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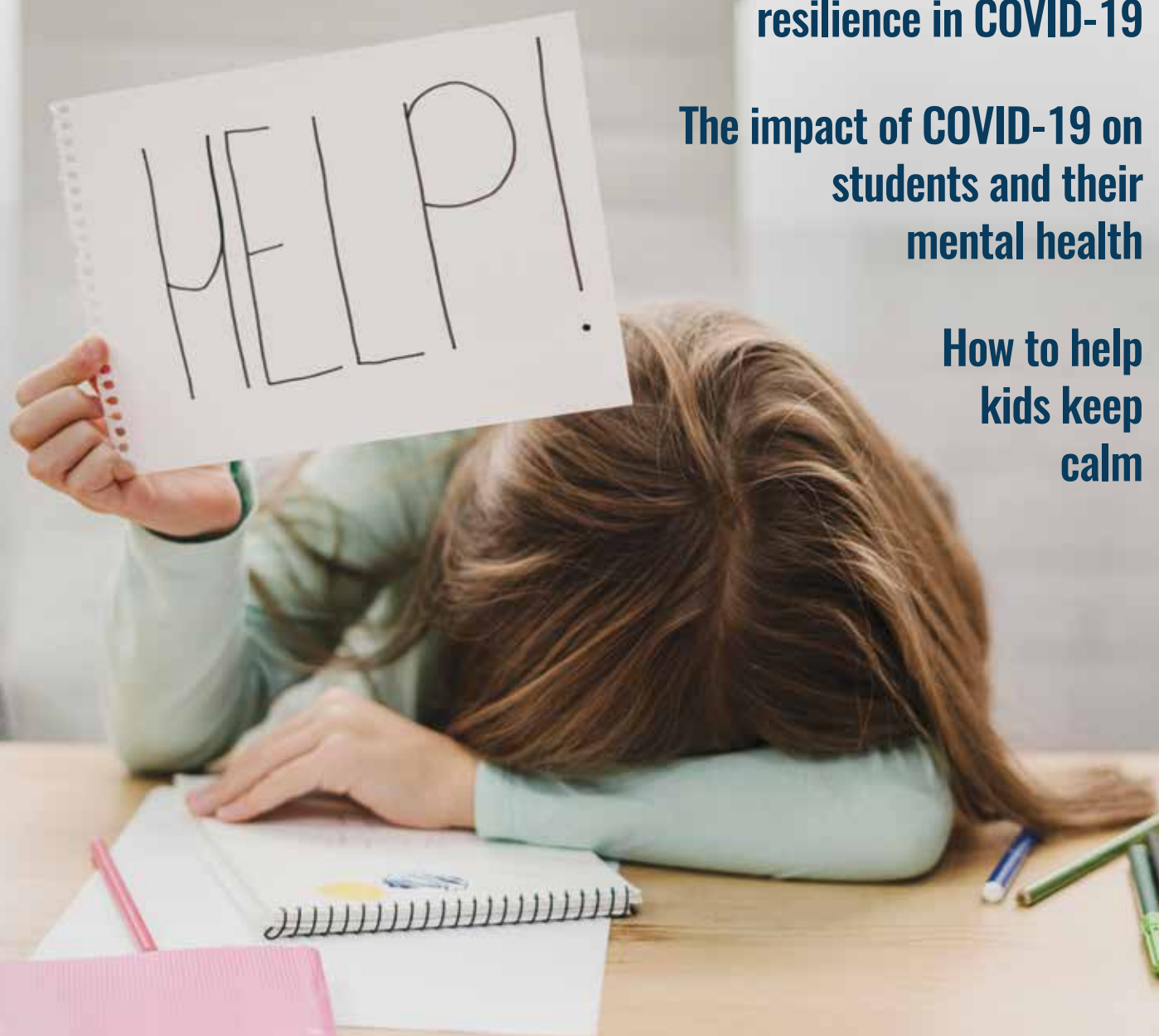
School Counsellor

SPRING 2021

**Five pathways to supporting
counsellor and teacher
resilience in COVID-19**

**The impact of COVID-19 on
students and their
mental health**

**How to help
kids keep
calm**



“I don’t think I would be where I am today without the supports of the Access Program. Access is really good because it establishes a community within a larger whole.”

Brandon Wosniak, UM student,
Métis living in Winnipeg



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MESSAGE FROM THE PRESIDENT OF MSCA

Jennifer Stewart

The 2020/21 school year has been challenging to say the least. We've come through a full school cycle of dealing with issues surrounding COVID and we will continue to face these challenges as the year continues.

Educators have had to bend and stretch in so many ways. Exhaustion, stress and anxiety have been at the forefront of our daily lives. I hope this issue speaks to Manitoba counsellors and offers some thoughts and questions to further explore. I look forward to moving into the 2021/2022 school year and the potential for positive change it may give us. Hopefully we can gather virtually or in person sometime in the near future.

Wishing you all a wonderful end to the 2020/21 school year. If you have any questions or concerns please email me at president.msca@gmail.com. ♦

FIVE PATHWAYS TO SUPPORTING TEACHER RESILIENCE DURING COVID-19



BY LAURA SOKAL, LESLEY EBLIE TRUDEL, AND JEFF BABB

Understanding one another's demands, resources, and processes as we navigate and recover from the disruptions of COVID-19 is essential to maximizing positive results within each school. PHOTO CREDIT: UNSPLASH.



Schools are microcosms of our larger society, and each member of the educational team – including counsellors and teachers – contributes to their success. Understanding one another's demands, resources, and processes as we navigate and recover from the disruptions of COVID-19 is essential to maximizing positive results within each school. Even before COVID-19, teaching under typical conditions was recognized as a stressful profession: Teacher stress and burnout have been associated with many negative outcomes, including significant costs to teachers' mental and physical health; to systems in terms of negative climate and conflict, as well

as increased financial costs; and to students in terms of poor teacher/student rapport, and decreased academic achievement. After over 40 years of international research on teacher burnout, well-established models and understandings of burnout are now being tested within the global disruption and upheaval caused by the COVID-19 pandemic.

Progression toward burnout in teachers

Teacher and counsellor stress, and potentially burnout, are caused by their subjective appraisal of a mismatch between the demands of their job and the resources available to meet them. Resources are

comprised of both external supports supplied by the organization (e.g., principal support, preparation time) and internal perspectives or routines (teacher efficacy, attitudes toward change, self-care). Importantly, the burnout progression can be mitigated and reversed with an appropriate rebalancing of demands and resources, and it is easier and less costly for all involved if this is accomplished at the earlier stages.

Teacher burnout follows a predictable pattern that includes three components: exhaustion, depersonalization, and loss of accomplishment. Exhaustion is characterized by overwhelming and unrelenting physical, mental, and emotional fatigue. Teachers at this stage will commit strong effort and invest a great amount of time to trying to keep up, but will perceive that they are always failing to meet the workload expectations. The next stage is depersonalization. At this stage, individuals begin to feel negatively toward others who they perceive as not pitching in or who they believe are throwing up roadblocks to successful teaching. The final stage of burnout involves loss of accomplishment, where teachers perceive their jobs are impossible and that they are unable to promote student learning. In general, the burnout model follows a progression from exhaustion, to



Teacher and counsellor stress, and potentially burnout, are caused by their subjective appraisal of a mismatch between the demands of their job and the resources available to meet them.
PHOTO CREDIT: ENGIN AKYURT/UNSPLASH.

cynicism, to loss of accomplishment, and this progression may ultimately result in teachers leaving the profession.

Supporting teacher resilience in a pandemic

We conducted a series of surveys with over 2,200 teachers from across Canada, as well as follow-up interviews with selected teachers. We are currently conducting research in Manitoba that includes teachers' surveys, bi-weekly interviews, and focus groups; principals' surveys and focus groups, as well as superintendent and school board interviews.

One of the most interesting findings of our current research is that teachers going through a pandemic are not fairly represented when findings are generalized. We have learned that teachers are facing many different contexts that include unique and

diverse demands and resources. Our quantitative data are supported by our qualitative work that showed teachers are demonstrating five unique patterns of navigating the current pandemic, and some patterns result in greater successes than others. Within each pattern, called a latent profile, teachers perceive the demands differently than do teachers in the other profile groups. Likewise, each group reported different types of supports as most helpful in decreasing exhaustion, decreasing depersonalization, and increasing accomplishment. We plan to publish these profiles for teachers, so that they can locate the profiles that best fit their circumstances – and more importantly – so that they can see which resources other teachers in their profile group find most supportive. Together with our analyses of the leadership models currently being used by

administrators within pandemic conditions, these processes will support the feedback loop between administrators—who often control the organizational demands and resources available in each context – and teachers, who add their internal resources to find a balance between job demands and resources of teaching during the pandemic.

Given that our goal of the current study is to amplify the diverse and distinct voices of Canadian teachers, we wish to express our sincere appreciation to the hundreds of teachers and their administrators who are giving so generously of their time to help us more fully understand this new reality. Together, we are not only promoting resiliency during the COVID-19 pandemic so that teachers can support their students, but we are learning important lessons about how best to support teachers and students in times of disruptive change.

One of the most interesting findings of our current research is that teachers going through a pandemic are not fairly represented when findings are generalized.

Learn more about our findings:

- EdCan Network (formerly the Canadian Education Association) approached us to offer free infographics about our research. They created a series to report on our work during the first wave of COVID-19, linked here <https://edcan.atavist.com/teacher-covid-survey>
- COVID-19's Second Wave: How are teachers faring with the return to physical schools? November 20, 2020. <https://edcan.atavist.com/teacher-covid-survey-2>
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Teacher burnout follows a predictable pattern that includes three components: exhaustion, depersonalization, and loss of accomplishment.
PHOTO CREDIT: NOAH BUSCHER/UNSPLASH.



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- Sokal, L., EblieTrudel, L., & Babb, J. (2020). Canadian teachers' attitudes toward change and technology, efficacy, and burnout during the initial wave of the COVID-19 pandemic. *International Journal of Educational Research Open*. <https://doi.org/10.1016/j.ijedro.2020.100016> ♦

THE IMPACT OF COVID-19 ON STUDENTS AND THE HOPE OF RESILIENCE



BY STEPHEN P. SUTHERLAND

The pandemic has provided more focused conversations on students' mental health and well-being that has led to exploring how we might integrate mental health promotion, education, and practice into learning outcomes.

Growing up can be a bumpy road, and it's no exception for Riley, who is uprooted from her Midwest life when her father starts a new job in San Francisco. Pixar's blockbuster *Inside Out* brings us up close to Riley (who, like all of us) is guided by her emotions – Joy, Fear, Anger, Disgust, and Sadness. The emotions live in Headquarters, the control centre inside Riley's mind, where they help advise her through everyday life. As Riley and her emotions struggle to adjust to a new life in San Francisco, turmoil ensues in Headquarters. Although Joy, Riley's main and most important emotion, tries to keep things positive, the emotions conflict on how best to navigate a new city, house, and school (Pixar, 2015).

COVID-19 has brought about much change for Manitoba students, families, and schools. Just like the character Riley, the competing and conflicting emotions brought about by dramatic change in environment, social connections, routine and familiarity can create some difficult thinking and feelings to emerge. Building resilience to

assist in responding to the "stresses that reside in the headquarters of our mind" can be a game changer in adapting behaviours, reducing distorted thinking and regulating our emotions to make the necessary shift to promote positive mental health and well-being.

Students who develop resilience are often better equipped to learn from failure, adapt to change, face disappointment, and cope with loss. So how do we create environments to build opportunities to develop resiliency in our learning environments? Learning for all of us during a pandemic has proven to be stressful, but is essential that we pause to take inventory of what we have experienced, seen, and heard as educators.

Throughout Manitoba, educators, clinicians, parents, and the government have weighed in and we can all agree that there is a wide spectrum of learning that has occurred throughout this pandemic. Clearly, the pandemic has provided more focused conversations on

students' mental health and well-being that has led to exploring how we might integrate mental health promotion, education, and practice into learning outcomes. Additionally, it's important to recognize the small and enormous gaps we may have in supporting students' mental health.

We have heard from students that they have experienced grief in losing connection and celebrating their achievements with classmates, teachers, and communities. Some students from rural and Indigenous communities have not returned to classroom teaching and this has impacted their confidence in understanding material, and others have felt greater anxiety to perform without the necessary supports. Access to reliable Internet and technology continues to be a barrier for many students whose socio-economic situation has not improved; rather many have seen dramatic changes to their family income which has also impacted basic needs (housing, food, and safety).

This is a portion of a conversation

I had with a Grade 11 high school student who shared that reduced social connection has been the worst part of learning – “I’m meant to learn with my peers – learning at home hasn’t been easy. Competing with WiFi, space, and finding motivation to do my best work has not come naturally; I have to work hard at it each day.”

Athletes who play competitive sports have found it difficult to lose their season or found it confusing when professional athletes were allowed to return to the field, rink, or court.

Students have reported that friendships have been difficult to maintain and nearly impossible to make. Finding ways to meaningfully connect in person is something students feel are unattainable because of the ever-changing restrictions, and don’t want to get in trouble or get the virus. This has created greater isolation, which has led to increased anxiety and depression. Coping strategies like alcohol and cannabis use have increased, along with self-harming thoughts and behaviours. Others who are more introverted have enjoyed the space that COVID has given and have appreciated the more focused time on their hobbies and connecting with family.

COVID’s silver-lining has led to students asking more questions, amplifying their voice, and building greater self-awareness and confidence skills. It has allowed families to have conversations about motivation, sadness, grief, loneliness, and feeling scared. Kids Help Phone has seen significant increases in student calling/texting and reaching out for support. Innovation has produced grassroots community initiatives around mental health promotion, inviting young people to advise, plan, and lead. Lastly, students have a growing desire to engage in reducing stigma around mental health, helping normalize that

we all have a role in creating safe places that promotes connection.

Let’s acknowledge that we have been tested this past year. We have listened, responded, adapted, and provided opportunities for students to learn, grow, and flourish – this has been an extraordinary year of change. Lessons learnt have been many and now is the time to collate the feedback and invite people back to co-produce programs, services, and activities that will promote mental health and well-being in learning environments. We also need to take a look in the mirror and understand ways that we too can build resilience in uncertain times.

Riley was able to find her way through this difficult transition because of the safe space that was created, allowing her to build resilience to eventually find joy once again. We can all use a little more joy!

The uncertainties are part of growing up in a complex world, and childhood can be anything but carefree. The ability to thrive despite these challenges arises from the skills of resilience. The good news is that resilience skills can be learned. Here are a few to consider:

1. Make connections

Teach and model the importance of engaging and connecting with their peers, including the skill of empathy and listening to others. Find ways to help children foster connectivity by suggesting they connect to peers in-person or through phone, video chats, and texts. It’s also important to build a strong family network. Connecting with others provides social support and strengthens resilience.

2. Help by helping others

Engage in age-appropriate volunteer work or ask for assistance yourself with tasks that they can master. At school, brainstorm about ways they

can help others in their class or in grades below.

3. Maintain a daily routine

Work to develop a routine, and highlight times that are for school work and play. Particularly during times of distress or transition, you might need to be flexible with some routines. Build in unstructured time during the day to allow creativity to flourish.

4. Take a break

While some anxiety can motivate us to take positive action, we also need to validate all feelings. Focus on something that they can control or can act on. Help by challenging unrealistic thinking by asking them to examine the chances of the worst-case scenario and what they might tell a friend who has those worries.

5. Teach self-care

The importance of basic self-care. This may be making more time to eat properly, exercise, and get sufficient sleep. Making time to have fun, and participate in activities they enjoy. Caring for oneself and even having fun will help children stay balanced and better deal with stressful times.

6. Keep things in perspective and maintain a hopeful outlook

Even when facing very painful events, look at the situation in a broader context and keep a long-term perspective. Some may be too young to consider a long-term look on their own, help them see that there is a future beyond the current situation and that the future can be good.

7. Accept change

Change can be scary. Try to see change as a part of life. How we have the opportunity to create new goals. It is important to examine what is going well, and to have a plan of action for what is not going well. Change takes time – be kind in the process. ♦



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HOW TO HELP **KEEP KIDS CALM**

BY ELAINE CONRAD, MED, RP, TRAINER, CRISIS & TRAUMA RESOURCE INSTITUTE (CTRI)

"Where's my agenda?" "I lost my permission slip!" "I didn't finish my project!" Sounds chaotic. Sounds frustrating. Sound familiar? Students who seem to utter these phrases on a daily basis may have difficulties with executive function (EF). Executive functions are brain-based skills that help us perform certain tasks such as holding information in memory long enough to use it properly (working memory), impulse control, organization and planning, and emotional regulation.

Here are four strategies to work with a student you suspect may have executive function difficulties:

STRATEGY 1: **Enhance working memory**

Have the student teach you a concept they have recently learned. Games that involve memory or sequencing often help as well. Dividing information into smaller bits is also

helpful and far less stressful when it comes to memorizing things like spelling, times tables, the table of elements, etc. Mastering smaller tasks builds a student's confidence if they struggle with working memory.

STRATEGY 2: **Increase impulse control**

Visual cues are a good way to help students understand meaning. Using stoplight colours with pictures of Feeling Faces can help children associate when to slow down, when to stop, and when to go based on others' emotions.

To help the younger student learn to stop interrupting, teach them to gently place their hand on your arm to let you know they need something from you. Acknowledge that you see them by placing your hand on their shoulder and saying, "I see you. I will be with you when I'm done with..."

Executive functions are brain-based skills that help us perform certain tasks such as holding information in memory long enough to use it properly (working memory), impulse control, organization and planning, and emotional regulation.

STRATEGY 3: Improve organization and planning

Helping students recognize the actual time it takes to complete a task is vital to planning. Create a chart with two columns: one labelled "Predicted Time" and the other labeled "Actual Time". Have the student list several activities such as eating lunch, studying for a spelling test, doing homework, etc., and their predicted time to complete each task. For the next week, they should time themselves, filling in the actual time it takes to do each task. Once the week is up, you can create a schedule together that is appropriate for them and improves time management.

Keeping track of things is especially challenging for students with EF difficulties. To help them get organized, create a binder of three separate categories:

- The important section contains things that need immediate attention like upcoming tests or assignments.
- Semi-important items are those that can wait a few days such as starting an outline for an essay or coming up with an idea for a project that's due in a few weeks.
- Unimportant things have already been dealt with and are ready to be stored away in a different folder outside of the binder.


STRATEGY 4: Focus on emotional regulation

Helping students prepare for change can prevent most emotional outbursts. Give 10- and five-minute warnings before an activity to help students prepare for change. To make sure the student understands the warnings, ask them to repeat the message: "We have five minutes before we have to finish and move on to math. Jamie, can you repeat that to me?"

If your student is in the middle of an outburst, acknowledge their feelings to help them calm down. Show empathy, but don't excuse improper or dangerous behaviour. For example, say, "I see that this is frustrating to have to not finish a paper when you're trying so hard. However, it's not okay to throw your pencil." Take the student to a quiet place to calm down. Once they're calm, help them problem solve by asking, "What might you do differently next time?"

Executive function difficulties can be frustrating for the teacher but are often even more so for the students that live with them each day. Teaching students new techniques for managing their day can help reduce their frustration and provide calm in the midst of chaos.

About the Crisis & Trauma Resource Institute (CTRI): CTRI provides training (in-person and online), consulting, books, and free resources in the areas of trauma, mental health, and counselling skills. Learn more at www.ctrinstitute.com. ♦



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April 6-8: 9 am-4 pm CT

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April 13: 9 am-4 pm CT

CHALLENGING BEHAVIOURS IN YOUTH—Strategies for Intervention
April 21: 9 am-4 pm CT

VIOLENCE THREAT ASSESSMENT—Planning and Response
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Engineering is all around us; when you drive across a bridge, browse the Internet, fly in a plane, or make a cellphone call, you are experiencing the work of engineers. The results of their work can also be seen in satellites orbiting the earth, on offshore oil rigs, and in tall buildings rising from the world’s metropolitan cities.

There is a perception that engineers are mostly men who build bridges, or cars, and that engineering is either ‘hard’ or ‘boring’. While engineers continue to do this kind of work, engineering itself has expanded to include an amazing array of new pursuits from aerospace to environmental, high-tech manufacturing to biomedical engineering. We need to be explicit in challenging these perceptions and presenting the ways engineering is creative, engaging, rewarding, and exciting for all.

Many engineers hold vital roles in our society that influence the world around us. Studies show that students, especially girls, are interested in social

engagement and making a difference. In fact, when talking to students, showing them how engineering is a helping profession that deeply impacts society and communities is strongly recommended. It’s important to communicate that engineering shapes our environment, health, safety, energy sources, water, food, transportation, communications, and relationships.

At Engineers Geoscientists Manitoba, we’ve made a commitment to building a more equitable industry – one that welcomes and supports people from all backgrounds, sexual orientations, cultures, and abilities. Our mission is to create a more inclusive and representative engineering and geoscience workforce, one that represents the diversity of Manitoba.

We need your help!

Statistics show that school counsellors are highly influential individuals for students as they are making their career choice. Traditional messages portray engineering

MAKING VALUABLE CONNECTIONS

UWinnipeg offers multitude of resources for new students

BY DAVID GARVEY



Making connections can be vitally important when starting post-secondary study. Many are looking for ways to meet likeminded individuals — perhaps this year more than ever, as regular social interactions have been limited by public health restrictions.

As remote delivery of classes became a necessity, providing new ways of outreach and assistance to future students followed suit, not only from staff but also from current students. For those just beginning the process, The University of Winnipeg (UWinnipeg) offers many online resources, including weekly info sessions on Zoom and a virtual campus tour video.

The recently launched Unibuddy platform lets future students chat online with current students who have had at least one full year of study. Those interested in biology, for example, can find a current student who can answer their questions about labs and research opportunities, or

just provide some reassurance about getting started. The subject majors of UWinnipeg students on Unibuddy are listed on their profiles. To start chatting on Unibuddy, visit uwinnipeg.ca/future-student and the chat icon will open automatically.

As the new school year begins, members of the Student Services team — including academic advisors — will be available to provide assistance via online appointments, in addition to presentations on course registration and creating a timetable. Support from fellow students will be available in several ways, both for the general student population, and for community-focused cohorts.

The Aboriginal Student Services Centre (ASSC) has a peer tutoring program that provides free one-on-one assistance in science, math, and academic writing for all Indigenous students.

Located in Lockhart Hall, the ASSC has dedicated study areas with a computer lab and serves as a meeting place; social activities and gatherings regularly take place there, including guest lectures and guidance through the Elders in Residence program. For now, appointments can be made for an online session with a tutor team member.

ASSC's Transition Year Program provides support with applying, registering, and advising — and is a valuable resource for anyone who may want assistance getting started.

Similarly, the Mentor Program is open to all new students, including international and newcomer students, who can use it to learn more about their new campus, as well as their new city. Student mentors are also available to provide guidance and tips for studying online, and are currently available to connect via text, phone, Zoom, or email.





The recently launched Unibuddy platform lets future students chat online with current students who have had at least one full year of study.



The subject majors of UWinnipeg students on Unibuddy are listed on their profiles.

A surefire way to meet students with similar interests is to join a student group. Many join the group related to their academic major — Criminal Justice, Education, Psychology, Classics and others have a dedicated student association, while some student groups are interest-based or more generalized (like the Students of Science Association, SOSA).

Most student groups have their own social media pages and a dedicated space on campus. They organize study sessions, community outreach, fundraisers, and social events. BASA (Business Administration Students'

Association) members participate in inter-provincial competitions like JDC West, which is the largest undergraduate business competition in Western Canada. Taking part in events like these looks good on a résumé and provides valuable professional development before graduation.

Making connections is an important first step for many new students. Taking part in some of these programs and groups is great way to build a sense of community, especially during a time when our regular social interaction is affected by global circumstances. ♦

Choosing a program is the first step toward making their dream a reality.

At The University of Winnipeg, students arrive with different talents and passions, and leave ready to make their mark on the world. Our small class sizes means their success matters. Our dedicated faculty will help students discover their strengths and provide them with the opportunity to participate in world-class research and learning activities.

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That same creative spirit lives on in thousands of young people across Canada and the world.

Manitoba Building Trades Institute (MBTI) seeks to show students how a career in the skilled trades industry can put them at the forefront of building strong, forward-thinking communities.

This year, MBTI's Try The Trades program will welcome groups of Grade 9-12 students and provide orientations at 12 different construction trades booths.

In addition to testing technical gear, tools, and participating in practical activities, students will have access to advanced VR and AR simulators during their visit.

Whether it's the experience of walking across a high beam, operating a crane, or working in confined spaces, Try The Trades' training gives students a genuine feel for work in the skilled trades while eliminating the real-life risks.

But early exposure is only the first step to skilled trades success. Skill retention and assessment strategies are necessary in helping students advance in apprenticeship and employment.

MBTI is collaborating with Skill Plan Canada to develop an online assessment tool for Try The Trades students. Complete with industry resources and tailored aptitude tests, this portal will assist educators in identifying and assessing youth looking to progress on their trades journey.

At each step, MBTI instructors work with school staff to create support plans focused on each students' trade of interest, allowing them to discover a career path which fits their skillset and motivates them.

It's time we changed how skilled trades work is perceived by young students and begin to undo the cultural construction stigma. It's time we invested in the creators of tomorrow.

Improving the quality and scope of exposure to the trades sets students up for successful careers in the skilled construction industry.

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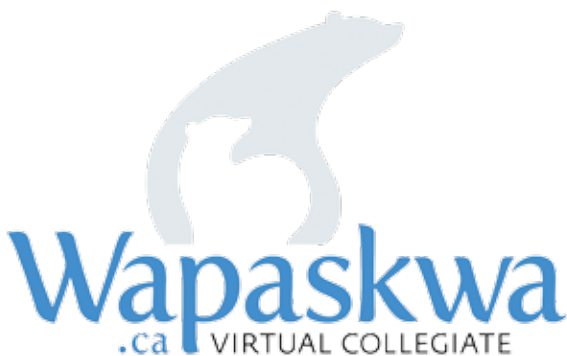
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For more than a decade, Wapaskwa Virtual Collegiate (WVC) has been partnering with First Nation communities in Manitoba by offering online course options to high school students to complete their senior-year education.

WAPASKWA VIRTUAL COLLEGIATE AND TODAY'S REALITY OF ONLINE LEARNING



The realities of the COVID-19 pandemic have educators looking for new and innovative ways to communicate and keep the learning going, sparking great interest in online learning. Manitoba teachers have been quickly adapting to using online tools to stay safely connected with their students and peers. The pivot from in-class learning to the online environment is not a seamless transition and requires help to navigate the changing landscapes.

In researching and planning our new reality, institutions seek information and other ways to assist in the setup and ongoing delivery of online options. If your organization has been utilizing an online environment and have tested and implemented various software and platforms, it has enabled them to create a versatile online learning space. For more than a decade, Wapaskwa Virtual Collegiate (WVC) has been partnering with First Nation communities in Manitoba by offering online course options to high school students to complete their senior-year education. Students have expanded their horizons and skillsets by joining an interactive cohort of First Nation students registered in online classes.

A variety of high school subjects are available and are delivered online in a safe, secure environment. WVC offers some courses that not available at local First Nation schools, which ensures students attain the proper credits needed for high school graduation or post-secondary entrance requirements at either university or college (industry-specific trades).

Our teachers and staff are incredibly supportive in ensuring all WVC students receive the best educational experience possible.

WAPASKWA'S NAME AND MEANING IN CHALLENGING TIMES

In a time of uncertainty and swift change, Wapaskwa has continued to live up to its name, which represents strength, perseverance, and determination, and symbolizes the ability to adapt and thrive, no matter what the environment. Wapusk is rooted in the Cree language, which means White Bear or Polar Bear, and the spiritual interpretation of Wapaskwa is Spirit Bear. Our logo represents the strong relationship between teachers and students.

Wapaskwa is a place that brings together the very best online educational technology with highly trained and supportive instructors whose only goal is to see students succeed, and that's the heart of Wapaskwa Virtual Collegiate.

Designed to be user friendly for both teacher and student

Our courses use interactive learning objects to help make learning the content of each class more exciting and engaging. Also, games and other interactive activities are incorporated to reinforce new concepts to understand the topics thoroughly. Our developed courses are hosted in an online learning environment that is available 24 hours a day. Students have much flexibility to learn their course content. By pairing the course content with scheduled daily check-in sessions, there is tons of support to ensure success. The WVC uses a web-conferencing tool to help the student interact with the teacher in real-time and other students from all over the province. If there are questions, they can immediately ask them in the live class, or if one pops up later, they can contact teachers through email, online pager, or the Pulse app. WVC is working on expanding our support team to include a remote learning support worker.

For the student, knowing how they're progressing can be a huge motivator, which is why we provide online testing with instant feedback and a 24-hour turnaround time on constructed response questions, so they know precisely how well they're doing.

While each of our courses meets the learning outcomes, external links to other websites provide an additional understanding of relevant course-related topics. Students can also access our online library and a wide variety of online tutorials for even more information. Lastly, we use Manitoba approved and recommended resources, the same kind found in a regular classroom, to ensure the student will get the best education possible.

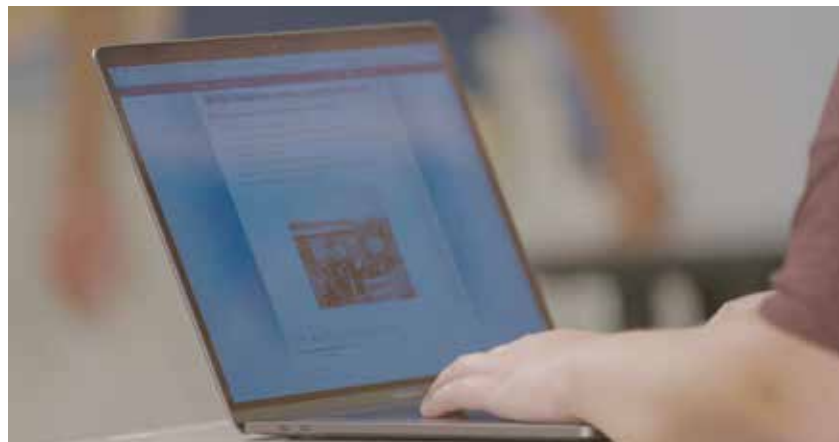
For more information on WVC, please go to www.wapaskwa.ca. ♦



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COPING WITH COVID-19



No one fully knew how COVID-19 would strike Manitoba, so MITT built a four-phase campus reintegration plan (red, orange, yellow, and green), aligned to public health, creating a blueprint for every aspect of MITT's operations within a given level of restriction/threat.

A year like no other at the Manitoba Institute of Trades and Technology

Industry driven. Student focused. It's quite the motto for a college to live up to during a global pandemic that suspended in-class learning, halted business (and employment) as usual throughout the province, and closed borders to student populations. Yet it is precisely how MITT has countered COVID-19 since March 2020.

Rapid response

For weeks leading up to the province-wide suspension of in-class learning, the scene at MITT was no doubt like that at educational institutions across Manitoba. Teams rapidly adopting emerging safety measures to bring public health best practices to campus while it remained open; planning for how to move operations, staff, and learning remote; and in the next breath, for business continuity and program delivery during the predicted, protracted spike-and-plateau nature of the pandemic.

Within days of the March 23 suspension of in-class learning, all programs and college operations (other than facilities,

which remained on campus) moved remote. By early April, MITT acquired a learning management system (LMS) and initiated a campus-wide rollout for fall. The benefits of an LMS to instructional staff and students—beyond remote delivery during the pandemic—were at hand and the frontier of future online learning was ready for exploration.

Helping students succeed, safely

No one fully knew how COVID-19 would strike Manitoba, so MITT built a four-phase campus reintegration plan (red, orange, yellow, and green), aligned to public health, creating a blueprint for every aspect of MITT's operations within a given level of restriction/threat. The dearth of COVID-19 cases during its initial wave made it possible for MITT to bring controlled numbers of students back to campus for "intensives" which were short-term, in-class learning sessions to help them complete training essential to meet requirements of graduation.

As COVID-19 exerted a toll on

industries across the province, MITT offered one-on-one support and advice to Manitobans who found themselves looking for, or wanting, a new career start, with recruitment, student services, and career development services team members leading the way.

When the November 2020 restrictions took effect and COVID-19 gnashed its teeth, a key component of learning at MITT, the work practicum, was halted for safety reasons in programs such as Culinary Arts and Design. A group of chef-instructors devised a workaround for their students, one that would benefit the community at the same time. They turned MITT's training space into a commercial kitchen, run by the students with minimal faculty oversight, and struck a partnership with St. Boniface Hospital to deliver 2,800 meals to frontline health care workers during a seven-week period.

Keeping lines of communication open

As in-province students wrapped up the 2019/20 academic year, managing the uncertainty surrounding fall and future

intakes—especially for international students now grounded due to travel restrictions—required concerted efforts from teams across the organization. Webinars, daily web updates, and other one-to-one measures helped students stay in the know throughout the unknown, and ongoing discussions with all levels of government ensured MITT's campus reintegration plan moved lockstep with the ever-changing tide of pandemic adaptation.

Leveraging technology

Videoconferencing became the lifeline for daily interaction across MITT and its role quickly shifted from necessity to opportunity—as was the case during a virtual spring orientation that saw nearly 100 per cent participation. Heading into a virtual Open House season this February, MITT is excited about the prospect of its online platform attracting visitors who, due to weather, distance, or other factors may have faced obstacles in attending the event had it been on campus.

Finding new ways to connect with industry

Though industries entered a holding pattern during pandemic lockdowns, the need to train workforces for an eventual and significant resumption of work in booming fields such as film, led to new career training opportunities for students. In spring of 2020, MITT and Film Training Manitoba (FTM) launched ACTION! Program Phase 1, offering 30 MITT students and alumni access to an online course that was a prerequisite for careers in the film industry. Uptake was brisk and interest was high. In January 2021, the partnership officially launched ACTION! Program, Phase 2, expanding seats from 30 to 200 and the course load from one to six.

For everything COVID-19 has taken from the world these past 10 months, it has also shown us how creative and committed to learning staff and students at MITT truly are. ♦



The dearth of COVID-19 cases during its initial wave made it possible for MITT to bring controlled numbers of students back to campus for “intensives” which were short-term, in-class learning sessions.



Help your students plan their career or education path at MITT.

Our programs are developed with industry and most have graduates career ready in a year.

Blended online and in-class delivery provides learners as much hands-on experience as is safely possible.

And our student success and career development advisor teams are available by phone, email, Zoom or Skype to help students achieve their academic and career goals.

Learn more
MITT.ca/start

CAREER TREK RETHINKS PROGRAMS FOR ONLINE DELIVERY



CRAVE participants explore nursing in November of 2019.

It's 5 p.m. on a Tuesday and six teenagers have logged onto a Zoom call.

This is a pretty standard evening in early 2021, an era when the video call replaces after-school activities. From hanging out at the mall, to soccer practice, to gathering for Netflix and snacks, the video call tries its best but often falls short.

These particular young people are embracing the video call as an opportunity to learn more about their communities. They are part of the Career Readiness and Amazing Volunteer Experience (CRAVE)

online program, offered by Career Trek. They learn about career possibilities and take on the planning and execution of a community service project.

Tonight, they hear from a youth mental health advocate and a representative from RAY Inc. Their guest speakers help them understand the needs of the communities they aim to support.

Next week, these same speakers will present to a class in the Seine River School Division, who take part in CRAVE during their career development course.

In a regular year, participants would meet in person, visit post-secondary institutions together, and develop skills through hands-on experiences. In 2019, among other challenges, participants ran an obstacle course to see what passing a police officer entrance test is like and listened to heart rates to get a taste of being a nurse. The youth work closely with community groups to launch service projects.

Career Trek now engages with students through online platforms for all of their programs.

These lessons are still interactive and designed to support Manitoba curriculum outcomes.

Jeff Enns is the career, vocational, and innovation consultant for the Seine River School Division. The division has been connecting students with CRAVE for a few years.

"When discussion about the program began in fall, the hope was the program would find a way of

continuing in one of our schools in some format," said Enns, who also mentions that the program directly supports learning outcomes. "The CRAVE program being intertwined into Lifeworks Building 30 class and supporting the course objectives in Career Exploration and Learning and Planning very much complemented the course."

This year's CRAVE setup is just one example of Career Trek's ability to adapt in-person programs into enriching online experiences.

For younger Career Trekkers, there is Wonder of Work (WOW). WOW engages kids aged 10 and 11 in hands-on career exploration, showing them different careers every week. In a judgement-free zone, participants learn about everything from carpentry to surgery.

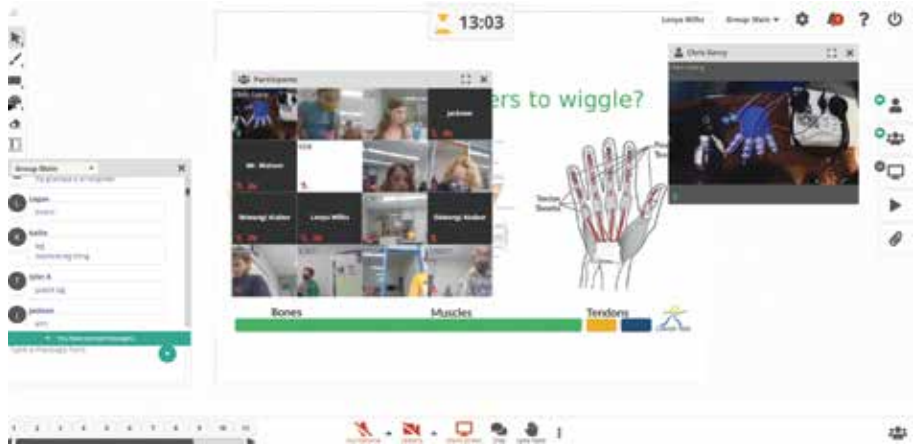
The M-Power Program works with young mothers, guiding the young women through career and education options. This program introduces financial literacy and education savings in addition to valuable career lessons. Participants connect with potential employers and mentors. Networking is valuable, but so is seeing other women who have built successful careers.

To assure that Career Trek's signature hands-on delivery is part of the online versions of these programs, staff build and deliver lesson kits for each participant before their first day. The kits contain everything each student needs for every lesson. This format restricts contact with the kit materials to the individual student. Should a participant need to study at home and



Career Trek's programs are delivered online this year, but hands-on learning is still a priority. A participant in Brandon shows off their design for the Wonder of Work costume designer lesson.

Through use of online platforms like VEDAMO, students can connect whether they are in the classroom or learning from home. This screenshot is from a biomedical engineering lesson, featuring a robotic arm.



Portable tech equipment supplements physically distant, hands-on learning. This participant tackles the video game developer lesson, and gives coding a try!

“I loved hearing from other real people about challenges, successes, perseverance, and the reward of dedication. It was inspiring.”

— CAREER TREK VIRTUAL EVENT ATTENDEE

“I appreciate not having to do this on my own. Your assistance and presence are a positive contribution.”

— CAREER TREK SCHOOL LIAISON

call into lessons, they can still take part.

Overall, the online programs have been well-received.

“The CRAVE facilitators did an amazing job with the activities and discussions with the students, and the teachers appreciated the planning and energy that they brought to each session,” said Enns.

To learn more about how Career Trek can support your class curriculum, and opportunities to get involved, please connect with Allison Kirkland at akirkland@careertrek.ca, or visit us online at careertrek.ca. ♦



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Group of students at the Shaw New Venture Camp. Note, photo taken prior to COVID-19.

SHAPING THE FUTURE OF INDIGENOUS BUSINESS IN MANITOBA

THROUGH EDUCATION OPPORTUNITIES FOR HIGH SCHOOL STUDENTS AND THOSE GRADUATING IN 2021

Since 1994, the Indigenous Business Education Partners (IBEP) has created a sense of community for Indigenous students studying at the Asper School of Business at the University of Manitoba. Outside of hosting events, IBEP offers services to its students, including scholarships and bursaries, professional development workshops, employer networking, and complementary tutoring through the Canadian Western Bank tutoring program. While initiatives have moved primarily online, IBEP still has plenty of upcoming opportunities.

Shaw New Venture Camp July 5 to 9, 2021

Do you know an Indigenous high school student, ages 14 to 19 years old, looking to learn more about

business? IBEP has teamed up with Shaw Communications to offer a free camp for those interested in marketing, finance, and strategy. This one-week experience will give Indigenous youth a peek into the types of decisions made when operating a business and will include an opportunity to win a cash prize.

“Really, the main message of the camp is to let Indigenous youth know that a business degree is much more than being an entrepreneur,” said Riley Proulx, student recruiter and advisor with IBEP. “We want to expose them to the different areas of study and career paths a business degree can offer.”

This year’s camp will be delivered entirely online, making it easier for students to participate. Successful

applicants will require a computer and Internet connection. Students will be organized into teams and asked to compete in a business simulation where they will learn about the functional areas of everyday business.

“The Asper School of Business is committed to providing educational and experiential opportunities for Indigenous youth to learn about business,” said Peter Pomart, IBEP’s director. “The Shaw Camp will allow us to accomplish these goals while providing an immersive and engaging camp experience.”

The Shaw New Venture Camp will run virtually July 5 to 9, 2021 and welcomes participants from anywhere in Portage La Prairie, Thompson, The Pas, Flin Flon, and

Winnipeg and the surrounding area that has access to Shaw Internet. Visit umanitoba.ca/asper/ibep to apply before March 26.

Upcoming opportunities

Indigenous applicants to Asper are eligible to apply for the Canadian Indigenous Ancestry category. Direct entry: March 1, 2021
Track 1 and 2: March 15, 2021

Indigenous Business Education Partners will be offering one \$15,000 entrance award to an Indigenous high school student who is accepted into the program for the September 2021 intake. This award is renewable each year until graduation. To be eligible, please apply for direct entry to the Bachelor of Commerce program before March 1, 2021.

To learn more about the Indigenous Business Education Partners and the Asper School of Business, please visit umanitoba.ca/asper. ♦



Previous winners at the Shaw New Venture Camp. Note, photo taken prior to COVID-19.

The Indigenous Business Education Partners and Stu Clark Centre for Entrepreneurship present



Shaw New Venture Camp

Calling Indigenous high school students in Manitoba!

We're looking for future innovators. Our virtual summer camp, July 5-9, introduces students to the basics of business from marketing, finance, to entrepreneurship. Best part? Students have the chance to win a cash prize!

Applications due March 26, 2021.

umanitoba.ca/asper/ibep |    



FROM PLANARIAN WORMS TO THE PANDEMIC

CMU professor contributes to COVID-19 research

Dr. John Brubacher visits the library every day. But instead of books, this library contains millions of yeast clones.

Brubacher is assistant professor of Biology at Canadian Mennonite University (CMU), but is currently on research leave at the Morgridge Institute for Research in Madison, WI. Researchers there utilize the tools of molecular cell biology and functional genomics to address several major biological problems.

His research focuses on freshwater planarians—tiny flatworms that have incredible regeneration abilities.

While these creatures may seem like an obscure study subject, Brubacher says that a discovery in one animal can often apply to other animals and even humans. Through the planarians, he's hoping to learn more about wound repair and regeneration of our own tissue.

To conduct his research, Brubacher planned to use a library of 500 million different yeast clones, developed by Harvard University. Each yeast

cell contains a different variation of nanobody, which are antibodies from llamas and other related animals.

Antibodies are proteins that bind to various molecules and are important tools for studying cellular behaviour. If Brubacher wants to learn more about the role of a protein in a planarian's cell, he can take a nanobody that binds to that specific protein, label it with a fluorescent light, after which it will attach to the protein, enabling him to track where the protein is being produced and doing its work.

Brubacher was about to start the work of figuring out which nanobodies would be useful to his planarian research when COVID-19 hit. The scientists at the Newmark Lab asked themselves, "How can we be useful during this time?" They turned to the nanobody library.

"In principle, because there should be antibodies in that collection that will bind to just about anything, there should be antibodies in that collection that would bind to proteins on the surface of the new Coronavirus,"



Dr. John Brubacher, assistant professor of biology at CMU, is applying molecular cell biology and functional genomics to help understand the Coronavirus.

says Brubacher. "And if you can find those, then those antibodies might be useful in a research setting." They could reveal more about how and where the virus infects cells and how nanobodies might be used to help prevent infection and treat illness.

Although worms and viruses are very different, the process of growing yeast and isolating nanobodies is the same, so this Coronavirus research will give Brubacher practice for his original project.

Besides keeping up with the big topics in biology today and networking to create connections for future CMU graduates, Brubacher was motivated to go on research leave for the opportunity to learn new tricks and methods to bring back to the classroom. "I could imagine using this nanobody library in a CMU course in some way," he says.

The opportunity to work on a long-term lab project, which hasn't been explored before and has an unknown outcome, is invaluable for students.

Brubacher was about to start the work of figuring out which nanobodies would be useful to his planarian research when COVID-19 hit.

Brubacher didn't have that experience in his undergrad, where instead it was "follow these cookbook instructions and learn this principle, but you're doing something where you already know what the answer should be at the end. And that's not really the way science works," he says. "Especially in upper year courses, we want to give students opportunities to do things that reflect real-world science more closely." ♦



Research using planarian flatworms might help identify how and where the Coronavirus virus infects cells and how nanobodies might be used to help prevent infection and treat illness.



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KINESIOLOGY STUDENT APPRECIATES SUPPORT AND RESOURCES OF ACCESS PROGRAM

Join the Access community at UM



The Access program at UM helped Taylor Tutkaluke connect with the greater Métis community on campus.



Access staff let Tutkaluke know about scholarships and financial support she could apply for, lessening her financial burden and obligation to work while she studied.

Taylor Tutkaluke always knew she wanted to go to university and make a difference. Her plan was to study kinesiology and then pursue occupational therapy. But it wasn't until her second year at the University of Manitoba (UM) when a work colleague suggested she apply to the Access Program.

"I wish I had Access in my first year," says Tutkaluke, who grew up in North Winnipeg playing competitive ringette. Because Access provides smaller first year classes, her biology class would have had less


than a dozen students rather than what seemed like hundreds, and it would have been much easier and less intimidating to approach the instructor and ask questions because she would have really gotten to know them.

"My parents didn't go to university right out of high school. I didn't know anyone in my classes. I felt isolated. I definitely recommend Access to anyone starting university. Access goes above and beyond to provide us with support. I can't imagine my university experience without it."

The Access Program at the University of Manitoba provides holistic support to Indigenous, newcomer, and other UM students, empowering them on their path to success.

"Everyone in Access is so welcoming. They are like my extended family, providing support and resources I didn't know existed."

Access staff let Tutkaluke know about scholarships and financial support she could apply for, lessening her financial burden and obligation to work while she studied. The



counsellors are always there for her, ready to listen. "I always feel much more supported, bouncing things off another unbiased person. That's so crucial."

Tutkaluke was also eager to join Access in order to connect to her Indigenous culture.

"I grew up with the other side of my culture. My dad is Métis and Ukrainian. My mom is the daughter of immigrants, Croatian and Slovenian. I grew up with my Slovenian side. I had no formal education on my Indigenous side. But with Access, I learned different perspectives I hadn't heard before. They have helped me tremendously to better understand myself and areas of my identity, and to better understand Indigenous people. It's so crucial to understand the background of people around us."

She began attending Access cultural workshops, made her own medicine bag, listened to the

wisdom of Unkan (grandfather) Wanbdi, and found herself newly immersed in her culture. Access also connected her to the greater Métis community on the UM campus. As a result, she has served on the Métis University Students' Association and as Indigenous representative on the Faculty of Kinesiology student council.

"Thanks to Access, I found the opportunities and the confidence to get involved."

Tutkaluke says her biggest challenge is time management. Because she continues to work and actively volunteer in her community while she studies, finding the right balance and way to schedule her time is important. Access also helps with that.

"The biggest thing for me is being surrounded by Indigenous people, successful people, hearing their stories. This is such an empowering environment. Everyone is going

through their own struggles, going at their own pace. I learned that here."

Among the cultural practices she explored, Tutkaluke has taken the sharing circle with her to start a BIPOC (Black, Indigenous, People of Colour) sharing circle in the Faculty of Kinesiology and Recreation Management with fellow Access student Antonina Kandiurin.

"There are so many things to take with you. All shape you into a better version of yourself."

Now Tutkaluke encourages other Indigenous students to start their university studies with the Access Program.

Students who plan to start their studies at the University of Manitoba this fall should apply to the Access Program by May 1.

For more information, visit UMExtended.ca/Access. ♦



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Providence's Buller School of Business offers an education balanced in both theory and practical business applications.

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Our Buller School of Business offers an education balanced in both theory and practical business applications. Classroom lectures are fortified with discussions on business ethics and the Christian faith. A sample of courses are: Entrepreneurship, International Business, Studies in Leadership, Commercial Law, Corporate

Finance, and Consumer Behaviour.

Overseen by Dr. Jeremy Funk, our School of Business provides a hands-on experience through student-developed small business initiatives and local co-op placements.

"I am honoured to have a leadership role as director of the Buller School of Business. In growing our academic business program, we now offer both three-year and four-year majors," says Dr. Funk. "We continue to graduate students who have high marketplace value because they exhibit the character needed for effective service in administration and the ethical leadership functions in businesses and not-for-profit organizations. Furthermore, they understand the necessity of integrating their faith into their professional lives."

In 2016, we built new business facilities on our Otterburne campus, and offer modern lecture rooms and classroom technology. As a leading Canadian Christian university, rurally placed and community driven, Providence is



Providence University College is located just 30 minutes south of Winnipeg and is a Christian university with approximately 440 students.



Left: As a leading Canadian Christian university, rurally placed and community driven, Providence is uniquely positioned to help transform the aspirations of students into meaningful careers that will make a difference for Christ in a changing world.



Since 1925, Providence has graduated more than 10,000 students.

uniquely positioned to help transform the aspirations of students into meaningful careers that will make a difference for Christ in a changing world.

Since 1925, Providence has graduated more than 10,000 students. We have distinguished alumni who serve in a different business sectors, non-profits, and ministries in Canada and around the world. Business graduates typically build careers in accounting, administration, business management, marketing, agri-business, program coordination, and as entrepreneurs.

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- Committed Faculty



MANITOBA INSTITUTE OF
TRADES & TECHNOLOGY

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