

manitoba School Counsellor

..... fall 2010



Mitch Dorge — from dummy to motivational speaker.

..... in this issue

- It Takes a Dummy to Relate to Kids
- Back to the Drawing Board
- Art Therapy in Manitoba Schools
- Winnipeg Technical College Celebrates 25 Years



**EXPLORE YOUR OPTIONS.
PURSUE YOUR DREAMS.**

BE MORE.

With an innovative approach
to first-year studies and
more support for students,
the University of Manitoba
offers endless possibilities.
There's no limit to where you
can go from here.

More courses, more options, more futures.



**UNIVERSITY
OF MANITOBA**

ITSMYFUTURE.CA



is published by
DEL Communications Inc.
Suite 300, 6 Roslyn Road
Winnipeg, Manitoba
Canada R3L 0G5

President
David Langstaff

Publisher
Jason Stefanik

Editor
Shayna Wiwierski

Technical Editor
Jan Stewart
ja.stewart@uwinnipeg.ca

Contributing Writers
Natalie Batkis
Twila Driedger
Tanis Dick
Lori Boyko

Advertising Account Executives
Gary Barrington
Michelle Raike
Jim Watkins

Production services provided by:
S.G. Bennett Marketing Services
www.sgbennett.com

Art Director
Kathy Cable

Layout / Design
Dana Jensen

Advertising Art
Deryn Bothe
Jeff Laxson

© Copyright 2010, DEL Communications Inc.
All rights reserved. The contents of this
publication may not be reproduced by any means,
in whole or in part, without prior
written consent of the publisher.


While every effort has been made to ensure the accuracy of
the information contained herein and the reliability of the
source, the publisher in no way guarantees nor warrants the
information and is not responsible for errors, omissions or
statements made by advertisers. Opinions and recommenda-
tions made by contributors or advertisers are not necessarily
those of the publisher, its directors, officers or employees.

Publications mail agreement #40934510
Return undeliverable
Canadian addresses to:
DEL Communications Inc.
Suite 300, 6 Roslyn Road
Winnipeg, Manitoba
Canada R2L 0L5
Email: david@delcommunications.com

PRINTED IN CANADA 10/2010



in this issue

- 4** President's Message – Angie Cieszecki
- 4** 2010-2011 MSCA Executive & Board Members
- 6** The Manitoba School Counsellors' Association (MSCA) and the Manitoba Association of Resource Teachers (MART) Collaborate to Bring you this Awesome SAG Event!
- 8** College/University Course Updates for Counsellors and Students
- 10** It Takes a Dummy to Relate to Kids
- 12** Back to the Drawing Board – Darci Adam uses art therapy to help children see the full picture.
- 14** Shades of Blue – Art Therapy in Manitoba Schools
- 17** Winnipeg Technical College Celebrates 25 Years
- 18**  Step Up – A Career in the RCMP
- 20** Post-Secondary Schools in Manitoba Create a Home Away from Home for Aboriginal Students



FOCUS ON

- 22** Apprenticeship: A First Choice Post-Secondary Option
- 24** More is Possible at the University of Manitoba
- 25** Herzing Helps
- 26** So, You Want to be an Organic Farmer!
- 27** Manitoba School Counsellors' Association - Mission Statement, Award Information and Scholarship Information

index to advertisers

Apprenticeship Manitoba	23	Katimavik	5
Art Therapy / Ground Up	15	Organic Food Council of Manitoba.....	26
Art Therapy / Tanis Dick & Associates	16	RCMP	19
Art Therapy / Valley Art - Lori Boyko.....	16	Red River College	5
Assiniboine Community College.....	26	University College of the North.....	OBC
Brandon University.....	12	University of Manitoba	IFC
Canadian Mennonite University.....	21	University of Winnipeg.....	22
Giselle's School of Aesthetics.....	11	Winnipeg Technical College.....	17
Herzing College.....	25		

President's Message



It is with great anticipation that we present the second edition of the *Manitoba School Counsellor* magazine. Its creation was made possible through the cooperative efforts of the Manitoba School Counsellors' Association (MSCA) and DEL Communications Inc. Thanks to Sharon Labossiere, past president of MSCA who first presented the possibility of the magazine to MSCA members. I would also like to recognize Jan Stewart, the technical editor who worked cooperatively with DEL Communications to assist in the magazine's publication. Thanks to the creative people at DEL, Shayna Wiwierski and Carly Peters, the managing editors who recognized the need to share important topics with our audience. As you turn the pages you will be provided with a wealth of information and issues counsellors deal with on a daily basis. We share with you the common hope that we can make a difference in the lives of young people.

How do counsellors make a difference? Like other members of a school staff, we are committed to helping students learn. We recognize that there are factors that interfere with a student's learning. Guidance counsellors provide an avenue for students to work through their concerns. Counsellors connect curriculum to life experiences and help them develop as young people. We recognize the skills that strengthen the person, and work with teachers and students to enhance their abilities to be effective communicators, friends, team members, and problem solvers. The

document that guides our practices is the *Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach*, which can be found at http://www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/index.html. The document allows us to weave guidance and counselling connections through subjects taught in our schools and reinforces quality guidance and counselling programs. I invite you to become a member of the Manitoba School Counsellors' Association and join us in our sharing, growing, and taking care of ourselves. Come to our monthly meetings and connect with professionals in the province. Attend our special area group session with Terry Small, and a gender issues session to have those hours count toward the new counselling certificate recognized by Manitoba Education.

To find out more about the Manitoba School Counsellors' Association visit our website at <http://www.msca.mb.ca/>.

I would like to end my president's message with a final thought — the measure of a counsellor's success.

If at the end of the day we can say that:

"Even one life has breathed easier because you have lived. That is to have succeeded." -Ralph Waldo Emerson.

What a rewarding and valuable role we play. Thank you all for your hard work.

Angie Cieszecki ✍️

MSCA Executive & Board Members 2009-2010

EXECUTIVE

President
Angie Cieszecki

Past President
Sharon Labossiere

Treasurer
Wendy Henriksen

President-Elect
Joëlle Émond
(Website Chair)

Secretary
Carolynne Pitura

Co-Treasurer
John Cooke

BOARD

Carolynne Pitura
River East Transcona SD Rep

Jeri Booth
Pembina Trails SD Rep

Carla Bennett
St. James SD Rep

Karen Mozdzen
Seven Oaks SD Rep

Jon Olafson
Winnipeg SD Rep

Ruth Hargrave
Member at Large
(Awards Chair)

Susan Hocken-Attwell
Louis Riel SD Rep

Ruth Stargardter
Career Symposium Chair

Judi Park
Member at Large (Social Chair)

Open House

Tuesday, February 22, 2011
12 pm - 3 pm | 5 pm - 8 pm

Wednesday, February 23, 2011
9 am - 2 pm

Red River College - Notre Dame Campus
2055 Notre Dame Avenue, Winnipeg

At the Open House, students can:

- Tour the Notre Dame and Princess Street campuses
- Learn about RRC programs
- Meet with instructors and academic advisors
- See what College life is like in a fun and interactive environment
- Win great prizes!

For more information, contact:

Clint Thiessen
Phone: (204) 632-2115
E-mail: cjthiessen@rrc.mb.ca

Jennifer Powell
Phone: (204) 632-2402
E-mail: jlpowell@rrc.mb.ca

www.rrc.ca

 **Going Places.**

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



Port of Montréal Building,
Wing 2, Suite 3010
Cité du Havre, Montréal, Québec
H3C 3R5
Telephone: 514 868-0898
Watts: 1 888 525-1503
www.katimavik.org



Katimavik leads to success

Katimavik



The Manitoba School Counsellors' Association (MSCA) and the Manitoba Association of Resource Teachers (MART) Collaborate to Bring you this Awesome SAG Event!

Engaging the Brain -

How to Maximize Every Learner's Potential!

Friday, October 22, 2010

Holy Eucharist Parish Center, 460 Munroe Avenue

Extra parking is available across the street at Munroe Junior High.

Registration opens at 8:15 a.m.

Keynote Speaker: Terry Small, B. Ed., M.A.

The MART and the MSCA welcome Terry Small, a master teacher and learning skills specialist. He has taught for 28 years at elementary school, high school, and university levels. His knowledge, warmth, humour and dynamic presentation style have made him a much sought after speaker at workshops and conferences. Small has been on television, radio, and in the press. He has presented his ideas to over 180,000 people. These ideas were recently featured on CTV, Global, BCTV, CKNW and in student success. His sessions are described as practical, fun, and provoking. Small believes success is a skill anyone can learn.



The session will be of strong interest to counsellors, as the main focus of the day will be on brain engagement principles — why the brain pays attention, gets stuck, thinks, works, etc. Research has a great deal to say about the brain and learning! It is possible to help students learn faster and remember more and have more fun.

"Life is 10 per cent of what happens to me and 90 per cent how I react to it."

Counsellors, resource teachers, and educators will learn how to help their students be more successful by learning how the brain works and how to engage the learner. You will learn how to extend your skills, knowledge, and experience so that your students can build confidence, academic achievement, and self-esteem. You will also access new tools and ideas to make your work more fun and reach more students! You will learn many practical tips and strategies that you can use immediately as an educator/facilitator and in your personal life.

Participants: counsellors, resource teachers, teachers, administrators, parents, and clinicians.

You will learn and discover:

- how the brain processes information
- the best way for students to take notes.
- why state and strategy are just as important as content.
- the top 10 brain learning principles.

- what students report is the number one study technique.
- how music affects learning.
- how to boost attention.
- how to increase the capacity of one's memory and much, much more!

Small's presentation is lively, humorous, and interactive. This session will focus on skills enabling students to maximize learning potential. You will leave with new knowledge and many eye-opening ideas that will make your challenging school year more successful for both you and your students.

CONFERENCE AND MEMBERSHIP FEES

Full — \$25.00

Student/Paraeducator — \$10.00

MART Conference Fees

(all fees include a hearty lunch buffet)

MART/MSCA membership & conference \$70

MART/MSCA non-member conference

Student non-member

Registration is limited to the first 400 registrants.

We are anticipating a large response.

Please register ASAP to avoid disappointment.

Mail to:

MSCA Conference 2010

c/o Linda Hallow

Box 62

Woodlands, MB R0C 3H0

Please let Linda know if you are vegetarian.

Conference Contact Information

Linda Hallow

Phone: 1-204-383-5019

Email: lhallow@mts.net

or

email Ruth Hargrave

arhargrave@shaw.ca

You will be able to receive school counsellor and special education certification credits if you take this SAG session plus another session on March 7th, 2011 — Gender Issues — MTS & MSCA. More Information will be given at SAG.

Method of Delivery: Lecture, personal reflection, skill building, video, and small group discussions.

Creating Work-Life Balance (1 day)- November 12, 2010

Trainer: Wendy Loewen

Workshop Location: Viscount Gort Hotel - 1670 Portage Ave.
204-775-0451

Registration begins 8:30 a.m. / Workshop from 9 a.m. to 4 p.m.

Cost: Early Registration- \$145 plus GST; October 22 deadline
Regular Registration- \$175 plus GST

Being out of balance can lead to unproductive patterns in both our work and personal environments. Left unaddressed, people will eventually become ineffective in their roles. It is important to periodically assess the demands of life, decide on priorities and foster habits that allow balance to be regained and maintained. This workshop helps identify patterns that may cause imbalance and offers practical approaches, exercises, and tips for living well. Coping skills are taught and a personal care plan is developed for assisting people in effectively navigating the demands and pressures they face.

Workshop Overview:

- Creating Balance - An Overview
- Stress Effects - Potential Phases
- Stress Test
- Your Situation
- Common Tactics to Deal with Stress
- Taking Charge
- Healthy Coping Strategies
- Problem Solving
- Seven Steps in Problem Solving
- Confront the Issue
- Challenging Cognitive Distortions
- Cognitive Distortions Worksheet
- Information Seeking
- Mental Simulation
- Social Support
- Emotional Coping Responses
- Things that Matter - Things we Forget
- Tips for Self-Care
- My Coping Techniques
- Life Satisfaction
- Creating Balance
- Practical Tips to Find More Time
- Making Plans and Setting Goals
- Personal Care Plan
- When Stress Becomes Serious

Method of Delivery: Lecture, personal reflection, video and small group discussions.

Mediation- A Process for Conflict Intervention (2 day)- December 8-9, 2010

Trainer: Randy Grieser

Workshop Location: Viscount Gort Hotel - 1670 Portage Ave.
204-775-0451

Registration at 8:30 p.m. / Workshop from 9 a.m. to 4 p.m.

Cost: Early Registration- \$385 plus GST; November 17 deadline
Regular Registration- \$445 plus GST

Dealing with conflict can be both frustrating and time consuming and can also limit the effectiveness of all the people involved. Whether a dispute involves two individuals or a larger group, a mediated process can resolve disputes that otherwise would continue to be a burden on all those involved. This skills-based workshop is designed to give participants the understanding to work with disputing parties to identify interests, clarify issues, and work towards options for resolving the conflict. Participants will have the opportunity to experience realistic scenarios that will help prepare them for intervening in various conflict situations.

Workshop overview:

Day 1

- Mediation Overview
- Alternative Dispute Resolution Spectrum
- Types of Mediation
- Your Context
- Conflict Dynamics
- Assessing the Situation
- Road Blocks to Effective Mediation
- Qualities of a Mediator
- Self Awareness
- Mediation Skills
- Mediation Strategies
- The Mediation Process

Day 2

- Pre-Mediation
- Introduction and Ground Rules
- Information Gathering
- Problem Identification
- Problem Solving and Resolution
- Agreement
- Other Mediation Considerations
- Group Interventions
- Increasing Abilities

Methods of Delivery: Lecture, personal reflection, small group discussions, case study review, and skills development.

CTRI Crisis & Trauma Resource Institute Inc. Sessions

For more information please visit the CTRI website at www.ctrinstitute.com. Contact CTRI by email at info@ctrinstitute.com or by phone at 204-452-9199, or toll-free at 877-353-3205.

Violence Threat Assessment – Planning & Response

Winnipeg – November 15, 2010,
Brandon – November 12, 2010
Fees: \$160+ GST (early registration) or \$190+ GST if registered after the early registration date.

For more information please visit the MSCA website at www.msca.mb.ca.

Family Violence - Working toward Solutions

Winnipeg – December 20-21, 2010
Fees: \$260+ GST (early registration) or \$320+ GST if registered after the early registration date.

College/University Course Updates for Counsellors and Students

DORY WALKER, ASSOCIATE PROFESSOR - MA PROGRAM COORDINATOR, UNIVERSITY OF NORTH DAKOTA

The University of North Dakota's (UND) College of Education and Human Development is offering distance courses in school counselling through the Department of Counselling, Psychology, and Community Services. The program was especially designed to assist rural educators to obtain high quality education in counselling and guidance services framed within the delivery of a comprehensive program.

Educators in Canada might be interested to know that while the University of North Dakota offers a Masters in Counselling degree, requiring admitted MA students to complete research and on-campus clinical components, there are several courses open to non-degree seeking students. Enrollment in these courses can assist you in meeting certification/credentialing requirements within your province or state. UND is fully accredited by NCATE and the State of North Dakota. There is not an out of state (or out of country) tuition rate.

Examples of available non-degree seeking graduate courses are:

- Ethics and Law for School Counselors (COUN 501) 3 credits
- Management of School Counseling and Guidance Programs (COUN 522) 2 credits
- Elementary School Counseling (COUN 523) 2 credits
- Middle School Counseling (COUN 524) 2 credits
- High School Counseling (COUN 525) 2 credits

- Educational Collaboration (COUN 526) 3 credits
- Multicultural Counseling (COUN 530) 3 credits
- Career Counseling (COUN 519) 3 credits

Distance learning through UND assures a diverse group of peers. The online format places students from anywhere in the world and from all kinds of backgrounds in a shared learning environment. We currently have students from Alaska, Minnesota, North Dakota, Arizona, and Montana. Courses are small with between eight to 20 students.

Attending class means that you meet online (with the assistance of a webcam and headset) at regularly set days and times. You see your teacher and your classmates on your monitor. Learning tools include a whiteboard for notes, a presentation board for lecture materials, breakout rooms to meet in small groups, a chat box for writing to one another, and a button to press to raise your hand. There is also a desktop sharing feature, which enables instructors to show materials that they have on their computers. It also enables you to make presentations in class.

For questions contact: Dr. Dory Walker dorlene.walker@und.edu

For more information about UND's Distance program in School

Counseling: www.distance.und.edu/degree/?id=schoolcounselma

Program Description of the Guidance and Counselling Program at the Faculty of Education, University of Manitoba

The master's program in guidance and counselling prepares counsellors for a wide variety of settings, including schools and community clinical agencies. This program helps counsellors to gain specialized counselling knowledge, skills, and attitudes needed to collaborate and help in clinical and a variety of educational and psychosocial relationships with individuals in the school and community settings. Students take a common set of core courses at the 7000 and 5000 levels. Additional supplemental coursework at the 5000 and 7000 levels vary depending on students' chosen professional interests. One year practicum in counselling is one of the core requirements of this program.

FALL 2010 Courses (**=masters level courses)

1. Counselling Skills (Part A) - 12726 - EDUA 5480 - A01
2. Field Placement in Counselling (Part A) - 13995 - EDUA 5490 - G36
3. Theories and Issues in School Counselling - 13243 - EDUA 5500 - A01
4. Groups in Guidance - 13244 - EDUA 5540 - A01

5. Psychology of Human Relationships - 15328 - EDUA 5550 - G50
6. Career Development - 13996 - EDUA 5580 - A01
7. Seminar in Current Issues in Counselling - 15019 - EDUA 7510 - A01**
8. Practicum Seminar in Counselling (Part A) - 11456 - EDUA 7520 - G36**
9. Group Counselling: Theory and Practice (Part A) - 15014 - EDUA 7530 - A01**
10. Theories of Counselling - 11465 - EDUA 7550 - A01**

Winter 2011 Courses (**=masters level courses)

11. Counselling Skills (Part B) - 23817 - EDUA 5480 - A01
12. Field Placement in Counselling (Part B) - 23818 - EDUA 5490 - G36
13. Elementary School Counselling - 25317 - EDUA 5510 - G50
14. Secondary School Counselling - 24798 - EDUA 5530 - D01
15. Practicum Seminar in Counselling (Part B) - 21356 - EDUA 7520 - G36**
16. Group Counselling: Theory and Practice (Part B) - 24783 - EDUA 7530 - A01**

The University of Winnipeg Faculty of Education is pleased to announce our

Post Baccalaureate Diploma in Education School Counselling Stream



The University of Winnipeg's Post Baccalaureate Diploma in School Counselling will prepare you with the theory and skills you need to develop and deliver effective counselling services in your school. You will learn to design and implement counselling and guidance programs that promote students' personal and social well being, academic achievement, and career development. Our instructors have all worked as to the classroom. This program will be of interest to both novice and experienced counsellors who wish to take on expanded leadership roles in their schools. These courses will also meet the requirements of the School Counsellor Certificate granted by Manitoba Education.

The University of Winnipeg PBDE – School Counselling Stream

Required Courses (18 c.h.)

- Introduction to School Counselling (3 c.h.)
- Theories and Issues in School Counselling (3 c.h.)
- One of: Early and Middle Years School Counselling (3 c.h.) or Senior Years School Counselling (3 c.h.)
- Counselling Ethics (3 c.h.)
- Counselling Skills (3 c.h.)*
- Supervised Counselling Practicum (3 c.h.)*
(These courses must be completed concurrently)



For further information, please contact the Faculty of Education at (204) 786-9733, or visit our website at <http://education.uwinnipeg.ca>

Elective Courses

(12 c.h. selected from the following)

This is an evolving list – new courses may be added as they are developed

- Educ-5401 Creative Problem Solving (3 c.h.)
- Educ-5403 Meeting the Needs of FAS/FAE Students (3 c.h.)
- Educ-5404 Reaching the ADHD Child (3 c.h.)
- Educ-5405 Reclaiming Troubled Children and Youth (3 c.h.)
- Educ-5406 Steps to Achieving Real-Life Skills (3 c.h.)
- Educ-5411 Youth Violence in Schools (3 c.h.)
- Educ-5001 The Building Blocks of Hope (6 c.h.)
- Educ-5001 Conflict Resolution and Restorative Practices in Educational Settings (3 c.h.)
- Educ-5001 Promoting Mental Health in Public Schools (3 c.h.)
- Educ-5001 Assessment Research I (3 c.h.)
- Educ-5001 Vulnerable Children and Youth: Strategies for Resiliency (3 c.h.)
- Educ-5001 Teaching and Assisting Children Affected by War (3 c.h.)
- Career Counselling (course under development)
- Social Justice and the School Counsellor (course under development)
- Contemporary Issues in Counselling (course under development)
- Human Sexuality Education (course under development)
- Art and Play Therapy (course under development)

**Faculty of Education
Post Baccalaureate Diploma Program
School Counselling Stream
<http://education.uwinnipeg.ca>**

THE UNIVERSITY OF
WINNIPEG



It Takes a Dummy to Relate to Kids

BY NATALIE BATKIS

Mitch Dorge, drummer for the highly-successful band, *Crash Test Dummies*, has found a way to combine his love of performance with his passion for inspiring kids with his upbeat and contagious personality. Knowing that kids can spot a phoney a mile away, Dorge keeps his messages to kids real.



Q How did you make the transition from musician to motivational speaker?

A I knew we were going to have some down-time from the road and I wanted to keep performing so I put together a project called "In Your Face and Interactive". We put together this huge production and my whole goal was set around getting people to experience music for the sheer joy of it. Every show was sold out and it was a great success but not economically sound. There were some teachers that saw what I was doing and said, "You seem to have a good connection with kids. Do you think you'd want to do this in schools?"

Q How did you establish the messages you wanted to send to kids?

A Keith Thomas, who is the chairperson for Teenagers Against Drunk Driving (TADD), called me up and said he had heard about my work. He asked me, "Do you think you could do something that would include drinking and driving?" I had to think about it a little bit because other than standing in front of people and telling them not to drink and drive, I didn't know enough about it. So I did a bit of research and said, "yes we can do this." It was a grand success and next thing I knew, we had all these schools that I was able to jump into, and now, because it was within the curriculum, schools had a better budget to look after it and I could do my program on my own.

Then I had a school division asking me: "What do you know about crystal meth?" Anytime someone calls me with a concern, I jump in head strong into hours of research. I get all these books and read them and then I have to translate them. What do I think is important to kids?

What will kids bite into? I can't just be spouting number and facts. It's got to come from factual information but interpreted through me.

Q What makes your approach with kids successful?

A We've been constantly using scare tactics with kids. These kids are at a party somewhere. They get really high or drunk. They make it home and wake up with headaches. Apart from trying to figure out how they got home, they're thinking, "hey, they told me if I got into this stuff my life would be shitty and that I would die and do crazy things. But I went out last night and had the time of my life. These guys were lying to me!" And then what do you have? Not only do you have a kid who is saying you lied to them, but now you've got a kid who is saying I'm never going to believe anything you say ever again.



My approach is to say, "I'm not going to lie to you." I can tell you on any given night, more people make it home then don't. I'm not going to tell them it's all death and destruction. I'm telling them to do the research before they jump in. I give them resources and I give them things to think about.

Q What's the difference between performing on stage with a band and interacting with a group of kids?

A I love being on stage with people. I love the camaraderie I have with people. But the thing that I miss when performing is that the audience is still removed from me. When I do things in schools, it's about getting in the trenches. I love the interaction with the kids. I love being able to reach out and touch somebody. It's real.

Q What do you want kids to take away the most from your presentation?

A My closing statement is always: "How do you think it feels for a little boy who is six years old that

decides he wants to play drums the rest of his life to be here 44 years later and play for 90 seconds and receive the amazing applause the audience just gave me? How do you think that feels? It feels pretty darn amazing." I can then turn to them and say, "whatever it is that you want to do in life, chase it. This is the time to do it when you're young. You have

nothing to lose. Go after it. If it works out, great! If it doesn't, at least you tried. But there is no greater reward than to be doing exactly what you want in life and have other people appreciate it."

For more information on Mitch Dorge, visit his website at mitchdorge.com.

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.



Giselle's
School of Aesthetics

249 St. Mary's Road, Winnipeg
Call 948-0910 or e-mail us at Study@GisellesSchool.ca

Back to the Drawing Board

Darci Adam uses art therapy to help children see the full picture

BY TWILA DRIEDGER

In Darci Adam's play room, toys do the talking.

No, they're not battery operated; but when they're being played with by children, they're representative of feelings, emotions, and life situations.

"It's essential to provide children with tools of expression," says Adam, a Registered Certified Art Therapist and Canadian Certified Counsellor who offers individual art therapy sessions and expressive art workshops for children, youth, and adults. "Anything that makes [feelings and situations] more concrete or visual typically deepens the understanding and makes it less abstract for kids."

At Express Yourself, Adam's art therapy studio, children use various art forms, including art making, writing, storytelling, movement, drama, puppetry, play and sand tray to communicate what their world looks like.

The studio is in Winnipeg's south end, tucked behind the Trappist Monastery Ruins, on the historic grounds of the St. Norbert Arts Centre. In addition to art therapy, activities at the centre include

meditation, yoga, aromatherapy, and sweat lodge ceremonies, all which promote healing through nature, education, environmental stewardship, and cultural expression.

Inside the centre, Adam's office is overflowing with pictures and assorted works of art, as is the adjoining playroom, which contains tickle trunks full of toys.

"There's an importance of my office reflecting what I do," Adam explains. "It communicates that, 'Here I can chill.' It's comfortable."

And while location and ambiance are key to her clients' feeling calm, so is Adam's mood and physiological state.

"If I'm feeling anxious or upset, the person I'm with will pick up on those feelings."

Adam's aura evokes composure, and complements the serene surroundings. As an expert art therapist, educator and school counsellor – Adam holds her Masters in both Drama and Counselling, as well as a Post-Masters Diploma in Art Therapy – Adam's been at work for over 20 years, now splitting her time between the studio and Chancellor Elementary School.

Her work at the school is especially important because Adam says art can access feelings, memories, and experiences that children might not be able to put into words.

"We can express things from the unconscious through art making," explains Adam. "So, things that we might not be able to put our finger on through verbal expression, we can express with images simply."

Often, communicating with children comes by way of metaphor. Using non-directive play or art therapy, Adam encourages children to show her what their world looks like through abstract art and play groups.

"We might see volcanoes exploding, a house burning down, or things falling out of the sky. It might not be exactly what the child is experiencing, but it communicates a sense of chaos, a lack of control or trauma of some kind," Adam describes.

"As children move through the process, the art shifts. Without any kind of guidance, in non-directive art making, the art itself will express different qualities."



**Be Original
Be Successful
BU**

- *small classes*
- *personalized teaching*
- *excellence in education*

www.brandonu.ca



**BRANDON
UNIVERSITY**

Founded 1899

Adam is referring to positive progression of imagery she sees in a child's art work. Where there was once something exploding or burning down, there is now a positive image around safety or connectedness, like something growing or being protected.

In directive therapy, Adam's role is more instructional, giving children more direction in order to teach self-regulating, self-care strategies.

"We're trying to help kids de-escalate," says Adam. "Many of these children are having trouble being in the classroom and they need a breather – they need strategies along the way to de-escalate before they lose that sense of self-control."

Fortunately for Adam, because the therapy involves art making, students see it as fun, not as skill building. This helps, since depending on the extent of the behavioural issues or stage in the healing process, some students may need to meet with Adam regularly.

"In a school setting, sometimes it's simply problem solving. It's circumstantial," says Adam, explaining that overcoming an argument between Grade 6 girls might take one or two visits. But for someone grieving, Adam says she might see them every day, because they are processing deep feelings of loss.

"The great value of being a school counsellor is that you can see the students every day. So you can have a huge impact, even more so than private therapy where you still have consistency, but it's maybe an hour, once a week. In the school system, you can see high needs students every single day and scaffold their emotional learning over time. And we see huge transformation - huge. They're really learning to manage different feelings and feel a sense of mastery over traumatic experience and different circumstances."

Adam encourages other school counsellors to employ the advantages of alternative therapy like art and play. According to the therapist, school counsellors have optimum opportunities for reaching children who can reap the rewards of art therapy.

"Art has a great way of going through the back door and communicating," she says. "Creativity cures the soul." 🎨



Photos by Elise Nadeau.



Shades of Blue

Art Therapy in Manitoba Schools

BY TANIS DICK AND LORI BOYKO

What is Art Therapy?

Art therapy practice is based on the understanding that creative action in life — such as making art — is a healthy form of expression. Art therapy is an excellent therapy approach for students because it is not bound to talk therapy and is not limited by language or culture. It gives youth an additional means for self-expression and statement through art making that transcends words and complements verbal therapy. This unique quality of art-therapy is particularly important when working with students who are non-verbal or less verbal. It taps into the innate creativity and imagination distinctive of children and youth and empowers them to use these qualities as strengths for successfully communicating their ideas, feelings, conflicts, and concerns with the art therapist. As a result, many youngsters find art therapy to be less threatening than other talk-based approaches and are more inclined to persevere with their therapy and treatment goals.

Art therapy is useful for people of all ages in individual and group formats. Using art materials and the process of art-making with the support and guidance of an art therapist, participants increase self-awareness, prepare for therapeutic discussion, and work towards resolving emotional conflicts or improving some aspect of their lives.

Historically, art and psychology have been used to promote healing and positive mental health. The field of art therapy has evolved from the influences of psychodynamic and psychoanalytic therapies, as well as the field of visual arts and artists (Garner, 1996). Margaret Naumburg (1987),

an American pioneer of art therapy, emphasized the value of art in therapy as a symbolic communication between therapist and client. In numerous countries, art therapy programs have become an important part of school clinical services. In 1979, Janet Bush, an art therapist within the Miami-Dade County Public Schools (M-DCPS) developed a Clinical Art Therapy program which is now comprised of over 20 art therapists who provide services to over 500 k-12 students. This program helps many at-risk students reach their maximum cognitive and emotional potential through the vehicle of creative expression and is a model for several other school programs within the United States. In Canada, school art therapy programs have evolved in British Columbia through school guidance counsellors who are also trained art therapists, and in Saskatchewan there are current programs are being offered in two school districts.

Art Therapy in Manitoba Schools

Locally in Winnipeg, art therapist Tanis Dick provided clinical services through the use of a grant (The Winnipeg Foundation and Pembina Trails School Division—five year project, 2001-2006). Within this program, Dick provided individual and group art therapy to over 40 students. Feedback from the schools suggests that this project has been beneficial in helping staff to understand child development and its relationship to learning, behavior and adjustment. As well, it directly helped students build self-esteem and helped families to cope with conflicts and problems related to learning and adjustment. Dick also offered a creative support group for educational assistants demonstrating the

usefulness of art therapy for assisting with supporting staff. The group utilized directed art making experiences and discussion to tap into a deeper understanding of their students' needs for support, lessen burnout, and promote resiliency in their assisting role. As part of the project, Dick also offered summer sessions for special needs students who benefitted from the continued art therapy. She also co-coordinated the production of a group manual, entitled *Girls Making Links: A Guide for Facilitators*, which outlines a comprehensive group program for facilitators which uses creative expression as the foundation for exploring key therapeutic issues. More recently, in 2009/2010, Dick has developed an art therapy group pilot project within the River East Transcona School Division which will be expanded to serve more students in the upcoming 2010-2011 academic year.

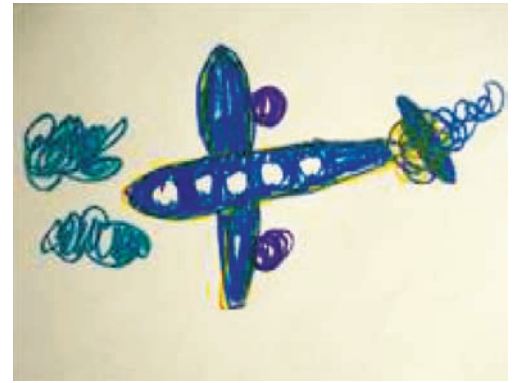
Three other Winnipeg art therapists, Donna Donald, Tzafi Weinberg and Darci Adam have provided art therapy strategies in their work with students in some Winnipeg schools.

In rural Manitoba, from 2000 to 2009, another art therapist Lori Boyko, worked to create an art therapist position in the Birdtail River School Division (now Parkwest School Division), which began as a contract for approximately five students and evolved into a half-time position providing art therapy to students with learning disabilities, emotional-behavioural concerns, and histories of trauma. The art therapy services aided the school staff in understanding the relationship between learning, social, and behavior problems, and helped in creating comprehensive student IEP plans. Recently, Boyko developed an art therapy program within the



A middle-year's student processes feelings of isolation and despair.

A young student processes her feelings of ambivalence around the imminent birth of a new sibling.



A young student projects his sense of doom and powerlessness.

Frontier School Division focusing on self-regulation and supportive grief counselling through group and individual art therapy. Now in its second year, this program focuses on working closely with parents, teachers, and students to foster cognitive and emotional development, develop academic strengths, access weaknesses, as well as provide direct service to help solve conflicts and problems related to learning and adjustment. Art therapy offers many opportunities to work with difficult emotions such as anger as it slows down students so that they can reflect on their feelings — it is less threatening and provides a sense of safety.

Recently a small group of Manitoba art therapists initiated a meeting with the deputy minister of education to explore the potential for art therapy in Manitoba schools. This initial meeting was favorable with much discussion about the application of art therapy in schools and an in depth explanation of how art therapy can work in meeting the needs of students at risk. Both the deputy minister and the art therapist group were encouraged by the dialogue.

Art Therapy Training and Professional Standards

Art therapy training is specialized in a master's degree or a post-graduate diploma program. Most training involves multiple courses in the applications of art therapy, ethics, counselling, personality



Dedicated to providing relevant, continuing education opportunities to counsellors and allied mental health care providers. We specialize in offering workshops and training in the integration and use of creative arts therapy approaches in counselling and psychotherapy.

Trauma Resolution using Focusing-Oriented Expressive Therapy

A two-day experiential workshop with Karen Wallace, BCATR
Visit www.islandnet.com/~kwallace for more info.

November 18 & 19, 2010
CEU's offered for full 2-day participants

Robert Steen Community Centre, 980 Palmerston Ave. Winnipeg,
MB Space is limited so register early.

For information/ to register:

T 204-885-4155

E lboyko@groundup-pd.ca or tdick@groundup-pd.ca



EARLY BIRD RATE

Individual: \$275

Student: \$225

Group: \$255

AFTER NOVEMBER 1ST

Individual: \$295

Student: \$245

Group: \$275

This workshop is designed for mental health care providers and allied professionals who are interested in using creative/expressive approaches in trauma work with clients.

development, and group and family therapy to name a few. A strong emphasis is placed on practical internships with clinical supervision by a registered art therapist. Following accredited training, similar to social workers, art therapists are certified by their professional association –the Canadian and American Art Therapy Associations. They are also eligible to become registered once they meet eligibility requirements and have completed a specific number of supervised direct client contact hours.

Art therapy training uniquely equips the art therapist in the skill of establishing effective therapeutic use of art making in therapy. The choice of using paint, clay, or collage with a client is never arbitrary but rather based on a clinical decision derived from awareness of counselling theories, personality, and child development and defensive structures. Further, the art therapist is trained to understand the effects of art materials on the psyche and therefore pairs a client with the materials that are the best fit to ensure that the client feels secure and capable of utilizing the art material to express possible trauma or difficult issues.

Art therapy, when delivered within the school setting, has tremendous potential to assist students to cope more effectively with the barriers to their learning, while simultaneously empowering them with an effective means for personal statement.

About the Writers

Lori Boyko, MC:AT, CCC, RCAT — *Lori Boyko has been an educator, a therapist, and explorer of the creative mind for over twenty years. She developed Valley Art Therapy 10 years ago to service rural southwestern Manitoba. Valley Art Therapy services include working with traumatic, historical memory through art therapy and EMDR, working with children and youth using an art therapeutic and sandplay therapy approach, working with adults struggling with stress and anxiety using a psycho-educational approach, as well as an art therapeutic approach, teaching and practicing stress and anxiety reducing skills, such as breathing. Boyko has also developed managing anger workshops, focusing on the mind-body connection through psycho-educational and practice sessions.*

Tanis Dick MAT, RCAT, ATR-BC, CCC — *Tanis Dick is registered and board certified by the American and Canadian Art Therapy Associations. She consults on art therapy and operates Tanis Dick and Associates: Art Therapy and Counselling Services in Winnipeg. Her practice encompasses clinical work with children, teens, and families using individual, parent-child dyad and group therapy in the areas of art therapy, play therapy, sandplay therapy, theraplay, and EMDR. Dick has been in practice since 1993 and her clinical work is based on the philosophy that creative action is healing and life-enhancing.*



Tanis Dick & Associates Art Therapy and Counselling Services

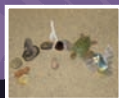
A unique practice committed to excellence in creative based clinical services.

Working with children, youth, adults and families, individually and in groups. Specialising in the areas of:

- Art Therapy
- Sandplay Therapy
- Theraplay
- Play Therapy
- EMDR
- Talk therapy approaches


All Clinicians are:

- Approved providers for Child and Family Service Agencies.
- Masters trained or hold a certificate in specialty area.
- Receive regular clinical consultation within the practice.
- Attend professional development training programs regularly.





204.885.4155

F 204.885.4422 E tanis_dick_and_associates@shaw.ca
Tanis Dick MAT, RCAT, ATR-BC, CCC
31A-2727 Portage Avenue, Winnipeg, MB, R3J 0R2



Valley Art Therapy & Associates

Valley Art Therapy and Associates provides art therapy, sandplay therapy, counseling and EMDR to clients within Western Manitoba. Lori Boyko has been an educator, a therapist and explorer of the creative mind for over twenty years. Her areas of specialization include working with traumatic, historical memory through art therapy and EMDR, working with children and youth using an art therapeutic approach, working with adults struggling with stress and anxiety using a psycho-educational approach as well as an art therapeutic approach – teaching and practicing stress and anxiety reducing skills such as breathing.

204.842.3869
www.lbvalley.com
Lori Boyko MCAT, RCAT, CCC
Birtle, MB RoM oCo
Art Therapy, Counselling, EMDR

Winnipeg Technical College Celebrates 25 Years

Winnipeg Technical College (WTC) has been providing students with practical job skills and career training for 25 years. The college has grown from one to three campus locations offering 19 core programs, English as an Additional Language (EAL) training and customized training services.

Together with celebrating 25 years of student success, WTC welcomes new president and CEO, John Bobbette, whose experience and ability to cultivate strong community partnerships will be valuable assets as the college increases technical education opportunities for secondary students and forms linkages with the University of Winnipeg and the University College of the North.

In 1979, the St. Vital, Assiniboine South, and Fort Garry school boards, in conjunction with government leaders, recognized the need for a technical education facility to provide learners with marketable job skills. An interim board was formed including C.V. Thiessen, Dr. Donald Penner, Nora Harvey, Myrtle Zimmerman, Noel Pritchard, Mary-Ann Cairns, James Buchanan, Steve Dvorak, Henry Izatt, and Gordon Newton, who over the next few years worked on developing the concept.

By 1983, the plan to create a technical education centre was adopted and, working together with then-MP Lloyd Axworthy and provincial minister of education Maureen Hemphill, South Winnipeg Technical Vocational Centre was founded in 1985. An \$8 million project, the collaboration was a Canadian first.

"The concept of a centre for applied skills training for secondary and post-secondary students was unique 25 years ago," said Brent Kurz, director of communications and planning for WTC. "Thanks to the vision of the original board members, tens of thousands of students have gone on to rewarding careers and further educational opportunities."

In addition to regular programs in health and human services, information and business technology, and skilled trades, WTC has seen many innovations over 25 years. In 1999, the name changed to Winnipeg Technical College and later that year a second campus on Pembina Highway was added.

"At the same time we expanded the Henlow Campus to include a multi-purpose space to meet program needs and create a common area for community use," said Kurz.

Today, WTC oversees six Adult Learning Centres, an English as an Additional Language (EAL) training centre and the Osborne Village Resource Centre which provides clients with job search and employability skills training. Winnipeg Technical College is a hub for technical certification and prior learning assessment and recognition.

"Making education relevant to students has always been our goal," said Kurz. "We are proud of our students' success and of our ability to adapt to the needs of both individual learners and the marketplace."

For more information on Winnipeg Technical College programs, please visit www.wtc.mb.ca.



Network Support Technician program: Hands-on training for a variety of careers.

An advertisement for Winnipeg Technical College's 25th anniversary. It features a smiling woman in a purple shirt and a smiling man in a suit holding a laptop. The background is a warm, orange-brown gradient. The text "Go your own way." is prominently displayed in white and yellow. Below the image, the college's name "WINNIPEG TECHNICAL COLLEGE" is written in white, followed by the website "www.wtc.mb.ca" in yellow. A logo for "25 Twenty-five years of student success" is in the bottom right corner.

Step Up

A Career in the RCMP



Are you looking for a career that's Nowhere Near Ordinary? Do you crave adventure, travel, and seek interesting challenges? If so, a career in the RCMP may be the perfect choice for you.

Each year, hundreds of men and women become distinguished members of the RCMP and play a vital role in ensuring the safety and security of those in the communities they serve.

Police officers in the RCMP are known as Regular Members (RMs) and you can apply to become an RM provided you meet these basic requirements:

- Be a Canadian Citizen
- Be of good character
- Be proficient in English or French
- Have a Canadian secondary school (high school) diploma or equivalent
- Possess a valid, unrestricted Canadian driver's license
- Be at least 19 years of age at the time of engagement (may apply at 18 years of age)
- Meet medical/health standards
- Be willing to relocate anywhere in Canada
- Be physically fit

The career of an RM can last a lifetime and offers numerous roles and functions. The first three to five years involve performing general policing duties at an RCMP detachment. However, after those years are complete, there are more 150 types of policing and administrative opportunities that are bound to pique your interest. From Underwater Rescue and Recovery, to the Prime Minister's Protection Detail, to Drug Enforcement, Anti-Terrorism, Witness Protection, Undercover Operations and many, many more. The possibilities are endless for a skilled and dedicated RM. Taking the first step towards a career in the RCMP is as simple as attending a Career Presentation where an RM will walk you through the life of an RCMP Member and take you step-by-step through the processes you will need to follow in order to apply, be accepted, and graduate.

Once you have completed the processes (which include an entrance exam called the RPAT, a physical fitness test, background check, polygraph test, etc.) you will enter Depot – the RCMP's training academy, located in Regina, Saskatchewan.

Your time at Depot lasts for 24 weeks and is a combination of physical training and classroom education; mixed in with firearms training, police vehicle training, and a variety of other skill preparations crucial to becoming an RM. Cadets are paid \$500 per week to a maximum of \$12,000 during their stay. Be prepared as your days at Depot start from the time your feet hit the floor in the morning until your head hits your pillow at night. The intense training is challenging and rewarding and will fully train you for work in the field.

Upon graduation from Depot, you will be placed in your first official RCMP posting. One of the most appealing aspects of the RCMP is the opportunity to be posted anywhere in Canada – your career could start in Whistler, B.C., or go east to Fredericton, P.E.I., or go up north to the Yukon or take a prairie posting in Saskatoon, SK. The possibilities are endless. In addition, there are several opportunities for specialized service – such as security for the Olympics.

In addition to infinite travel opportunities and challenging policing prospects, the RCMP also offers a profitable and stable life-long career. Within the first three years of service, a Regular Member's salary increases from \$47,000 to \$77,000. The organization offers incremental vacation, excellent pension and benefits for Members and their families and ample opportunity for promotion, professional development, specialization and personal growth.

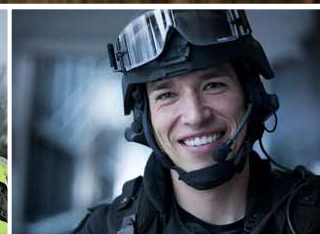
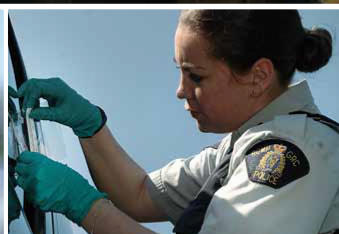
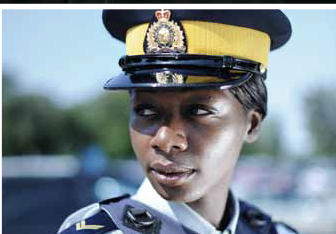
For more information on a career in the RCMP, please visit www.rcmp.gc.ca. Our comprehensive website provides study guides, outlines the physical requirements and will provide dates for Career Presentations in your area. 📄

RCMP-GRC



ROYAL CANADIAN MOUNTED POLICE • GENDARMERIE ROYALE DU CANADA

A CAREER NOWHERE NEAR ORDINARY
UNE CARRIÈRE HORS DE L'ORDINAIRE



START YOUR EXCITING AND CHALLENGING CAREER > www.rcmp.ca
DÉBUTEZ UNE CARRIÈRE STIMULANTE ET PASSIONNANTE > www.grc.ca

ATTENDANCE AT A CAREER PRESENTATION IS NOW THE MANDATORY FIRST STEP IN THE APPLICATION PROCESS. / ASSISTER À UNE SÉANCE D'INFORMATION SUR LES CARRIÈRES EST MAINTENANT LA PREMIÈRE ÉTAPE OBLIGATOIRE DU PROCESSUS DE RECRUTEMENT.

PRE-REGISTRATION / INSCRIPTION : 1-877-RCMP-GRC (1-877-726-7472)



Royal Canadian Mounted Police
Gendarmerie royale du Canada

Canada

Post-Secondary Schools in Manitoba Create a Home Away from Home for Aboriginal Students

BY NATALIE BATKIS

Imagine wandering into a new school in a city you've never seen before. The halls are unfamiliar and you don't recognize any familiar faces. Now imagine you're an aboriginal student and you've just left your home hundreds of miles away, and the school you're attending is a huge university. Intimidating? Just a bit.

Over the years, post-secondary institutions in Winnipeg have realized that there is a need for programs to help Aboriginal students make a smooth transition into university or college. The obvious challenges for many of these students include unfamiliarity in a new place, lack of personal contacts in the immediate area, and culture shock. The more contact these students have with other students or support teams from the beginning is crucial to their post-secondary success.



THE UNIVERSITY OF WINNIPEG

The University of Winnipeg

The University of Winnipeg's Aboriginal Student Services Centre (ASSC) was created with the goal of establishing bridges between students' cultural backgrounds and the culture of the university, and between their remote home communities and the home they establish in the city while pursuing their education. The ASSC assists students with admissions and registration, academic advising, recruitment, campus tours, and liaising with faculty, staff, and aboriginal organizations.

One key program that the ASSC administers is the Transition Year Program (TYP). The TYP was designed for first year Aboriginal students as a way to facilitate the coping strategies that will help promote success in their post-secondary careers. The program is for recent high school graduates and mature students wanting to return to school to pursue their degrees.

"Statistics show that the more successful a student is in their first year, the more likely they are to return for another year," explains Randy White, the Transition Year Program coordinator. "Some students may be coming from Winnipeg but many will be coming from a small town of say 500 from the north for example," he says. "The more contact and assistance we have with them, the more they will feel like they are a part of a community."

The winning combination for the TYP seems to start with its mentors. Each new student is paired up with a second or third year student. From giving tours of the campus to taking the mentees to social activities like monthly potlucks and bowling nights, the mentor's role is to establish a relationship with the new student to make them feel at home.

On the academic side, all the TYP students must take a core academic writing course with other students from the program. This course is a general degree requirement for all of the university's students. White also reserves five to six spots in most first-year subjects so the students in his program will have a few recognizable people in their classes.

"It's the friendly face approach," White says. "You might see someone in your writing class and then also recognize them in your psychology course. It's really helpful for students to make those connections."

For more information about the University of Winnipeg Transition Year Program, you can contact the Aboriginal Student Services Centre at 204-786-9983 or check out the website at www.uwinnipeg.ca.



UNIVERSITY OF MANITOBA

The University of Manitoba

Two years ago, the University of Manitoba (U of M) saw the completion of a beautiful new building called Aboriginal House where the Aboriginal Student Centre (ASC) is located. The purpose of Aboriginal House was to create a place of pride for the Aboriginal students and staff (there are 1883 self-declared Aboriginal students enrolled at the U of M), and as a place for the entire campus to feel welcome to learn traditional aboriginal teachings.

University One has a mentorship program called PACT which runs in conjunction with the ASC. Students have access to mentors as well as Elders who can assist them with standard campus inquiries or spiritual and traditional guidance.

Activities are planned throughout the year to support Aboriginal students on various levels whether through social activities like family get-togethers and luncheons, to traditional ceremonies like powwows and sharing circles. There is always support available to help students with housing inquiries, funding applications, and course registration, just to name a few. According to Dr. Bret Nickels, an advisor with the ASC, students see great benefits from these support systems.

“Generally the response we get from students is quite favourable, particularly from those who are members of the Aboriginal Student Centre’s Join the Circle program,” says Nickels. “Circle Membership automatically registers students for a monthly email of the Circle News. Becoming a member also serves to extend privileges of the student lounge, study tables, lockers, kitchen area, and computer lab after hours.”

For more information, check out the University of Manitoba’s website at www.umanitoba.ca.



Red River College

The Aboriginal Student Support & Community Relations department at Red River College (RRC) has been around for 11 years and has grown from a one-person operation to a team of 11 dedicated people. The services provided by the department can be found at the Aboriginal Centre at the Notre Dame Campus F209, and at P210J at the Princess Street location.

Much like the other post-secondary schools in Winnipeg, RRC wants its Aboriginal students to feel at home.

“Our staff organizes events to keep the students informed of opportunities and unite them as a community” says April Krahn, the manager of the Aboriginal Student Support & Community Relations Department. “We are trying to create an extension of their family and community on campus.”

There are three elders on campus, including an Inuit Elder, and staff members are encouraged to participate in traditional ceremonies like sweats to help them better relate with the 17 per cent of their students who are Aboriginal.

“We work hard to create a climate of comfort, respect, and trust on campus. Our events are open to all staff and students,” explains Krahn.

Although the primary goal is to make the students feel welcome, RRC makes an effort to include the family members of the students in their activities as well. Many of the students attending the college are mature students with children. That transition can be very difficult on families.

“Students are returning back to school after having children, and trying to balance that life is an investment of time for parents and it’s hard for kids to understand,” says Krahn. “The goal is to involve the family and let the children see where their parents are going, why they are away all day and studying all night, and to celebrate the mothers and fathers who are true role models to their children.”

The Time Out Program gives free nights out to students and their families to give them a break from the grind of school and studying. Industry partners donate tickets for sporting and entertainment events for students to use with their family and friends.

“Sometimes you’re so focused on school that you forget to have fun. School is hard work but taking time to enjoy the experience is just as important, otherwise you’ll become a ‘Grumpy Gus’ and take that home with you,” Krahn says. “We encourage students to take a break and enjoy themselves too!”

Students also have the ability to stretch a diploma program from two years to three years (integrated model) to give them a few more spares and a bit more breathing room which can make juggling academic life and home life more realistic. 🏠

For more information about the Aboriginal Student Support & Community Relations department at Red River College, visit www.rrc.mb.ca.



Shape your journey

Come to Campus Visit Days at CMU

**October 22
November 19
January 28
March 18**





Undergraduate programs

- Arts & Sciences
- Biblical Studies, Theology
- Business Administration
- Communications & Media
- Disaster Recovery Studies
- International Development Studies
- Music & Music Therapy
- Peace & Conflict Studies
- Outtown Discipleship School



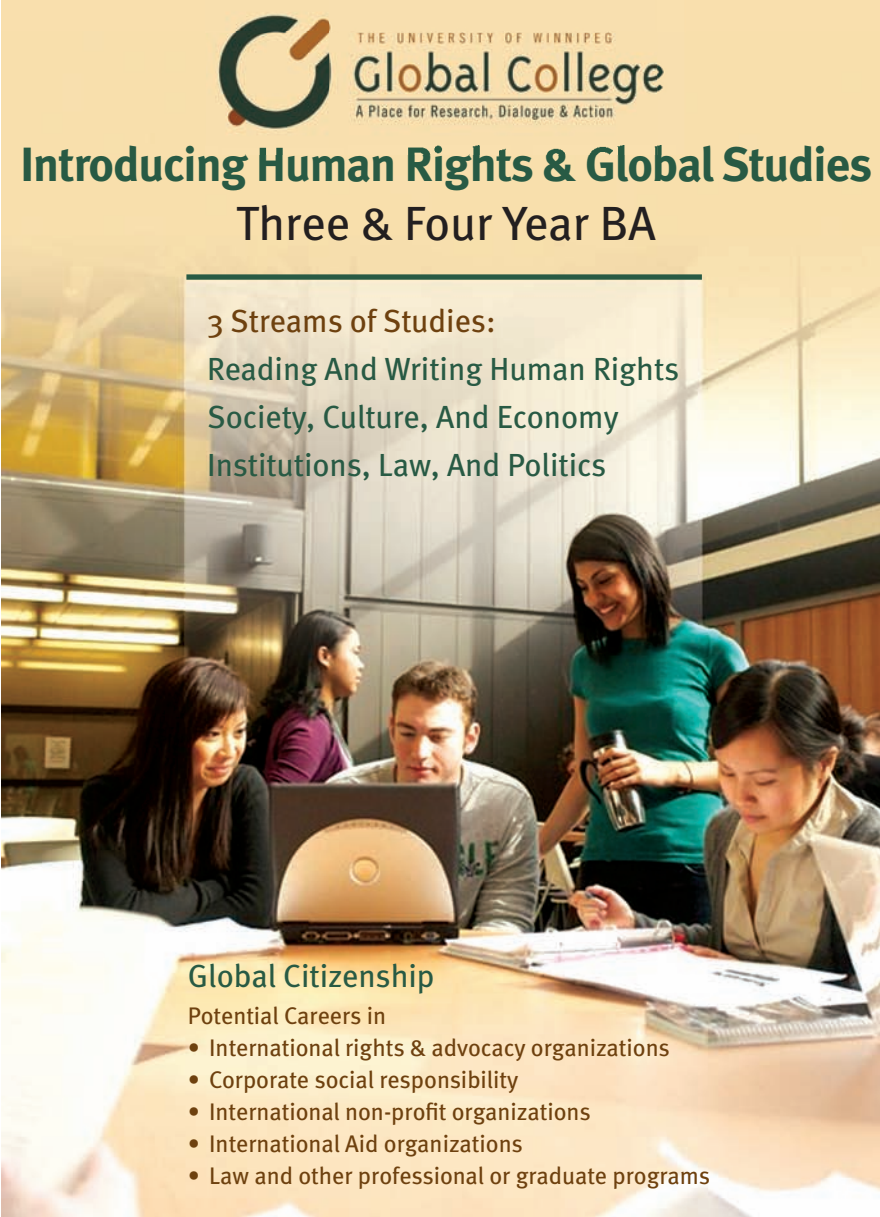
CANADIAN MENNONITE UNIVERSITY
500 Shaftesbury Blvd. | Winnipeg MB 204.487.3300 | 1.877.231.4570

www.cmu.ca



Apprenticeship: A First Choice Post-Secondary Option

Consider a Career in the Skilled Trades



THE UNIVERSITY OF WINNIPEG
Global College
A Place for Research, Dialogue & Action

Introducing Human Rights & Global Studies Three & Four Year BA

3 Streams of Studies:
Reading And Writing Human Rights
Society, Culture, And Economy
Institutions, Law, And Politics

Global Citizenship
Potential Careers in

- International rights & advocacy organizations
- Corporate social responsibility
- International non-profit organizations
- International Aid organizations
- Law and other professional or graduate programs

204-988-7105 global.college@uwinnipeg.ca
<http://globalcollege.uwinnipeg.ca/>

Apprenticeship is post-secondary education like university or college, but with a big difference. Apprentices not only learn their skills in the classroom, but they also receive paid on-the-job training with an employer.

The end result? Certification that can take you anywhere, a rewarding career and more money in your pocket!

Statistics show that in the next decade, 40 per cent of new jobs will be in skilled trades and technology. Skilled trades play an important role in our society; they are respected, they include opportunities for further training and advancement, and they offer good pay and benefits. And with skilled shortages becoming more evident across the nation, apprenticeship training offers attractive tax incentives and grants.

Over 50 trade careers

Apprenticeship Manitoba offers training in over 50 trade careers, the majority providing interprovincial Red Seal certification recognized across Canada. Aircraft maintenance cook, esthetics, welding, and landscaping — apprenticeship training exists in a variety of trades, including some that many of us never even knew existed.

On average, apprenticeship programs take approximately three to four years to complete. Apprentices spend about 80 per cent of that time working under the instruction of a journeyman and 20 per cent on technical/in-class learning through a training provider such as Red River College, Assiniboine Community College, or the University College of the North. This model allows apprentices to earn an income while they learn.

Grants and Incentives

In addition to attractive incentives for employers to get involved in the apprenticeship training system, there are a number of similar incentives for apprentices:

- The High School Apprenticeship Program (HSAP) offers apprenticeship tuition exemptions for every 220 hours of employment.
- The Apprenticeship Incentive Grant, offered by the federal government, provides \$1,000 to all apprentices in Red Seal trades after completion of level one as well as another \$1,000 after level two.
- The federal Apprenticeship Completion Grant provides a \$2,000 incentive upon completion of the Red Seal program.
- The Tradesperson's Tools Deduction allows employed tradespersons to claim an annual tax deduction of up to \$500 to help cover the costs of new tools necessary to their trade.

In addition, the Manitoba government offers a 60 per cent income tax rebate on eligible tuition fees for apprentice graduates. This includes personal tuition fee contributions and tuition fee contributions paid on their behalf by Apprenticeship Manitoba, which funds over 90 per cent of technical and in-class training costs.

How do you get started?

Follow the five steps below:

1. *Research the trade programs and experiences available in high school.* Connect with trades professionals in your area and do some research online. Get a head start in high school by taking a vocational program/class or enrolling in the High School Apprenticeship Program (HSAP), which provides paid on-the-job work experience and credit towards high school and apprenticeship completion.
2. *Know the entrance requirements.* A high school diploma or equivalent is required for training in most apprenticeship trades and a strong foundation in reading, writing, math, and sciences is necessary to be successful. Like university or college, doing well and completing an apprenticeship requires a solid academic foundation, dedication and focus.
3. *Find a qualified employer to hire you as an apprentice.* Network, network, network! Prepare a resume. Research com-

panies in the Yellow Pages. Check with employment listings in local newspapers and on the Internet. Contact various trade associations and unions. Speak directly with and meet with potential employers. Approach this task like any job search.

4. *Register as an apprentice.* Complete and submit the Apprenticeship/Application Agreement to Apprenticeship Manitoba. This application will require information from both the apprentice and the employer.

5. *Start your career.* After completing the program requirements and passing the required trade exams, the apprentice receives a Journeyman Certificate of Qualification granted by the Manitoba government.

Get paid and learn a trade! For more information about apprenticeship and a career in the skilled trades, contact Apprenticeship Manitoba at 204-945-3337 (toll-free 1-877-97TRADE) or visit: www.manitoba.ca/tradecareers.



I always wanted to travel. Now I see the world on the planes I helped build.

**Highly sought after skills.
On the job training. Great wages.**

Becoming an Apprentice is the first step to a career in skilled trades that can put you in demand. You'll even get paid while you learn on the job. And in some cases, your tuition costs may even be covered.

Find out how a skilled trade can create unlimited opportunities for you.

Visit apprenticemanitoba.ca.

**Apprenticeship
Manitoba**

Manitoba 



More is Possible at the University of Manitoba

For a high school student about to embark on a post-secondary career, the future can be daunting. But at the University of Manitoba (U of M), uncertainty is overcome by limitless opportunity.

With over 20 faculties and 100 programs to explore, the University of Manitoba is not just the province's largest university, it is the province's largest provider of career options. Simply put, the U of M has more programs and services for students – and therefore more opportunities – than any other university in the province.

To name only a few, the U of M produces Manitoba's social workers, architects, business managers, nurses, cancer researchers, defence attorneys, nutritionists, librarians, physicians, special-needs teachers, electrical engineers, jazz musicians, and virtual reality software designers.

The University of Manitoba also offers high quality career support for students. Aside from the year-round aid provided by the Student Counselling and Career Centre – whose staff help students with everything from identifying their future goals to landing a job – the U of M also hosts programs aimed at welcoming new students, such as faculty open houses, parents orientation, and the popular Evening of Excellence.

Professor David Ness of the Student Counselling and Career Centre notes the importance of easing students into their university careers and providing them with ongoing support.

"One of the most significant transitions in a student's life comes when they enter university. And with that transition frequently comes anxiety and uncertainty," he says. "So, ensuring that students feel comfortable and supported is extremely beneficial to their success."

To emphasize that belief, Ness explains that his office has recently launched a new program entitled "Transition for Suc-



cess" that allows high school students who have been accepted by the U of M to visit the campus for an informal meet-and-greet before classes even start.

"Students have a lot of questions," he says. "And they would rather ask a person face-to-face than read it on a website."

Ness wants to grow the program and is relying on high school guidance counselors to contact him to involve their school's students in the 2011 program.

Once their university careers are underway, first-year students soon discover that the Student Counselling and Career Centre is an invaluable resource that offers career counselling, job postings, employment advice, annual career fairs, career workshops, and much more. They can be reached at (204) 474-9456 or by visiting: umanitoba.ca/student/counselling. Ness reminds that when it comes to career planning, students can be their own best resource.

"Students who put energy and time into career planning activities create far more opportunities for themselves and have greater chances for career happiness and success."

Being a student is a special time. At uni-

versity, students will meet life-long friends from all walks of life, and from all over the world. They'll be studying, of course, but they'll also be enjoying time with their peers, professors, and instructors.

At the University of Manitoba, "more" means more cultural diversity, more vibrant learning environments, more exciting social events, more student and campus services, more sports teams and activities, more course offerings and program flexibility, more co-op, mentoring and internship programs, more opportunities to get the skills employers want, and more individual support and educational opportunities. Students will learn more – both in and out of the classroom – than they may have expected, and most significantly, will come away with a career and memories to last a lifetime.

For more information on the "Transition for Success" program, please contact:

*David Ness
Counsellor & Coordinator,
Student Counselling and Career Centre
(204) 474-8619
david_ness@umanitoba.ca*



Herzing Helps

People come to Herzing College for one reason. They want to learn the skills required to get the job they want.

Admissions director Andrew Malazdrewicz, explains "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, and they teach the skills industry expects. Our instructors truly care about each student. They understand the impact of training and are dedicated to helping students in any way possible. In addition, we have three full-time staff in career services. Each program is assigned to a career services specialist. This allows the specialist to develop strong relationships with internship hosts and employers."

After skills are developed, the college arranges internship placements for students.

"Over one third of our students gained employment while on internship. Herzing College graduates have on-going employment assistance," says Lynda Will, director of career services at Herzing.

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, assisting that person and that person's family.

"The final factor leading to student success is the graduates themselves. For the most part, our students are very enthusiastic 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," says Bill Riches, college president.

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 government. Any of the Herzing admission advisors will help a potential student identify the best possible option for him or her. Interested students 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. Program information can be found on the Herzing website at www.herzing.edu/winnipeg or by phone at (204) 775-8175. ✉

For questions,

comments,

or story ideas,

please contact

Jan Stewart,

Technical Editor at

ja.stewart@uwinnipeg.ca



Business:

- > Accounting & Payroll Administrator
- > Administrative Assistant
- > Legal Assistant/Secretary

Technology:

- > Computer Network Technology
- > Web & Print Production Artist

Health Care:

- > Clinic Office Assistant
- > Pharmacy Technician
- > Medical Laboratory Assistant
- > Health Care Aide
- > Community Support Worker

HERZING
COLLEGE

herzing.edu/winnipeg

1-800-745-6305

723 Portage Ave., Winnipeg, MB R3G 0M8

career focused - convenient - caring

Call Today!
775-8175



So, You Want to be an Organic Farmer!

We know you're out there! You're environmentally conscious, food-loving, practical, hard-working, and you have an entrepreneurial spirit that will take you everywhere you want to go. So... have you considered a career as a farmer?

Manitoba Farm Mentorship is a program dedicated to helping new young farmers achieve their dreams. Did you know that less than six per cent of Manitobans are farming and over 50 per cent of Manitoba farmers are nearing retirement? We need more young farmers in this province!

That's why we've launched our yearly "So You Want to be an Organic Farmer" challenge. The challenge gives wannabe farmers the opportunity to tell us about their farming dreams for a chance to win a paid on-farm mentorship experience and free farmer training courses, workshops, and resources.

Manitoba Farm Mentorship is a program dedicated to helping new young farmers achieve their dreams.

Check out our website or find us on Facebook for more information, and contact us to sign up to our mailing list, where you'll be first to hear about our 2011 Organic Farmer challenge, our Exploring Your Small Farm Dream course, and other Manitoba Farm Mentorship news.

Web: www.manitobafarmmentorship.ca

Email: info@manitobafarmmentorship.ca

Phone: 204-779-0261

Interested in
organic food
and farming?



OF CM
Growing Up Organic
links institutions with local organic food
Manitoba Farm Mentorship
offers mentorship, training, and networking
opportunities for aspiring farmers



www.organicfoodcouncil.org

204.779.8546
ofcm@cog.ca

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

ACC is



...hands-on.
...interesting.
...challenging.
...high-tech.
...fun!

Attention Counsellors

Assiniboine Community College
in Brandon, MB has excellent post-secondary
options available for your students.



ASSINIBOINE
COMMUNITY COLLEGE

Email info@assiniboine.net
or visit www.assiniboine.net

Manitoba School Counsellors' Association

Mission Statement

The Manitoba School Counsellors' Association (MSCA) is dedicated to the promotion and development of guidance and counselling services for children and youth. The MSCA provides a forum and a voice for those interested in promoting the personal, social, education, and career development of young Manitobans.

Awards Information

The R.J. Cochrane Award

This award is given in recognition of longstanding contributions and commitment to the field of school counselling as demonstrated by the nominee's involvement in the MSCA. Assessment of the nominee's suitability for this award will include his or her specific contributions to the MSCA as well as demonstrated professional commitment to counselling. There must be three nominators who are members of the MSCA.

Selection Criteria

1. Involvement in the MSCA: Please consider areas such as: years of membership in the MSCA; commitment to the objectives of the association; service on the executive; service on committees; professional development, planning and organization; representing the association with other organizations; and journal contributions.
2. Demonstrated Leadership in the Field of Counselling: Please consider such areas as: the nominee's activities, leadership, and other involvement in initiatives within his or her school, division, or province.
3. Other Professional Commitments: Please consider the following areas: formal education; participation in professional development programs; involvement in related organizations or agencies; contributions to professional journals and other related publications.

The Margaret Woods Award

This plaque is awarded to honour the outstanding service by a counsellor to

the field of counselling, both locally and provincially. MSCA members are invited to submit the names of persons who are deserving of this award.



Ruth Hargrave (left) stand with Margaret Woods as she receives the Margaret Woods Award for her contributions to counselling.

Selection Criteria

1. The person must have actively contributed to the counselling field at the provincial and/or the local level.
2. The person must have been a member of the Manitoba School Counsellors' Association for at least five years.
3. The nomination form must be forwarded by three nominators.
4. A written statement must be submitted describing the achievements of the nominee, together with the supporting data. The final decision on the award will be made by the awards committee.

The William E. Schulz Scholarship for Academic Excellence

Conditions of Eligibility

1. The major criterion in determining the award is academic excellence. Professional and academic references will also be considered.
2. The applicant must be a current member of The Manitoba School Counsellors' Association and pursuing a career in school counselling.
3. The award is to be used to help with the cost of full or part-time counsellor education programs at the Post-Baccalaureate or Masters level.

4. In the case of two or more students applying, greater consideration will be given to those in the final phases of their program of study.
5. The scholarship will be granted for courses to be taken in the 10 month period following the April application deadline.
6. Applicants may receive the scholarship award only once during their counsellor education.

Additional Awards

Special recognition awards are awarded periodically to individuals who have made an important contribution to the advancement of school counselling in Manitoba in some unique way.



Wendy Johnson-Brown (centre, pictured with colleagues) received a Special Recognition Award in Counselling.

Awards of Distinction

Awards of Distinction are awarded to retired counsellors who continue to work voluntarily to further the efforts of school counsellors who are working with children in Manitoba.

MSCA Registration Information
MSCA c/o
The Manitoba Teachers' Society
McMaster House
191 Harcourt
Winnipeg, MB R3J 3H2

Additional information and application for awards are available on the MSCA website: www.msca.mb.ca.

Manitoba School Counsellors' Association Awards Guidelines and Procedures

Margaret Woods Award for Outstanding Achievement

This plaque is awarded to honour the outstanding service by a counsellor in the field of counselling, both locally and provincially. MSCA members are invited to submit the names of persons who are deserving of this award.

Selection Criteria and Procedures

1. The person must have actively contributed to the counselling field at the provincial and/or the local level.
2. The person must have been a member of the Manitoba School Counsellors' Association for at least five years.
3. The nomination form must be forwarded by three nominators.
4. A written statement must be submitted describing the achievements of the nominee, together with the supporting data.
5. The final decision on the award will be made by the awards committee.

Nominee's Name: _____ **Phone:** _____

Nominator's Name (1): _____ **Phone:** _____

Address: _____ **Email:** _____

Nominator's Name (2): _____ **Phone:** _____

Address: _____ **Email:** _____

Nominator's Name (3): _____ **Phone:** _____

Address: _____ **Email:** _____

Nominators must include a one or two-page cover letter that provides information about the nominee's professional background and experience in counselling, as well as a brief statement as to why this person should receive this award.

Please forward the letter and nomination form by April 20th to:

Awards Chair, MSCA,
c/o Manitoba Teachers' Society
191 Harcourt Street
Winnipeg, Manitoba R3J 3H2

Announcement

The scholarship awards will be announced at the annual general meeting of the MSCA in May, with a printed announcement to follow in the subsequent issue of the *Manitoba School Counsellor* magazine.



Manitoba School Counsellors' Association Awards Guidelines and Procedures The R.J. Cochrane Award

This award is given in recognition of long-standing contributions and commitment to the field of school counselling as demonstrated by the nominee's involvement in the MSCA. Assessment of the nominee's suitability for this award will include his or her specific contributions to the MSCA, as well as demonstrated professional commitment to counselling. There must be three nominators who are members of the MSCA.

Selection Criteria and Procedures

1. **Involvement in the MSCA:** Please consider areas such as: years of membership in the MSCA; commitment to the objectives of the association; service on the executive; service on committees; professional development, planning and organization; representing the association with other organizations; and journal contributions.
2. **Demonstrated Leadership in the Field of Counselling:** Please consider such areas as: the nominee's activities, leadership, and other involvement in initiatives within his or her school, division, or province.
3. **Other Professional Commitments:** Please consider the following areas: formal education; participation in professional development programs; involvement in related organizations or agencies; contributions to professional journals and other related publications.

Nominee's Name: _____ **Phone:** _____

Nominator's Name (1): _____ **Phone:** _____

Address: _____ **Email:** _____

Nominator's Name (2): _____ **Phone:** _____

Address: _____ **Email:** _____

Nominator's Name (3): _____ **Phone:** _____

Address: _____ **Email:** _____

Nominators must include a two-page cover letter that describes the following: (a) the nominee's involvement in the MSCA; (b) the nominee's demonstrated leadership in the field; and the nominee's other professional commitments.

Please forward the letter and nomination form by April 20th to:

Awards Chair, MSCA
c/o Manitoba Teachers' Society
191 Harcourt Street
Winnipeg, Manitoba R3J 3H2

Announcement

The scholarship awards will be announced at the annual general meeting of the MSCA in May, with a printed announcement to follow in the subsequent issue of the *Manitoba School Counsellor* magazine.

Manitoba School Counsellors' Association Awards Guidelines and Procedures The William E. Schulz Scholarship for Academic Excellence

The Manitoba School Counsellors' Association has placed \$10,000 in Certificates of Deposit to earn interest in order to provide scholarships to members who wish to upgrade their counselling qualifications. The number and value of scholarships to be awarded each year will be determined by the Awards Committee. The total amount of the awards each year shall not exceed the annual accrued interest from the Certificates of Deposit.

Conditions of Eligibility

1. The major criterion in determining the award is academic excellence. Professional and academic references will also be considered.
2. The applicant must be a current member of the Manitoba School Counsellors' Association.
3. The award is to be used to help with the cost of full or part-time counsellor education programs at the Post-Baccalaureate or Masters level.
4. In the case of two or more students applying, greater consideration will be given to those in the final phases of their program of study.
5. The scholarship will be granted for courses to be taken in the 10 month period following the April application deadline.
6. Applicants may receive the scholarship award only once during their counsellor education program.
7. Proof of registration will be required prior to the disbursement of the award.

Application Procedures

Apply directly to the MSCA providing the following information:

1. An official transcript of university standing to date.
2. Two letters of reference from professional and/or academic associates.
3. A letter of application outlining:
 - a) the details of the applicant's counsellor education program, including the name of his/her faculty advisor.
 - b) the applicant's rationale for feeling that he/she would be a worthy recipient of a scholarship.
4. Please include your full name and contact information and forward the application to:

Awards Chair, MSCA
c/o Manitoba Teachers' Society
191 Harcourt Street
Winnipeg, Manitoba R3J 3H2

The deadline for applications will be April 20th each year.

Announcement

The scholarship awards will be announced at the annual general meeting of the MSCA in May, with a printed announcement to follow in the subsequent issue of the *Manitoba School Counsellor* magazine. The recipient may claim the award by submitting proof of registration to the awards chairperson.



Manitoba School Counsellors' Association
Caring • Collaborative • Competent

NAME:

FIRST NAME

LAST NAME

ADDRESS:

STREET

TOWN/CITY

PROVINCE

POSTAL CODE

MAILING ADDRESS (if different from above):

STREET

TOWN/CITY

PROVINCE

POSTAL CODE

TELEPHONE:

()

BUSINESS

()

HOME

SCHOOL AND SCHOOL DIVISION or EMPLOYER:

MEMBERSHIP INFORMATION:

☐

new

☐

renewal

Are you a Manitoba Teachers' Society member?

☐

yes

☐

no

MEMBERSHIP TYPE:

☐

full

\$25.00

☐

student

\$15.00

☐

associate

\$15.00

MEMBERSHIP FEE (2010-2011):

(employed as a counsellor or counsellor-educator,
holds PBDE/M.Ed./training as a school counsellor)

(enrolled in a post-secondary institution in a program
that provides training in school counselling)

(supports MSCA, but does not meet criteria of full
member)

Please print this form and send, with membership fee*, to:
MSCA Registration c/o The Manitoba Teachers' Society, McMaster House
191 Harcourt, Winnipeg, MB R3J 3H2

*Please make cheques payable to Manitoba School Counsellors' Association



KNOWLEDGE

IS WITHIN REACH. MAKE IT YOURS.

With a wide variety of course offerings and locations across Manitoba, **University College of the North** will give you the post-secondary education you need for the career you want.

Choose your future and grab it.
Visit us online for more information.

Degree, diploma, certificate and apprenticeship programs
Two main campuses and 12 Regional Centres

OWN YOUR FUTURE
UNIVERSITY COLLEGE OF THE NORTH



UNIVERSITY COLLEGE OF THE NORTH

www.ucn.ca