

# manitoba *School Counsellor*

..... inaugural issue 2010



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- **Cyber Bullying is Replacing Traditional Forms of Harassment**
- **Overcoming Test Anxiety**
- **Look at a Career in Law Enforcement**



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# Log On With Caution

Cyber bullying is replacing traditional forms of harassment, and can be just as dangerous.



BY COLLEEN BIONDI

**T**oday's bully is not the bulky kid that pushed and called you names on the playground, or the clique that rejected you from a certain social group. Today's bully is a screen name that hurls insults, and spreads rumours across a virtual landscape. While cyber bullying takes place in a different realm than the traditional sense, it's just as hurtful, and dangerous.

"Cyber bullying is an extension of face-to-face bullying that takes place online," says Dr. Shaheen Shariff, associate professor in the department of Integrated Studies in Education at McGill University and author of two books on the topic. It can be done via cell phones, on YouTube, through social networking sites, bulletin boards or chat rooms.

Messages are non-inclusive and rooted in discrimination, hate or abuse. They can be steeped in sexual harassment, can be racist or homophobic or can target disability issues.

"They are all negative forms of social expression," adds Shariff, and the more we communicate online, the more we will be confronted by them.

In fact, in the province of Quebec it is estimated that up to 75 per cent of young people have been involved - as victims, perpetrators or bystanders - in a cyber bullying episode.

The impact may be even more devastating than physical bullying, because it is hard for youth to simply cut themselves off from technology, which they depend on for their social relationships, says Shariff. Victims of cyber bullying can

quickly lose self confidence, drop or fail classes or experience symptoms of depression and anxiety.

According to Shariff, the Canadian response to cyber bullying has been largely disappointing. Zero tolerance school policies are simply bandaid solutions, expelling the instigator but ignoring root causes, behaviors and attitudes.

"Canada is a bit of a laggard in this area," she admits, citing European countries as more advanced.

But that is about to change. Three particular initiatives are coming down the pike, which she hopes will fundamentally change how we deal with this virtual social issue.

Shariff and her team are developing a website intended to bring together the voices of youth, parents, educators and

other key members of the community to look at how attitudes and perspectives develop. Technology providers will be challenged to examine ads, which tacitly encourage cyber bullying, and rejeig them to be more socially responsible.

A resource database is also being developed for stakeholders, including news media and policy makers, to provide updated and reliable information about cyber bullying and its deleterious impact on young people. It will highlight resources which look beneath the action to what drives the action and will recommend programs and support services that align with that approach.

"It is completely ridiculous to throw a child of 12 into jail for cyber bullying," says Shariff. "It is more about educating people."

Finally, a colleague of Shariff's, who is studying in the field of educational counselling, is looking at the ages when children realize that lies are harmful. This will be important to know so that preventative education against cyber bullying activity can be targeted to children at key points in their development.

"Just because you have a policy against cyber bullying doesn't mean that things are going to take care of themselves," adds Shariff. "Educators are responsible for educating and they need to do that."

Dr. Mary Hall, director of Safe Schools Manitoba in Winnipeg, would agree. She and her group address all kinds of issues in the province's school system, including bullying and cyber bullying, so that youth can be safer where they learn.





"Cyber bullying will be put to rest only when people understand and tackle what causes it," says Hall. "Disciplines need to work together to share resources and best practises for prevention, to offer training and support. We need to spend time with our youth, solicit their input, treat them with respect and challenge them to treat others in the same fashion."

Cyber bullying is "a growing concern" in Manitoba, and it can be even more insidious than the traditional variety, says Hall.

Youth feel anonymous when they leave cruel messages, post embarrassing photos or engage in hurtful gossip online. They feel like they can "hide behind the technology," she adds. Not being able to "see" the impact of cyber bullying also contributes to a lack of empathy, remorse and accountability. And since youth are typically more technologically savvy than adults, parents and educators are frequently at a disadvantage regarding what is going on and how to remedy it.

Fortunately, there are progressive steps taking place in Manitoba to address the multi-dimensional aspects of cyber bullying:

- Manitoba has enacted legislation which requires each school division to develop policies against the practise. Hall

helps jurisdictions by offering up sample policies, templates and key elements for consideration.

- Progressive schools are forming committees to tackle cyber bullying. Along with teachers and parents, young people are invited to join in and to give their input. "They are experts in this area," explains Hall.
- Schools have restrictive cell phone and Internet policies, but at home those restrictions may be less rigorous. But if something happens at home on a Friday night which impacts the climate at school on a Monday, the school will take action, explains Hall. Bullies, bystanders and parents will be brought in to discuss matters. An apology or another way to affect retribution might be in order.


Kids need to ask themselves: Why are we choosing to hurt others? How would we feel if it happened to us or to someone we cared about?

Educators must work with parents to monitor young people's online activity and to send clear messages about ethical behavior whether it is face-to-face or in the virtual world.

Kids who witness cyber bullying must also feel safe reporting it without feel-



ing like snitches. They need to know that talking about it is the right thing to do, that other young people need protection and that they can go to an adult for help.

"Working together and getting the kids involved will be an effective strategy for long-term change," says Hall. "We want to get to the point where cyber bullying is a non-issue." 



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# How High?

## OxyContin use is on the rise in Manitoba.

BY CARTER HAMMETT

**W**ith the recent and tragic deaths of pop icon Michael Jackson, actor Heath Ledger, spinmeister DJ AM and most recently Brittany Murphy, much light has been shed on the dangers and allure of prescription medications.

But it's not just the upper crust who find themselves in trouble. Legal prescription drugs are quickly becoming popular with a whole new generation of middle-class kids, with disastrous consequences. Unlike the "au natural" drugs of the 60s, or the designer fixes of the 90s, medications that emerge from your mom's medicine cabinet appear to be fast becoming the drug of choice for today's teenager. Perhaps the most insidious of these is OxyContin, which was reportedly found in Jackson, AM and Ledger's bodies.

OxyContin is a powerful narcotic that contains oxycodone that's prescribed by physicians as a long-release painkiller. It's been a powerful weapon when combating pain brought on by accidents or conditions like cancer and other terminal conditions. Other medications containing oxycodone include Percocet, and Percodan.

When it's crushed, OxyContin's effects can be immediate, and therefore extremely dangerous. Because of its euphoric effects, the drug's become known in some circles as "hillbilly heroin." It can be purchased for about \$5 a pill, then resold by dealers. Eight pills can have a street value of about \$150. On occasion, a single tablet has been known to fetch anywhere from \$45-\$65 on the street.

In Manitoba communities like Winkler and Steinbach, and in suburbs such as St. Vital, addiction to painkillers like OxyContin has sharply increased, largely due to its profitable resale value, says Laurie Magee, program manager for the Addiction Foundation of Manitoba's (AFM) Methadone Intervention and Needle Exchange (MINE) program.

"St. Vital is a hard-hit area," she laments. "It's all middle class with lots of professional parents here. We're seeing a lot of people from the area, and the average age range is 18-23."

Typically, many OxyContin users start taking the drug in high school, she says.

"We're seeing really smart kids who get caught up in it," she says. "If they have extra cash and don't want to be seen as crackheads, and think it's prescription, then it can't be that bad. They have no idea what they're getting into."

Withdrawal symptoms can include flu-like symptoms, cramps in the legs, sweating, inability to sleep, nausea, vomiting and anxiety.

"Withdrawal symptoms can go on for a long period of time, about three weeks. It's a long process," says Magee.

While data on Canadian prevalence is unavailable, in 2004, Oxycontin accounted for six per cent of the 13.7 million prescriptions written for opioid analgesic products, according to surveys conducted by the Ottawa-based Canadian Centre on Substance Abuse. Furthermore, as recently as 2004

there was enough of a problem in Atlantic Canada to form a task force which determined that some doctors were over-prescribing. A 2002 U.S. study revealed that four per cent of 12th graders reported using OxyContin within the previous year. The Centre for Addiction and Mental Health in Ontario, and The Addictions Foundation of Manitoba both conducted surveys which revealed that around one percent of respondents—students in Manitoba—used Oxycontin within the past year.

One especially troubling aspect of current trends is that much of OxyContin seems procured by "doctor shopping", where addicts go from doctor to doctor, obtain multiple prescriptions, then turn around and re-sell. Some dealers are forced to pay off debts incurred from their own addictions by selling it in high schools and this begins a long and vicious cycle. Before long, life starts spinning out of control.

"Many people are able to convince doctors that a drug like Tylenol simply isn't good enough and they need OxyContin. There are some doctors who prescribe very easily," says Magee.

Pharmacists and doctors have access to the Drug Programs Information Network (DPIN), a system that monitors patient prescriptions, but many are simply too overworked and don't have time to check it.

Anecdotally, McGee states she's noticed a change in the profile of people seeking assistance through the MINE program.

"At one point it used to be people in their 30s coming in for anything from heroin and morphine, cocaine, even Tylenol 3. Now with OxyContin, a large base of wait list—which currently stands at about 150 people - is roughly 18-27," she says.

McGee estimates that she currently has about 150 people on her wait list. Those seeking treatment are divided evenly by gender, making OxyContin an equal-opportunity addiction.

There's currently no research base of controlled treatment outcome studies focusing on OxyContin, however methadone is commonly used to help with withdrawal. Treatment can also include detoxification, counselling, group therapy and cognitive behavioural therapy.

Methadone—which is a synthetic opiate that suppresses OxyContin withdrawal symptoms — is frequently seen as the last resort, says McGee. "We try an abstinence-based program first and have a lot of support from doctors at our women's residence and in the hospital." Unfortunately, many often turn to methadone and are on it for life.

With school back in session, the AFM has been conducting outreach and education to secondary schools. Guidance counsellors would be wise to engage in professional development on opiates and learn the symptoms associated with using and withdrawal. Student going through withdrawal normally have larger pupils and may experience changes in behaviour, such as becoming more withdrawn.

The AFM encourages families to get involved in their children's treatment plan and the whole unit has to struggle through tough love, says Magee.

"Many parents go through the 'I didn't bring you up this way.' But we have to make them realize it's a disease."

With a current case load of about 295 Magee certainly has her work cut out for her. And when you're dealing with a drug like OxyContin, "success" is a highly subjective term.

"Sometimes success is methadone," she frankly states. "For us, success is measured in baby steps. It may be just making baby step changes, getting cleaned up and decreasing criminal activity. It's good for them and better for society." 🐾



## A Special Message from the Minister of Education Nancy Allan

*Congratulations to the management and staff of Manitoba School Counsellor magazine for your efforts to inform and engage readers about the important role counsellors play in helping students live and learn well. I wish success with your new venture.*

Manitoba Education proudly supports the work of school counsellors in helping students find success in school and in life.

At the foundation of service delivery is a comprehensive and developmental guidance and counselling approach that includes the areas of personal/social development, educational development and career development. Manitoba Education funds guidance and counselling services for all students from Kindergarten to Grade 12. School-wide services provided by Manitoba school counsellors include:

- Direct instruction
- Guidance
- Counselling
- Prevention work
- Consultation

The comprehensive, developmental guidance and counselling program is designed for all students. The program is both proactive and responsive, addressing the needs of the broader community of students, while including students with exceptional learning needs and students facing stressful life situations or personal difficulties. All students receive service from the school counsellor throughout the school year as part of their regular school experience.

The main goal of school guidance and counselling services is to enhance and promote student learning. In addition to providing regular supports and resources to students at all grade levels, school counsellors use a consultative, collaborative model to address students' individual needs. The model includes appropriate educational planning with families, teachers, clinicians, external agencies and institutions and the medical community.

Manitoba Education offers qualified teachers a School Counsellor Certificate that supports and recognizes the professional preparation and education necessary to be an effective school counsellor. Manitoba also provides professional development opportunities, resources, direct initiatives and consultant services to the province's school counsellors.

Two provincial consultants — one in the Instruction, Curriculum and Assessment Branch and another in the Student Services Unit — provide dedicated service delivery and support to school counsellors. Through ongoing communication with the counsellors, consultants discuss current issues in guidance and counselling. They also provide timely information about the types of resources, professional development and other services that are available to counsellors through Manitoba Education.

School counselling related initiatives range from innovations in legislation, such as the Safe Schools Charter and Appropriate Educational Programming, to student-focused activities, such as the NOT in my School! Bullying Awareness Video Challenge. Manitoba Education creates in-house resources and works with other provincial departments, external agencies and other provinces to provide an array of specific materials for school counsellors, such as The Manitoba Sourcebook for Guidance and Counselling Service career development curricula and support material manuals, booklets, brochures and electronic resources on topics such as threat assessment, cyberluring, bullying, and personal safety.

Manitoba Education supports the professional development of school counsellors through a variety of workshops on significant topics. Subjects may include suicide intervention, record keeping and reporting, counselling for behavioural concerns, child protection and abuse protocols, precursors to threat and bullying awareness and prevention.

Manitoba Education is proud to support the important work of school counsellors in our schools. Together, we continue to work to promote success in the lives of all learners. 🐾







# Put Down Your Pencils

## Helping students overcome test anxiety.

BY COLLEEN BIONDI



**J**am-packed timetables, midterm exams and essays can take a toll on the most accomplished student. Throw in high-level test anxiety and you have a recipe for disaster.

Carolyn Bergen, director/owner of Bergen & Associates Counselling sees her share of stressed out students at her practise in Winnipeg. "Test anxiety is a type of performance anxiety," she explains. And although a psychological issue, it can have serious functional implications physically, emotionally, behaviorally and cognitively.

Suffering students may experience headaches, nausea, sweating, lightheadedness or heart palpitations. They may feel hopeless, helpless, depressed or doomed. They may be fidgety or pace around. They may view themselves as failures and fear they'll "go blank" during tests. The more these racing thoughts keep them from focusing on the task at hand, the worse they become and the more panic overwhelms. This is known as the "snowball effect."

There are several reasons why test anxiety may raise its ugly head, says Bergen.

A student may simply have failed to study or do required homework during the term. Perhaps the student has done poorly on a previous test and is afraid of repeating that negative experience. Or test anxiety might be a symptom of a more broad-based problem at home, with friends or at work. "In this case, it is really just the tip of the iceberg," says Bergen. It is important to know where the test anxiety is coming from as each situation warrants a different treatment plan.

In schools today Bergen believes that test anxiety may be more prevalent than ever. We are pushing our kids to do well, to excel, to get into the best schools. "As a culture we are not lightening up on our students in term on performing well. If anything we are a little bit more vigilant," she says.

The benefit of students learning how to successfully manage test anxiety is more far-reaching than just completing the



next exam without freaking out. "Handling anxiety is a life skill," says Bergen. Adults have performance experiences where anxiety can present itself, such as job interviews or speaking in front of groups. Anxiety is a result of an adrenaline rush; what you want to do is learn how to harness that energy into performing better.

Relaxation exercises are helpful. Deep breathing regulates your heart rate, which will make you feel less anxious which will help you focus more on the undertaking at hand. "You'll get a positive loop instead of a negative loop," explains Bergen.

Turning around negative self-talk is also important. Students frequently catastrophize the situation, thinking they'll fail or have a heart attack or their parents will be furious if they don't ace the test. Bergen often asks them to think about the worst thing that could realistically happen. Bergen helps students look at good track records (have you ever failed before and -- if not -- why would you this time?), accept mistakes and adopt a philosophy of not being perfect.

Sandy McMaster, counsellor with Student Services at Brandon University, also sees students overcome by test anxiety. It is very common for first year students who are experiencing the big differences between high school and university life for the first time.

She and her team have created seminars for students to help them integrate successfully into university life. The key message is that entering university involves a steep learning curve; anxiety might rise up, so students need to develop strategies to handle it. "It is about learning to be at university," says McMaster.

In this regard, Student Services also offers a unique program called Prospect. Students who are planning on attending university in the fall come to the campus in May to meet with advisors, to get a basic orientation and crucial information. At this point, counsellors discuss the significance of shifting expectations. For example, university is more-self directed than high school and a straight-A student may get the odd B grade in university. In the fall, when those same students meet with student leaders, the message is given again. "It is a whole different ball game here," explains McMaster.

McMaster echoes Bergen's approach to settling anxiety with relaxation techniques and cognitive strategies. She will even take students to the classroom where they are taking their next exams and do "endpoint" visualization.

This involves determining what endpoint the student wants i.e. a successful completion of the exam, and then taking small steps backwards to decide what he or she needs to do to make sure that happens. For example, if the student is worried about feeling anxious entering the classroom at an exam, how could he or she reduce anxiety at that point? Sitting at the desk and deep breathing might help or if dry mouth is a symptom, taking a small sip of water before the exam or electing not to hang out with friends in the hallway beforehand.

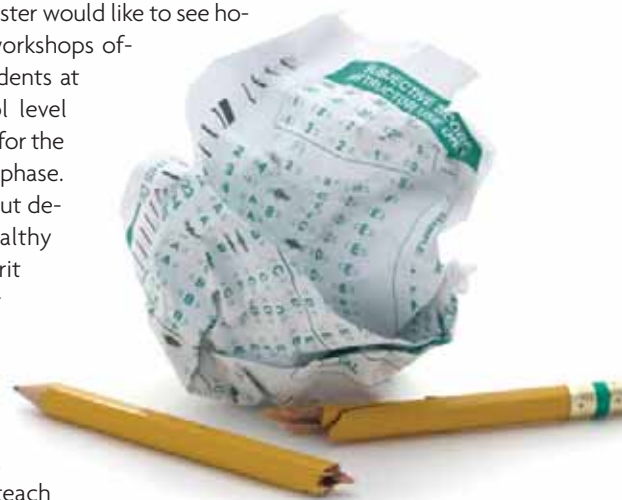
It is about discovering the ways of managing anxiety that work for you, says McMaster. And then it is about practise, practise, practise.

Occasionally in counselling a student may figure out that a break is in order. Going to college for a year or working or travelling could increase the confidence and clarity needed to re-enter university and excel at a later date.

Ideally McMaster would like to see holistic life skill workshops offered to all students at the high school level to help prepare for the next academic phase. Workshops about developing a healthy mind/body/spirit or about not being a perfectionist will help deal with specific cases of test anxiety, but will also teach tools to help achieve overall health and well-being into adulthood.

In the meantime, it is important for students to understand that anxiety doesn't mean you are sick, less capable than others or troubled. It is also a condition that is highly treatable (Bergen refers to research that says people who get help for anxiety do better than 74 per cent of those who don't).

If test anxiety is bothering you and keeping you from doing your best, ask for help. "What you are experiencing is normal," says McMaster. "It is part of life." ✍️



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Individuals that have maturity and excellent life skills, as well as, a post secondary education are usually the people that are accepted for these types of careers.

Northwest Law Enforcement Academy was created by former Winnipeg Police Chief Herb Stephen to meet the demands of modern law enforcement organizations. The curriculum is based on their criteria of what an ideal candidate should possess and is constantly being upgraded to meet the latest requirements.

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*If you are considering a career in law enforcement, but are unsure about it, the academy offers an "Introduction to Law Enforcement Workshop" that will help you make an informed career decision. To find out when and where the next workshop will be held, or for detailed information about the Diploma Program, phone the academy at (204) 953-8300 or toll free 1-866-953-8300. ✉*

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# Helping Hands

## Herzing College offers instructors and advisors to help students get the job they want.

**N**inety-nine per cent - That is the percentage of Herzing College graduates who sought employment and were hired in their field of study, based on the statistics for November 1, 2007 to November 1, 2008.

"Numerous factors make this success possible," explains College President, Bill Riches. "Our admission process really focuses on helping people identify the right program for them. All of our programs are led by instructors with industry experience. They teach the skills industry expects. Another factor leading to our great employment statistics is our Career Services team. There are three full-time people in this department. Each of these dedicated staff work only with students from specific programs. By working with specific programs it really allows them the time to develop strong relationships with internship hosts and employers. Career services sets up an internship for each student."

Lynda Will, director of Career Services at Herzing, explains, "over one third of our students gained employment while on internship. Herzing College graduates have ongoing employment assistance. We will work with them until they are employed. We help graduates years later if they are seeking to make a change in their employment."

Bill Riches continues, "the final factor leading to these great employment numbers is the graduates themselves. For the most part, our students are very dedicated and hardworking. They make the choice to attend everyday as they see value in what they are receiving. They know what they want at the end of their program. They want a career doing what they have been trained to do."


The staff and faculty of Herzing College are comprised of mainly long term employees. They feel honoured to help people

achieve their goals. They also believe that, by helping one person to get a better, decent paying career, they are, in fact, impacting that person's family.

Herzing College, founded in 1965, currently has four colleges in Canada. Herzing specializes in programs dealing with health care, business and technology. Most programs are offered mornings or afternoons, Monday through Thursday.

Students may have several options for receiving financial aid while attending Herzing. These options include student loans or assistance from various levels of govern-

ment. Any of the Herzing admission advisors will help a potential student identify the best possible option for him or her. Interested people can call the admissions department at (204) 775-8175 to arrange a free, no obligation appointment to discuss what programs and options for assistance may be available to them. Herzing College is conveniently located at 723 Portage Avenue (just west of Maryland).

*Program information can be found on the Herzing website:*  
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# Differences Unite

## Learn about University College of the North (UCN).

There is diversity in every aspect of the University College of the North (UCN). It is apparent in the range of academic programs it offers and the variety of locations where it delivers them. It's visible among the staff and students. And it's there in the variety of services it provides. These distinctions help make UCN relevant and beneficial to so many students. In short, UCN's differences unite.

As a university college, UCN brings together college and university students. With more than 40 academic programs, UCN is one of the few post-secondary institutions in the country where students can earn a degree, a diploma or a certificate. As such, it is possible for students to transition from one program to another.

Many people in northern Manitoba balance family and community commitments while pursuing their education. With campuses in The Pas and Thompson, as well as, regional centres in 12 other communities in Manitoba, UCN helps Manitobans reach their full potential, regardless of their location.

"UCN is committed to lifelong learning, and we feel strongly that where you live should not determine your access to quality education or inhibit you from reaching your career goals," says UCN President and Vice-Chancellor Dr. Denise K. Henning.

Post-secondary students of all ages attend UCN. Some are right out of secondary school, and some are mature students with families. Regardless, UCN listens to students and addresses their needs. Both campuses have student residences, and plans are underway for early learning and care facilities and family housing units on both UCN campuses in Thompson and The Pas.

"Our student development area ensures that students have access to recreation, counselling and tutoring, among other services," says Dr. Kathryn McNaughton, vice-president academic and research at UCN. "We strive to create an environment that is very supportive of student success."

As the demand for skilled trades increases, UCN is ideally situated to meet the need. The faculty of trades and technology offers many programs, including Automotive Technician, Chemical Engineering Technology, Commercial Cooking and Computer Programmer Analyst. Apprenticeship training is available in Carpentry, Industrial Electrician and Industrial Mechanic, also known as Millwright. UCN is the only post-secondary institution in Manitoba offering the complete apprenticeship training in Millwright.

Among the programs the faculty of education offers, the Kenanow Bachelor of Education degree program started in September 2008. Interest in it continues to grow. Instructors of this program successfully blend Aboriginal perspective with northern culture. Students have the option of taking the two-year After Degree program or a five-year Integrated Stream, where they earn a bachelor of education, a bachelor of arts and a teaching certificate at the same time. The program ladders the Early Childhood Education and Educational Assistant programs. UCN will graduate teachers for the first time in June 2010.

"We are preparing teachers to work effectively in the north, but they will be qualified to work anywhere in the province," says Al Gardiner, dean of the faculty of education.





UCN offers an exciting summer program for children and youth called “Into the Wild.” Started in The Pas and with plans to expand, “Into the Wild” provides local children and youth the opportunity to learn about science and mathematics through enjoyable activities in an outdoor setting. Bachelor of education students teach at the day camp, gaining valuable teaching experience as a result.

The faculty of arts and science incorporates a unique blend of indigenous knowledge into many courses. It became the first faculty at UCN to sign an international agreement when it entered into a partnership with the University of North Carolina at Pembroke (UNCP), located in the territory of the Lumbee Nation. Both institutions will benefit from the cultural exchanges of students and faculty. The faculty also offers three-year and four-year degrees in Aboriginal and northern studies, English and sociology.

Many of the communities UCN serves are located in the boreal forest. This convenient location combined with skilled instruction help keep UCN’s Natural Resources Management Technology program in high demand. Students in the two-year diploma program learn hands-on training to prepare them for careers in conservation and forestry. Fall camping and winter survival excursions are highlights of the program.

Students enrolled in the faculty of business learn a wide range of skills necessary for success in employment. Graphic design, accounting, management plus organizational and business office skills are just some of the program areas covered in this varied faculty.

The rapidly growing faculty of health offers Bachelor of Nursing in partnership with the University of Manitoba, and a variety of college programs such as Dental Assisting, Health Care Aide and Law Enforcement. UCN is the first post-secondary institution in Manitoba with a Diploma of Practical Nursing program. It is also helping to meet the high demand for qualified midwives with the Bachelor of Midwifery degree program.

Beyond the wide range of programs available to students, UCN is also culturally diverse. Rooted in the sacred teachings of Aboriginal people, UCN values the guidance provided by resident Elders and the UCN Council of Elders. From all over northern Manitoba, they share their wisdom and experience by providing input in the areas of program development and delivery. They also offer spiritual guidance to students and staff, and work in conjunction with the counselling service.

*In order to keep up with changing needs of students, communities and employers, a post-secondary institution has to offer variety. Look no further than UCN. Its differences make a difference.*

[www.ucn.ca](http://www.ucn.ca)





# A Rounded Education

At the University of Manitoba, students benefit from learning both inside and outside the classroom.

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**T**he primary goal of most university students is to obtain the knowledge they need to succeed in the workforce. The University of Manitoba recognizes that learning and development opportunities are not the exclusive domain of the classroom.

“We believe that a well-rounded person is the result of having access to a variety of experiences beyond lectures, labs and exams,” says Joanne Keselman, Vice-President (Academic) and Provost, at the University of Manitoba. “We offer our students opportunities to become engaged with the community as volunteers and leaders, to experience the world through numerous travel and exchange programs and to test their new skills through co-op programs which allow them to gain valuable work experience while still students.”

## Student Life

The Office of Student Life at the University of Manitoba knows that leaders aren’t born, they’re nurtured. That’s why it offers a number of opportunities for students to get involved, give back to their communities and develop their leadership skills in fun

and meaningful ways.

Each year, for example, a group of students travels to Bangladesh for five weeks to experience local culture and work with area Non-Governmental Organizations (NGOs) to understand what it means to work as a team and make a difference in the lives of those less fortunate.

The Alternative Spring Break program allows students to make the most of their time away from classes to live and work in a developing country. Last year, students went to El Salvador where they assisted a local village in building access to a clean water supply while gaining valuable insight into another culture at the same time.

On campus, the Office of Student Life also offers a Leadership seminar series including workshops and volunteers opportunities aimed at helping students identify and nurture the leader within. Other service learning opportunities include, acting as reading buddies for inner-city kids or as mentors to young people from a small Aboriginal community in Manitoba. Whether students wish to give back on an international scale or right here at home, the



University of Manitoba offers them more choices and opportunities for leadership development and volunteerism.

### Travel and Exchange Programs

Employers today are looking for staff who have an understanding of the world beyond their city and province. In fact, a recent study by the Association of Universities and Colleges of Canada found that Canadian business executives rate a cosmopolitan world view as one of the top three skills needed by future corporate leaders.

The University of Manitoba offers numerous travel and exchange programs for students looking to expand their world view and improve their resume at the same time. Through exchange programs, students in a number of faculties including the Asper School of Business, Arts, Medicine and Engineering, can study for one or two terms at a partner university in places like Germany, Mexico and Finland.

Other travel study courses allow students to take what they're learning in the classroom and laboratory and put it into practice. Opportunities include learning about Catholic culture in Rome, experiencing the art scene in New York and understanding Arctic life on Baffin Island.

Each year, University of Manitoba students also participate in research activities, competitions and study groups around the world. For those who want to stick a bit closer to home, the University of Manitoba also offers many opportunities for students to connect with international students on campus to develop intercultural skills.

### Co-op and Internship Programs

In today's job market, anything students can do to set them apart is critical to their success. Real world professional experience can make a big difference in helping students decide upon their career path and in helping them secure a job once they do. The University of Manitoba offers a number of co-op and internship programs to give students a chance to test their skills and knowledge in a real workplace with real professional challenges and mentorship.

Typically, co-op placements are about four months in duration and are available to students after their second or third year of study. Internship programs last for a period of between 12 and 16 months and are usually taken after the third year of study.

Co-op and internship programs are available in a number of faculties including Agricultural and Food Science; Engineering; Clayton H. Riddell Faculty of Environment, Earth, and Resources; Science and the Asper School of Business. University of Manitoba co-op programs often have more positions available than students to fill them and the positions typically pay well over minimum wage.

Not only do they provide students with a chance to practice their skills, but they also offer students the ability to form strong business networks which will help them in their job search. In fact, many students who take part in these programs ultimately land a job with the same employer. 📌





# Bright Futures

## Assiniboine Community College offers programs that will keep Manitobans at the forefront of modern careers.

Unique, quality, hands-on, interactive, technological – these are just some of the words used to describe the programs at Assiniboine Community College (ACC). The college offers over 30 innovative programs in a variety of fields including agriculture, environment, business, health, human services, trades, technology, culinary arts and hospitality.

Some of our most distinct and renowned programs include practical nursing, land and water management, culinary arts, police studies and media pro-

duction. These programs, as well as, many others have an emphasis on applied learning. Students learn and train in modern labs, shops and classrooms. Faculty and staff at ACC are continually looking at new programming options that will keep Manitobans in the forefront of modern careers.

Assiniboine is committed to academic excellence and student success. The faculty and staff work tirelessly to design and deliver relevant, applied, current and comprehensive programs. In the 2007-08

Graduate Survey, 96 per cent of our graduates were satisfied or very satisfied with their education at ACC. The college prepares students to find, keep and succeed in careers related to the training they receive. So much so that 86 per cent of our graduates say that their employment is directly related to their college training.

“We aspire to provide our students with an exceptional learning experience with programs that are relevant in today’s world. Our students thrive in a culture of innovation and discovery and we are

## Graduate Satisfaction

93% would recommend their program to others

Choose from programs and courses in the fields of:

- Agriculture & Environment
- Business
- Culinary Arts & Hospitality
- Health & Human Services
- Trades & Technology



ASSINIBOINE  
COMMUNITY COLLEGE

WWW.ASSINIBOINE.NET



### Why students choose ACC

- Satisfaction. In a 2007-08 survey of graduates, 96 per cent of graduates stated they were satisfied or very satisfied with the education they received at ACC, 93 per cent would recommend their program to others.
- Jobs. Our grads get jobs. 92 per cent of ACC graduates are either employed or involved in other post-secondary education.
- Money. Every year, the college awards \$150,000-200,000 in scholarships, awards and bursaries. Tuition costs are lower at ACC than most other post-secondary institutions across the country.
- Technology. We keep up with the times. Students work on the latest technology no matter which field they are in.
- Small Class Sizes. Assiniboine class sizes average around 15 students – this allows for more personalized attention from our professional faculty with industry experience and connections.






proud of our many programs that give students the skills to advance their careers to the utmost potential," says Alan Copeland, vice-president academic of Assiniboine Community College.

ACC is accessible to all Manitobans. With a main campus and the Manitoba Institute of Culinary Arts located in Brandon, the Parkland Campus in Dauphin, and five training centres in Winnipeg, Neepawa, Russell, Swan River and Steinbach, the college offers comprehensive education services across the province.

Assiniboine Community College is in its third year of an exciting relocation to the site of the former Brandon Mental Health Centre in Brandon, Manitoba. The first phase of relocation occurred in September 2007 with the opening of the Manitoba Institute of Culinary Arts in a Manitoba Heritage building built by renowned Winnipeg architects Jordan and Over. The institute houses culinary arts and hotel and restaurant management programming, as well as, community programming. A \$1 million broadcast culinary theatre

was added to the building in the spring of 2009.

Phase two of the relocation mixes the past with the present, as construction crews meld the red brick Pineridge building with a new steel structure that will be called the Len Evans Centre of Trades & Technology. The \$45 million centre is set to open in September 2010. Phase III will see the remainder of programs moved into the majestic Parkland building on the site. 



### Assiniboine Community College

- For-credit programs credentials offered: diplomas, certificates, advanced diplomas, mature student high school diplomas
- Student enrollment: 10,599 (2008/09)
- Average tuition: \$2100
- Continuing studies credentials offered: certificates of achievement, documents of achievement

Visit [www.assiniboine.net](http://www.assiniboine.net) for a complete list of programs and to find out more about Assiniboine Community College.







# Quick Start

Robertson College can help  
you get career ready in under a year.

.....



Brandon College offers strategic management  
and staff supervision Certificate Programs  
in response to community need

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IN A CLASS BY ITSELF SINCE 1911  
**COLLEGE**

**R**obertson College offers three ways for students to attain a career in under a year. The college has two campuses in Manitoba and offers online learning for those that are not able to attend a traditional classroom. The main campus is located at 265 Notre Dame Avenue in Winnipeg, and a second campus is located in The Town Centre at 800 Rosser Avenue in Brandon. Robertson College specializes in career training in business, health care and information technology.


"Students who want to enter the workforce directly after high school, but know they need to attain post secondary training to be successful, benefit from the programs Robertson College offers," comments Graham Harvey, president of iRobertson College, the college's online learning division.

The programs at both the Winnipeg and Brandon campus are taught by instructors who currently, or have previously worked in industry.

"We find that by having instructors who have had real life experience outside of the classroom, we are able to offer the students lessons that extend beyond the textbook," explains Wayne Palendat, vice-president of Robertson College.

Each campus in Manitoba offers several start dates throughout the year.

"We provide several start dates throughout the year at our campuses so students can attain their career training and enter the workforce quickly," states Brent Allum, program manager of the Brandon Campus.

*Students who are interested in learning more about the programs Robertson College offers can visit*  
[www.RobertsonCollege.com](http://www.RobertsonCollege.com). 

# Looks Good

## Giselle's School of Aesthetics offers a beautiful career in a blooming field.



**S**pas are now a rapidly growing mainstream industry everywhere in the country. Jobs have multiplied, and the aesthetician is held in new esteem. In fact, a recent study by the International Spa Association on the North American spa industry estimated there are now more than four times as many spas as existed 10 years ago.

While the thriving industry employs 30,500 people, there's a shortage of more than 5,000 aestheticians.

Giselle's School of Aesthetics is uniquely suited to fill that need.

Our graduates are in high demand, and entering a rapidly growing profession held in a new esteem. Skills are entirely portable (many students return to their hometowns to work), prestigious and profitable, especially with the high revenue skill of electrolysis.

The only school of aesthetics in Manitoba run like a real school and owned and operated by a real spa, Giselle's School of Aesthetics makes the transition from school to job effortless.

Licensed instructors and staff have years of experience at Giselle's own spas, ensuring the highest standards of professional teaching. Training on expensive state-of-the-art equipment used by modern spas, students learn the real thing in a real setting.

Boutique in nature, Giselle's School keeps classes small. Students spend half their time on theory, half on hands-on practice, where they enjoy the real spa experience, but have lots of fun learning, going on field trips, enjoying guest speakers and making lifelong friends with other class members.

When students are ready to move to the client area, they learn professional decorum working with real clients (and plenty of them, thanks to Giselle's reputation for high quality).

Housed in a modern 5,000 square foot building, just south of downtown Winnipeg, Giselle's School features 62 work stations, Manitoba's only Vichy training lab and separate classrooms for theory training.

It's conveniently located in a safe neighbourhood with every amenity, and is on great bus routes, with lots of free parking.

Owner Daphne Petrakos says: "The secret to Giselle's success lies in the consistently high quality level of our services, so over the 25 years I've owned the business, training has always been a priority.

Thanks to the excellence of our school, I've been able to do away with in-house training. Most of our grads walk right into jobs. The caliber of our students satisfies me completely, and since they can go to work right away, their incomes can rise that much sooner. Graduates are spa-ready."

Students need only drop into the school to find out when classes are being held and to fill out an application form. No appointment is necessary.

*Giselle's School of Aesthetics supplies students with everything they need for school, at no extra cost. Funding may be available, as well as flexible payment plans. The school is located at 249 St. Mary's Road in Winnipeg and may be reached at (204) 948-0910 or at [Study@GisellesSchool.ca](mailto:Study@GisellesSchool.ca).*

## An Aesthetically Pleasing Career



Tell your students about a rewarding career that's prestigious, portable and profitable.

Owned and run by a respected spa, Giselle's School turns out graduates who are spa-ready and in demand.



249 St. Mary's Road, Winnipeg  
Call 948-0910 or e-mail us at [Study@GisellesSchool.ca](mailto:Study@GisellesSchool.ca)

**Giselle's**  
School of Aesthetics

# Wanted: New Farmers

## The Manitoba Farm Mentorship (MFM) offers a career for the future.

BY MARCUS REMPEL. B.TH., BMR OT AND SOON TO BECOME BGF (BATCHELOR OF GOOD FARMING)

**"B**ut, why does he want to farm?" Grandma would never ask me the question directly. She'd ask in Low German, to be translated afterwards by my mother.

Grandma's living room wall prominently displayed all the graduation photos of her grandchildren, every one of us university-educated. For one of us to pursue farming seemed a demotion to her, a harder, poorer life for a generation that had risen above the need to toil on the land as she had.

And yet, it was the life she loved. The move to the city was a sad capitulation of her and grandpa's own farming dreams, victims of the "get big or get out" market forces and government policies that began driving farmers off the land in the 1940s and have continued to do so ever since. Grandma and grandpa loved and understood the cycles of crops, the ways of livestock, the independence of homegrown provisions, all the intricate symbioses of the small farm. They wasted and wanted little.

It pains me that I never gave grandma a good answer, directly, before she died. University-educated though I may be, my mind (and body) come alive on the land in a way that they haven't in any other kind of work I have done. The patterns of life, and my participation in them are a joy to me, and a gift I love to share with my family. My children know how to plant and pull a carrot, and how to get it to make carrot seed; they know what it means to

take part in the strange and careful mystery that changes a walking, breathing creature into dinner; and they understand how the poo and pee of such creatures feeds the soil that feeds the carrot. As modern market indices yo-yo, closeness to these basic, ancient economies gives me a confidence for our future that my university degrees haven't.

And I'm not alone. There are a lot of us Manitobans - hungry for a closer, more trustworthy connection to our daily bread. Some because we've begun to contemplate the amount of fossil fuels embedded in our food - 10 calories worth of synthetic fertilizer, chemical pesticides, truck and tractor fuel for every calorie of food energy the conventional food system puts on the plate. Some because we would rather entrust the stewardship of our rural spaces to family farmers who love and live on the land rather than to the Cargills and Monsantos. Some simply because we know the goodness of real food and aren't going to take the fake stuff anymore.

There's a huge opportunity here for intelligent, passionate, practical minded young folk to feed real needs. More than ever, we need the smart kids on the farm. How do we fight the oil addiction? How do we live on the land in the way that enriches, rather than depletes and degrades? How do we fight hunger? How do we preserve ecological and human communities? The



*Harborside.*







Farm tour of the Fort Whyte greenhouse.



Farm tour of Blue Lagoon.

frontlines for these challenges aren't boardrooms or lecture halls; they're farms. My grandmother, as many in her generation, let the white-collared class tell her that farming was for dull-minded grunts. She saw her "educated" children as smarter than her. The more I get into farming, the more I realize the opposite is true. Good farmers are the smartest people I know.

We need more good farmers. Today, less than six per cent of Manitobans are farmers. Over 50 per cent of them are approaching retirement. Who of this generation will people the land, will work it with intelligence and love? To go against the tide that is draining the land of farmers, they will need courage and skill; for this they will need teaching and support. Stewardship of the land calls for mentorship of its young. This is why a group of us started Manitoba Farm Mentorship (MFM), a program of the Organic Food Council of Manitoba. We're connecting with energetic, bright Manitobans attracted to the vocation of growing food sustainably. I'm involved because I know the needs, personally. New farmers need on-ramps: access to the right skills, land, markets, expertise and encouragement - in a word, we need mentorship. I know I do. That's what MFM provides: courses, internships and farm tours connecting would-be farmers with some of the most inspiring farmer-mentors in this province - farmers that can see hope in a post-petrochemical, "small is beautiful" era, because their farms are giving physical shape to that hope everyday.

Peak oil and climate change are about to shake our society to its core. Who will rebuild a sustainable local food system, ween it off of the fossil fuel inputs that break the bank and cook the planet? We need the brightest minds of this generation to undertake "the complex accomplishment of knowledge, cultural memory, skill, self-mastery, good sense, and fundamental decency—the high and indispensable art—for which we probably can find no better name than "good farming." The quote comes from Wendell Berry - a brilliant man who left a career as a literature professor in New York to go back to horse farming on the family homestead in Kentucky.

*Calling all you smart kids - please consider farming and call us (204 779-0261) or check our website ([www.organicfoodcouncil.org/farm\\_mentorship\\_program.php](http://www.organicfoodcouncil.org/farm_mentorship_program.php)).*

*Marcus Rempel is co-chair of the MFM Steering Committee and a founding member of Ploughshares Community Farm near Beausejour Manitoba. 🇺🇸*

**Interested in  
organic food  
and farming?**



**OF CM**  
Growing Up Organic  
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[www.organicfoodcouncil.org](http://www.organicfoodcouncil.org)

204.779.8546  
ofcm@cog.ca

**OF CM**

The Organic Food Council of Manitoba  
A Chapter of Canadian Organic Growers

# Katima-What?

## A look at Katimavik, Canada's leading youth volunteer service.

BY MICHELLE RODRIGUEZ, PAST PARTICIPANT, KATIMAVIK

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**K**atimavik is Canada's leading youth volunteer service - a program that can change your life, give you work experience, people experience and life experience. But what does all that mean??

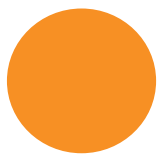
I am a past participant for Katimavik. I traveled to three different provinces; Beauharnois (QC), Port Alberni (B.C), and St. Catherines (ON). I lived with 12 participants, plus an amazing Project Leader who guided us in each city. Living with such a big group taught us all about teamwork, people skills, interpersonal skills, and leadership. All of us ranged from the age of 17 to 21 and our Project Leader was under 30.

Living with a group is only part of the excitement. We also volunteered together to help the community. We did group projects like bottle drives, car washes, built a house with Habitat for Humanity, raised money for Parks and Recreation and the list goes on.

We also contribute to our own volunteer hours through our work experience for a non-profit organization. My non-profit organizations were; Bobino Daycare (QC), Abbeyfield House of Port Alberni (BC), Alzheimer's Society of the Niagara Region (ON) and Community Care Food Bank (ON).

My work experience during Katimavik helped me realize my strengths. I learned that I love working with seniors, enjoy working in an administrative field with computers rather than working with my hands, utilizing my knowledge of Spanish and French, and that I love being creative and thinking outside the box. I believe the experience I gained from my work experience taught me my strengths in a short period of time which helped me decide the best for my future.





## Doing. Learning. Building a nation... one community at a time.

As a group, we have five learning programs which promote an active lifestyle - Healthy Living, Leadership & Portfolio, Cultural Discovery, Environment, and Official Languages.

Healthy Living is like a version of P.E. Class without the extraneous workout - game of soccer with your house mates, apple picking, and my favourite, tobogganing in the winter.

Leadership and Portfolio give you much needed tools for your future.

You learn some of the differences between provinces through your house mates, and some happens through Cultural Discovery. One of my most memo-

orable Cultural Discovery activities was spending time in Montreal, especially Old Montreal and seeing the old buildings and cobble stone streets.

For Environment we went camping, we recycled, we toured science centres and zoos, and we realized our planet is worth protecting.

Official Languages taught me how to speak French. Before Katimavik my French consisted of "bonjour". I can now speak French and Spanish.


The Katimavik Classic Program, which is nine months, starts in September similar to a school year. And, now Katimavik has the Katimavik New Program, which is

six months with a focus on two learning programs rather than five.

At the end of Katimavik you receive a Leadership Certificate, a \$1000 bursary (nine month program) or a \$ 500 bursary (six month program), and skills which will last a lifetime.

The best part is that I did all of this for free, Katimavik covers all the costs.

*So how do you get involved?*

*If you want to learn more about Katimavik visit [www.gokatimavik.com](http://www.gokatimavik.com), which offers participant blogs, photos, videos and a link to the application process. *

### Katimavik participants make a difference - for the community and for themselves

Research shows that students who complete a gap year are more likely to find work faster and at a higher pay than those who have not. In addition, the vast majority of Katimavik participants return to college or university before joining the work force.

"It was amazing to see how volunteering has an impact. I really felt like we were making a difference in our work placements and in the community as a whole."

*Kameko Tse - 2007-2008 participant*

"During Katimavik I achieved things that I would've never though possible. Thanks to the diverse work placements I took part in, I was able to figure out what kind of career I would be interested in pursuing."

*Tyler Jone - 2005-2006 participant*

"Before Katimavik, stuff like politics and the environment didn't really interest me. Because of the people I met and where I lived, I am now passionate about these issues. My goal is to be a diplomat."

*Nastania Mullin - 2007-2008 participant*



Katimavik leads to success

Katimavik



**Katimavik**



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A close-up photograph of a cougar's eye, showing the golden-brown iris and the surrounding fur. The eye is looking directly at the camera.

# KNOWLEDGE IS VISION

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