours/day)

## **COUNSELLING AND STUDENT DEVELOPMENT**

### **Counselling Team**

Counsellors are professionally trained and have extensive experience working with adults in post-secondary settings. They are committed to providing the highest levels of service consistent with the College of Psychologists, the Post Secondary Counsellors Association of BC, BC Association of Clinical Counsellors and Canadian Counselling and Psychotherapy Association accepted ethical standards.

Judy Bushnell, M.A., C.C.C. (#5486) Counsellor/Coordinator

Business/Computing/Academic

**T** 604.432.8435; **E** Judy\_Bushnell@bcit.ca

Raymond deVries, M.A., C.C.C. (#1852) Counsellor

Construction/Environment and Energy

**T** 604.432.8436; **E** Raymond\_deVries@bcit.ca

Heather Hyde, M.A.,C.C.C., R.Psych. (#667) Counsellor  
Health/Transportation

**T** 604.432.8432; **E** Heather\_Hyde@bcit.ca

Curt Shelton, M.A., R.C.C. (#2312) Counsellor  
Career Educational and Personal Development Courses

**T** 604.453.4061; **E** Curt\_Shelton@bcit.ca

## **CONFIDENTIALITY**

All information gathered in counselling sessions is held in strict confidence.

No information is released to Institute administrators, instructors, outside agencies, or anyone else unless authorized by the student or required by law.

## **CONTACT COUNSELLING AND STUDENT DEVELOPMENT**

In person: SE16 128, Burnaby Campus

By phone: 604.432.8608

By fax: 604.431.7261

Web site: **Counselling:**  
[bcit.ca/counselling](http://bcit.ca/counselling)

### **Unmasking Distress:**

<http://commons.bcit.ca/counselling/unmaskingdistress/>

Hours: Monday – Friday: 0830-1630 (Sept–May)  
0830-1600 (June–Aug)

After Hours Resources: [bcit.ca/counselling/afterhours](http://bcit.ca/counselling/afterhours)

## **Services For BCIT Students**

BCIT's Counsellors help registered students with:

- > Personal concerns, like anxiety, depression, relationships, assertiveness, and more.
- > Educational performance; maximizing your success as a student.
- > Developing decision-making and problem-solving skills.
- > Working toward educational, personal and career goals.

Counselling and Student Development offers free, confidential appointments for registered BCIT students. Students in crisis will be seen at the first available time. In addition to a designated liaison Counsellor for each School/ Program, all Counsellors see all students. Check out the Counselling and Student Development resource centre and lending library as well as the website ([bcit.ca/counselling](http://bcit.ca/counselling)) to access additional resources.

### **Services For BCIT Faculty, Staff, Instructors, Administrators:**

- > Designated liaison counsellor for each school/program
- > Consultations to assist you to develop options for assisting students you are concerned about
- > In-class orientations to counselling and workshops on request
- > Handbook (online): Recognizing and referring students in difficulty
- > Crisis and critical incident support
- > Unmasking Distress website: [commons.bcit.ca/counselling/unmaskingdistress/](https://commons.bcit.ca/counselling/unmaskingdistress/)
- > Community resources, referrals and information
- > Info about after-hours resources
- > Resource centre and lending library.



# BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY - BURNABY

- |                       |                    |
|-----------------------|--------------------|
| WHEELCHAIR ACCESSIBLE | SNACK FACILITY     |
| STOP                  | MOTORCYCLE PARKING |
| VISITOR               | SECURITY SERVICES  |
| TELEPHONE             | OFFICE             |
| COMMAND               | ASSEMBLY           |
| EMERGENCY             | ELECTRIC VEHICLE   |
| ELEVATORS             | LOCKER             |
| DRINKING WATER        | DRINKING WATER     |

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Blgd. 112	28800	Blgd. 112	28800	H23
Blgd. 113	29000	Blgd. 113	29000	H23
Blgd. 114	29200	Blgd. 114	29200	H23
Blgd. 115	29500	Blgd. 115	29500	H23
Blgd. 116	29800	Blgd. 116	29800	H23
Blgd. 117	30000	Blgd. 117	30000	H23
Blgd. 118	30200	Blgd. 118	30200	H23
Blgd. 119	30500	Blgd. 119	30500	H23
Blgd. 120	30800	Blgd. 120	30800	H23
Blgd. 121	31000	Blgd. 121	31000	H23
Blgd. 122	31200	Blgd. 122	31200	H23
Blgd. 123	31500	Blgd. 123	31500	H23
Blgd. 124	31800	Blgd. 124	31800	H23
Blgd. 125	32000	Blgd. 125	32000	H23
Blgd. 126	32200	Blgd. 126	32200	H23
Blgd. 127	32500	Blgd. 127	32500	H23
Blgd. 128	32800	Blgd. 128	32800	H23
Blgd. 129	33000	Blgd. 129	33000	H23
Blgd. 130	33200	Blgd. 130	33200	H23
Blgd. 131	33500	Blgd. 131	33500	H23
Blgd. 132	33800	Blgd. 132	33800	H23
Blgd. 133	34000	Blgd. 133	34000	H23
Blgd. 134	34200	Blgd. 134	34200	H23
Blgd. 135	34500	Blgd. 135	34500	H23
Blgd. 136	34800	Blgd. 136	34800	H23
Blgd. 137	35000	Blgd. 137	35000	H23
Blgd. 138	35200	Blgd. 138	35200	H23
Blgd. 139	35500	Blgd. 139	35500	H23
Blgd. 140	35800	Blgd. 140	35800	H23
Blgd. 141	36000	Blgd. 141	36000	H23
Blgd. 142	36200	Blgd. 142	36200	H23
Blgd. 143	36500	Blgd. 143	36500	H23
Blgd. 144	36800	Blgd. 144	36800	H23
Blgd. 145	37000	Blgd. 145	37000	H23
Blgd. 146	37200	Blgd. 146	37200	H23
Blgd. 147	37500	Blgd. 147	37500	H23
Blgd. 148	37800	Blgd. 148	37800	H23
Blgd. 149	38000	Blgd. 149	38000	H23
Blgd. 150	38200	Blgd. 150	38200	H23
Blgd. 151	38500	Blgd. 151	38500	H23
Blgd. 152	38800	Blgd. 152	38800	H23
Blgd. 153	39000	Blgd. 153	39000	H23
Blgd. 154	39200	Blgd. 154	39200	H23
Blgd. 155	39500	Blgd. 155	39500	H23
Blgd. 156	39800	Blgd. 156	39800	H23
Blgd. 157	40000	Blgd. 157	40000	H23
Blgd. 158	40200	Blgd. 158	40200	H23
Blgd. 159	40500	Blgd. 159	40500	H23
Blgd. 160	40800	Blgd. 160	40800	H23
Blgd. 161	41000	Blgd. 161	41000	H23
Blgd. 162	41200	Blgd. 162	41200	H23
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Blgd. 164	41800	Blgd. 164	41800	H23
Blgd. 165	42000	Blgd. 165	42000	H23
Blgd. 166	42200	Blgd. 166	42200	H23
Blgd. 167	42500	Blgd. 167	42500	H23
Blgd. 168	42800	Blgd. 168	42800	H23
Blgd. 169	43000	Blgd. 169	43000	H23
Blgd. 170	43200	Blgd. 170	43200	H23
Blgd. 171	43500	Blgd. 171	43500	H23
Blgd. 172	43800	Blgd. 172	43800	H23
Blgd. 173	44000	Blgd. 173	44000	H23
Blgd. 174	44200	Blgd. 174	44200	H23
Blgd. 175	44500	Blgd. 175	44500	H23
Blgd. 176	44800	Blgd. 176	44800	H23
Blgd. 177	45000	Blgd. 177	45000	H23
Blgd. 178	45200	Blgd. 178	45200	H23
Blgd. 179	45500	Blgd. 179	45500	H23
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Blgd. 181	46000	Blgd. 181	46000	H23
Blgd. 182	46200	Blgd. 182	46200	H23
Blgd. 183	46500	Blgd. 183	46500	H23
Blgd. 184	46800	Blgd. 184	46800	H23
Blgd. 185	47000	Blgd. 185	47000	H23
Blgd. 186	47200	Blgd. 186	47200	H23
Blgd. 187	47500	Blgd. 187	47500	H23
Blgd. 188	47800	Blgd. 188	47800	H23
Blgd. 189	48000	Blgd. 189	48000	H23
Blgd. 190	48200	Blgd. 190	48200	H23
Blgd. 191	48500	Blgd. 191	48500	H23
Blgd. 192	48800	Blgd. 192	48800	H23
Blgd. 193	49000	Blgd. 193	49000	H23
Blgd. 194	49200	Blgd. 194	49200	H23
Blgd. 195	49500	Blgd. 195	49500	H23
Blgd. 196	49800	Blgd. 196	49800	H23
Blgd. 197	50000	Blgd. 197	50000	H23
Blgd. 198	50200	Blgd. 198	50200	H23
Blgd. 199	50500	Blgd. 199	50500	H23
Blgd. 200	50800	Blgd. 200	50800	H23
Blgd. 201	51000	Blgd. 201	51000	H23
Blgd. 202	51200	Blgd. 202	51200	H23
Blgd. 203	51500	Blgd. 203	51500	H23
Blgd. 204	51800	Blgd. 204	51800	H23
Blgd. 205	52000	Blgd. 205	52000	H23
Blgd. 206	52200	Blgd. 206	52200	H23
Blgd. 207	52500	Blgd. 207	52500	H23
Blgd. 208	52800	Blgd. 208	52800	H23
Blgd. 209	53000	Blgd. 209	53000	H23
Blgd. 210	53200	Blgd. 210	53200	H23
Blgd. 211	53500	Blgd. 211	53500	H23
Blgd. 212	53800	Blgd. 212	53800	H23
Blgd. 213	54000	Blgd. 213	54000	H23
Blgd. 214	54200	Blgd. 214	54200	H23
Blgd. 215	54500	Blgd. 215	54500	H23
Blgd. 216	54800	Blgd. 216	54800	H23
Blgd. 217	55000	Blgd. 217	55000	H23

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