

manitoba School Counsellor

.....spring 2011



in this issue

.....

- **Explore Your Next Step: The 2011 Rotary Career Symposium**
- **Doggone Good Therapy! Pet Therapy in Schools**
- **Why Post-Secondary Planning is Important**
- **Safe Schools Manitoba: Ensuring Our Schools are Safe**



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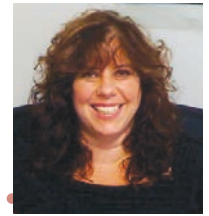
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President's Message

Angie Cieszecki



Welcome to the third edition of the Manitoba School Counsellor magazine. I am writing to you as the president of the Manitoba School Counsellors' Association (MSCA). The MSCA members are advocates of young people; we recognize the need to unite people who share the same goal to support the social and emotional needs of children and young adults. Our hope is to share information and resources that equip young people, and the adults who help them, with skills and knowledge. We know that every day young people are presented with challenges that can affect their ability to come to school and be successful, you will find helpful information in this magazine and will join a network of counsellors and caring adults with this same goal.

The MSCA meetings are once a month. We meet to share our experiences and offer a one hour professional development/sharing session at the beginning of each of our meetings. The MSCA members have a wealth of knowledge and have presented on their innovative programming. Our first meeting this year began with Carolynne Pitura and her four-legged friend, Mortimer, where together they have touched the lives of young people in a profound way. You will find an article in this edition highlighting the work of Carolynne and her certified pet therapist partner Mortimer.

Our second session this year gave me an opportunity to share with you the Seven Habits of Highly Effective Teens pro-

gram. The Seven Habits of Highly Effective Teens is a powerful skills-based program that uses teen-friendly language. The program is based on the novel *The 7 Habits of Highly Effective Teens*, a bestselling book written by Stephen Covey and adapted by his son Sean Covey. The program teaches seven time-tested habits and discusses how young people can apply them to the tough issues and life-changing decisions they face.

Ruth Hargrave, our past-president and consultant from the Summit Educational Resources Consulting Services, presented on the Five Basic Needs session. She spoke about the five basic needs in William Glasser's book, *Counselling with Choice Theory*. She described behaviour as purposeful and an effort to meet these needs. We assessed our five basic needs and examined what drives our own behaviours. The needs assessment, as well as the use of Glasser's reality therapy questions, can be used at your school with students to help them discover effective, healthy relationship and conflict resolution skills.

Our president-elect Joëlle Émond took us through the Healthy Lifestyles Program, a program she created based on educational research for her thesis. The three parts of the program explore eating right, regular exercise, and social/emotional health. Émond selected students grades five through eight from École Saint-Germain School. What an incredible opportunity to change some of the messages children receive from a very young

MSCA Executive & Board Members 2010-2011

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age related to food from our parents, peers, and the media. The program attempts to alter some of the powerful messages that often impact youth and are carried throughout their lives affecting self-esteem, self-worth, and confidence.

Our guest speaker in February was Dr. Glen McCabe, who presented on "Foundational Counselling: The Underpinnings of Helping" that looked at emotional counselling and a need for counsellors to re-visit it.

We are running a session on March 10, 2011 at the Manitoba Teachers' Society on Gender Issues designed for teachers, school counsellors, resource teachers, and educational consultants that will examine issues surrounding diversity, sexual orientation, and gender identity/expression in a school setting. Workshop participants will develop an understanding of the diversity of gender identity/expression issues and learn how to embrace the entire breadth of students and colleagues within this spectrum. Topics will provide an understanding and sensitivity that will enable providers to ensure the highest quality of service for, and the inclusivity, of our students. Go to our web page for registration information at msca.mb.ca and to find other valuable professional development events. Become a member to receive reminders of our monthly meetings and professional development activities.

Look for the Manitoba School Counsellors' Association booth at the Career Symposium. The participants of the symposium will be reminded of the valuable role counsellors play in helping young people look for future career possibilities.

This will be my last president's message to you. It won't be long before I hand over the responsibilities to the very capable president-elect Joëlle Émond. She has been an incredible support to me and I very much feel we have taken steps together on this adventure leading counsellors in the province of Manitoba. We share the vision of supporting and providing occasions to connect with like-minded helpers and provide professional opportunities for you. Thank you also to the wonderfully strong and faithful executive members Ruth Hargrave, Carolynne Pitura, Wendy Henriksen, Carla Bennett, and Sharon Labossiere who can always be counted on.

Enjoy this year's edition of the *Manitoba School Counsellor*, brought to you by DEL Communications Inc. I would also like to acknowledge the hard work and passion of managing editor Shayna Wiwerski and technical editor Jan Stewart.

Take some time to read the pages, relax, and enjoy! 📖

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Doggone Good Therapy

Pet Therapy at John Henderson Junior High School is getting paws-itive results.

BY TWILA DRIEDGER

Mortimer is more than a man's best friend. He's a canine comforter and confidant to grade seven to nine students at John Henderson Junior High School in Winnipeg.

That's what school counsellor, Carolynne Pitura, discovered when she started to bring her purebred dwarf Labrador retriever to work.

"He's part of positive self-esteem building," Pitura explains. "He breaks down the barriers."

In junior high, where adolescent students are saddled with newfound self-consciousness and social pressures, Pitura believes the unconditional love of a pet can be pivotal to improving the social, emotional, educational, and behavioural skills of students.

While Mortimer, the quintessential "Wal-Mart Greeting Dog," as Pitura puts it, is the perfect pooch for the position, Pitura says many different breeds of dogs excel as therapy dogs in animal-assisted therapy, including poodles, cocker spaniels, labradoodles, and golden retrievers.

But really, any dog over the age of one year that meets the training prerequisites and completes the orientation can become a therapy dog volunteer through St. John Ambulance's Therapy

Dog Services. According to St. John Ambulance's website at www.sja.ca, canine characteristics that make a dog fit for co-therapy include a calm nature, an acceptance of people, and knowledge of a few commands, such as sitting and staying put.

Pitura became inspired about incorporating her dogs in her work after attending a session on the use of facility dogs in schools at the National Middle School Association Conference in Denver, Colorado. A dog lover who breeds yellow, black, and chocolate Labrador retrievers, Pitura was overflowing with ideas on how to blend her passion with her profession. Soon after, Pitura signed on for certification.

"[Mortimer and I] got involved with St. John's Ambulance Dog Therapy Program with the idea of going in and doing therapy work in hospitals, nursing homes, and institutions."

Mortimer had no trouble passing the course's canine test for good behaviour, and in the summer of 2009, the two became one step closer to becoming co-therapists.

“When I’m hurt, he gives me hugs and kisses. When I’m having a bad day, he comes and cheers me up,” explains one of the school’s many students affected by Mortimer’s unconditional love and acceptance.

But the path to practicing pet therapy in school wasn’t completely smooth. One of the road blocks was the concern for allergies. By posting a letter on the school website informing parents of the program, and highlighting the benefits, Pitura worked to dispel the allergy and safety concerns and make her dream of having her dog come to work with her a reality. Since the program started in fall of 2009, it has had the full support of parents, students, and staff.

Originally, Pitura targeted special needs students with social emotional challenges who weren’t connecting with others, had extreme disabilities, and significant behavioural issues.

“Just for the kids to come and touch, communicate, sit, and quietly brush the dog was a huge triumph,” she explains.

But as more and more students started to connect with Mortimer, his role began to change. Students aren’t just reading stories to him anymore; they’re sharing their souls with him.

“Initially, when Mortimer started to work, he would have the kids read to him,” Pitura details. “From there it expanded once other students knew Mortimer was in the building. It’s not just the motivation of our funded kids, now it’s any kids. If you’re grieving, or sad, or angry, or need a mediation and Mortimer’s in the building, he seems to be the one that is the logical connection to get those kids to calm, to refocus, and to think in a more positive light.”

“When I’m hurt, he gives me hugs and kisses. When I’m having a bad day, he comes and cheers me up,” explains one of the

school’s many students affected by Mortimer’s unconditional love and acceptance.

“I use him in my counselling office, with a child grieving. Mortimer knows and he’ll just go and sit on their feet, and you’ll see them leaning over and petting him, and he just diffuses that grief, that sadness,” Pitura praises.

Mortimer is also giving students a sense of responsibility. Pitura says that she tasks her students with walking Mortimer in order to infuse self-confidence and self-importance.

“I feel very important when it is my turn to walk Mortimer,” one student says.

“I like to walk Mortimer... He makes my anger go away,” explains another.

According to John Henderson’s vice-principal Wendy Waldner, the results have been remarkable.

“Telling a student, ‘I’ve got a job for you’ has an amazing calming effect,” she explains.

Diffusing anger, encouraging positive self-esteem, and giving unconditional love and acceptance are just a few things Mortimer crosses off his to-do list when he visits the school once a week. But somewhere in his busy schedule he still finds time to gloat.

“He’s pretty proud when he goes home,” Pitura adds.

Pitura “graduated” from junior high this past June after 35 years as a school counsellor. But that doesn’t mean she’s hanging the leash up any time soon. In fact, she’s working towards getting another one of her Labradors certified in July. 🐕

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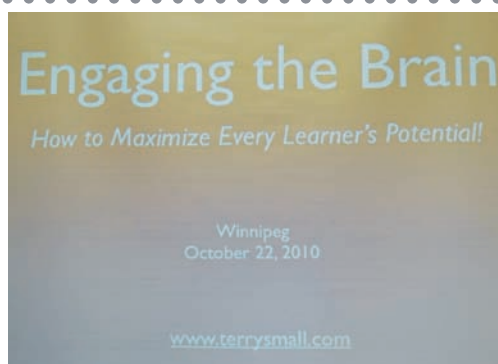
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Remember ... You are a Genius!

Speaker Terry Small presented to school counsellors at last year's SAG conference.

BY SHAYNA WIWIERSKI



I bet you didn't know that the ideal temperature for the brain to learn is 68 degrees Fahrenheit. Or that 85 per cent of the messages in your brain are dedicated to keeping you alive. Or even that right now, as you are reading this, you are only using one per cent of the potential of your brain. These were just some of the things that Terry Small presented on during his Engaging the Brain, How to Maximize Every Learner's Potential! workshop on October 22, 2010.

Small presented to a crowd of educational professionals during Manitoba's professional development day, also known as SAG (Special Area Groups), put on by the Manitoba Teachers' Society. The event was held at the Holy Eucharist Parish Centre and he discussed topics on brain engagement principles, like why the brain pays attention, gets stuck, thinks, and works.

"We remember only what we pay attention to. The brain pays attention to what we want. If the brain doesn't pay attention, there will be no learning. What's the best strategy to link an engaged brain with worthwhile content or process?" says Small, who did 180 lectures and workshops alone last year.

Small, who was an educational teacher for close to 30 years in elementary, high school, and university, broke up his lecture into two parts – brain engagement, where it comes from and why it is important; and brain engagement principles, such as the 150 principles and what they were.

"The main thrust of the workshop in the morning is to make people aware of how critical brain engagement is, and the ongoing interplay between the brain and the environment. In the afternoon we talked about the practical principles, specific ideas, and then what it looks like in the classroom and counselling session or staff meeting."

Small, who currently resides in Vancouver, B.C., also talked about the four main functions of the brain – the brain thinks in pictures; the number one job of the brain is to keep you alive; it takes new information and connects it to something already in the brain; and the brain is always engaged with the environment.

Mike Talgoy, who teaches adults at Yellowquill College, learned a lot at the lecture.

"We learn through our brain; and if I can learn, through Small's presentation, ways to learn ways to engage Yellowquill's students, then everyone is going to benefit," says Talgoy. "A lot of students haven't been terribly successful – probably because a lot of them haven't been taught to engage properly."

Lisa Seguin, a resource teacher from Thompson, Manitoba, agrees.

"The brain research stuff is interesting and it can help us to reach the kids that are tough nuts to crack," says Seguin.

Small, 57, has done lectures all over the globe and his online newsletter, *The Brain Bulletin*, has over 23,000 subscribers. Small also has a DVD, *How to Get Better Grades in School*, along with another DVD and a book on the way. His website is www.terrysmall.com.

Even though he has presented to variety of other working professionals including the RCMP, health care workers, Canada Revenue auditors, and more, teachers have always had a special place in his heart.

"Parents, kids, and teachers are great; those are my roots," says Small. "That's my group. I enjoy all kinds of groups, but I've always enjoyed kids. I love my business groups, but I'm most at home with working with the educational community." 📌

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The Transition Period

Why post-secondary planning is more important than you may think.

BY SHAYNA WIWIERSKI

When it comes to the transition from high school to university, the “freshman 15” takes on a whole new meaning.

“Nationally, from high school to university, the student’s average will drop from 15 to 18 per cent because of transition; it’s a whole different system that [students] aren’t used to, and that can be hard,” says Peter Brass, director of student services and the university advisor at St. John’s-Ravenscourt school.

Entering university for the first time can be difficult. You meet new people, money may be tough, and you become more independent. Significant social, financial, and family relationship changes occur, and students may not be prepared for the transition.

A lot of high schools in Winnipeg don’t offer programs to teach students how to prepare for university. However, according

to Brass, who has been helping students plan for university for the past 25 years, this sort of preparation is imperative before they head out to the post-secondary level.

“Students, more than any other group, have been in the school setting from kindergarten to Grade 12, with which they have tremendous familiarity. It’s a constricting system, very directive, and then all of the sudden there is a complete rupture in their life; they go from a system they are used to, to one of different approaches and where there is maximum freedom at the post-secondary level,” says Brass. “From leaving Grade 12 in June to arriving at the campus in September, it can throw them off-course. People no longer tell them what to do; they merely suggest what to do and assume the student understands it’s a directive.”

Brass meets with Grade 12 students every cycle to go over the tools of the trade, like admissions, scholarships, the process of transition, university lingo, and other tips and tricks like used books, timetables, professors, and more.

“If you have a heads up in advance, it can really save you, and the university, a lot of grief.”

And it’s not just students that Brass prepares for the transition, it’s their parents too.

“Dealing with kids is one part of it, the flipside is their parents. Every April I have an evening at the school for Grade 12 parents – you have got to give them a heads-up, too. Financial expectations, who’s paying for what, is the child taking the family car to school are just a few of the issues; you need to make sure that these conversations are taking place between the students and parents in a timely manner.”

Knowing all these things in advance can really avoid a lot of grief in the long run. Choosing what school is right for you may be one thing, but knowing what to expect is another. Perhaps a more important piece of the puzzle, Brass thinks that post-secondary planning should be implemented in more schools.

“If the school board thought it had value, which I think it does, [the program] can be implemented in a matter of a few days,” says Brass. “Students find it very valuable, and for parents it’s a good wake-up call before things are about to happen.”

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Playing it Safe

Safe Schools Manitoba help make sure our schools are trouble-free.



BY LEA GUNNER

The Columbine High School massacre took place in 1999, when the graduating class of 2011 was just six years old. Today's students have grown up hearing about violent events in schools, and as a result, violence is something that students are accustomed to hearing about and dealing with every day.

"When you get to high school, [violence] is one of those things that you expect," says Natalie Gervais, a 15-year-old student at Sturgeon Heights Collegiate in Winnipeg, Manitoba. "It's just something that happens and it's something that's not really shocking anymore."

According to the Canadian Centre for Justice Statistics, youth violent crimes have increased 30 per cent since 1991, even though overall crime rates have dropped. Youth homicide rates have risen 41 per cent since 1997.

There has been considerable debate on the causes of violence in schools, including the availability of weapons, sex, and violence in the media and video games. But what matters to youth is just being able to go to school and feel safe.

The Manitoba government, school administrators, teachers, and parents make safety a top priority in schools to ensure students feel at ease and are able to focus on the things that should matter to youth – homework, friends, and having fun. In 2004, the provincial government enacted safe school legislation to protect today's students.

"[The legislation] is a really important first step to ensuring safety in schools," says Mary Hall, director of Safe Schools Manitoba. "All schools are required to have a code of conduct laying out their expectations for behaviours, typically relating to bullying, and all schools are required to have an emergency response plan in the event that an emergency occurs in school."

The legislation was recently amended to address the issues of cyber safety, including bullying and threats made online.

These measures make most students feel safe when they're in class each day.

Gervais says that despite feeling less safe in some areas, overall she feels safe in school. She credits her feeling of security to the presence and supervision of teachers and other school staff. The 11th grader believes that most students are generally more worried about other issues than violence happening in their school.

"Overall young people do feel safe going to school," Hall agrees. "There certainly are some incidences that arise that threaten the safety of students and the school, but I do believe those incidences are rare and isolated. I think schools are very safe. They're working hard to keep the students safe."

Hall believes that school counsellors play a critical role in ensuring the emotional and physical safety of students.

"We need to have open communication. It has to be ongoing where students have some vehicles to share their concerns," says Hall. "Maybe it's writing in journals or they talk about what's going on. They need a safe way to share any issues that are going on in their lives or school or community."

Hall also recommends opening the lines of communication through an online venue, regular face-to-face meetings, or current affairs discussions in class that can lead to more personal issues.

"Even one adult can make a difference by showing that they care, listening to their students, and responding to their concerns. It is all about positive, respectful relationships," says Hall. "We hope everyone has that one person in their home or community, but in some cases, it's someone in their schools."

School counsellors can be that positive role model and mentor for youth to go to with concerns or questions or just when they need to talk to someone. Incidences that threaten the emotional and/or physical safety of students may still arise, however, they are less likely to occur when all students have a positive connection to at least one adult, says Hall.

"I think being a good listener is a huge preventative piece," says Hall. "Ask some questions; get to know the student as a person and that will open the door. It will certainly take some time. It is important for a counsellor to form a long-term relationship, and over time, when the student sees that school counsellor as supportive, they'll be more likely to open up."

While it's distressing to think that some students have to deal with violent situations, provincial schools have adapted to provide students with a safe learning environment. All these measures also provide youth with the knowledge and tools they need to handle major issues as they grow up. Students are more likely to be resilient and they are better prepared to overcome any obstacles in their lives.

"If an incident does occur, the children who are challenging know they can go to someone and the children being criticized know they can go to someone and their issues and worries can be addressed," says Hall.

For more information on Safe Schools Manitoba, visit www.safeschoolsmanitoba.ca.



Business Degree Opens Doors, Expands Minds

*The Asper School of Business
at the University of Manitoba.*

BY JUDY WILSON



*A business degree
opens the door to
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So many high school grads say they don't know what they want to do 'when they grow up', but they do know they want their life to be interesting and their work to be meaningful. A Bachelor of Commerce (Honours) degree from the Asper School of Business will set them on the path to self-discovery and fulfillment – regardless of the specific destination they end up in.

For more than 70 years, the Asper School has been Manitoba's business school, meeting the needs of this province by helping future scholars, entrepreneurs, business owners, and corporate leaders discover their talents and their passions through the study of business.

"Our approach to learning takes students way beyond the books to work experience terms in local companies, hands-on experience organizing campus events and conferences, and international study experience at 26 institutions around the world," explains dean Glenn Feltham. "We are highly connected with the business community through the Associates of the Asper School – Manitoba's premier network of business leaders, who are very involved in the school. We have created a vibrant community of learning with an international flair that gives students connections for life – through knowledge they gain and friendships they forge. We pride ourselves on providing a student experience that is second to none."

The Asper School of Business ranks among the top business schools operating in Canada and among the only five per cent of schools internationally that have earned accreditation from the Association to Advance Collegiate Schools of Business (AACSB). And, the school excels in the area of business planning, where it ranks as number one in the world for first-place finishes in student-level business planning competitions.

"Those competitions put our students on the world stage and see them competing for real investment dollars with actual venture capitalists," says Feltham. Some of the resulting companies have gone public and continue to develop their products and services in the marketplace. The Asper

School has twice been invited to ring the closing bell at NASDAQ in New York City, in celebration of the Stuart Clark Venture Challenge – an Asper School competition that has established a track record for helping to launch some of those public companies.

Direct Admission from High School

An exciting development for new high school grads is that, effective in 2011, top-rated high school students can now enter the Asper School directly from high school. They are no longer required to enter via the UI route at the University of Manitoba.

“Students have been wanting this access route into our school for a while,” explains Feltham, “and we’re pleased to be able to offer this improvement to our entrance tracks.” For more details, please visit “The Rules Have Changed” on our website at www.umanitoba.ca/asper.

The Asper School has about 1,600 students enrolled in a full range of academic programs, including the Bachelor of Commerce (Honours) program, the Asper MBA, M.Sc. and PhD programs, as well as a range of executive programs.

Learning Beyond the Classroom

The school’s ‘learning beyond the classroom’ approach includes a very successful co-op program, the largest at the U of M– an Aboriginal Business Education program, and an international exchange program. The students explain the value in their own words.

“As a co-op student, I was able to apply what I learned during a work term to what was being taught at university, while at the same time, applying what I was learning at university to the projects I was engaged in at work,” says Kelsey Noakes, who was the Asper Co-op Student of the Year for 2009. Over the course of her three work placements at Winnipeg’s Birchwood Automotive Group, Noakes became an



integral member of the Birchwood team – first in marketing, then HR and IT. She now works full-time in the HR department as Birchwood’s recruiter.

“My time at the Asper School was greatly improved for being a part of the Aboriginal Business Education Partners program,” explains Sara Cook, who graduated with a B.Comm (Hons) degree in 2008. “I was on the Association of Aboriginal Commerce Students and helped organize a variety of events, including a trip to Montreal to attend the Aboriginal Finance Officers Association national conference. I became more confident and gained work experience that helped me towards my goal of becoming a CA.” Today, Cook is working at BDO Dunwoody and working towards her CA designation.

“My exchange experiences in Spain and Singapore were, hands down, the highlight of my university experience,” says Dylan Hoemsen, a finance and international business grad who graduated in 2009. “I found that the time abroad developed my character and gave me experiences that I now apply to my daily life here. I learned a lot about working with others from varying backgrounds, the importance of patience, and being open to an array of opinions, thoughts, and management styles.”

Many Options.

Many Destinations.

Bachelor of Commerce (Honours) students can choose from 13 majors ranging from human resources and marketing to actuarial mathematics, international business, and supply chain management (see website for the full list and details). The Asper School houses five academic centres that focus on different areas of study: Accounting and Finance, the Stu Clark Centre for Entrepreneurship, the Centre for Accounting Research and Education, the Warren Centre for Actuarial Studies and Research, and the Transport Institute.

No matter what interests the student arrives with, the Asper School of Business offers a wide range of study paths, each of which will take the student on a journey of self-discovery and exploration that will set them on the path to success in business – and in life.

Judy Wilson is the director of marketing & communications at the Asper School of Business. She can be reached at Judy_Wilson@umanitoba.ca or 204.474-8960.

Explore Your Next Step

Promote the 2011 Rotary Career Symposium and prepare your students.

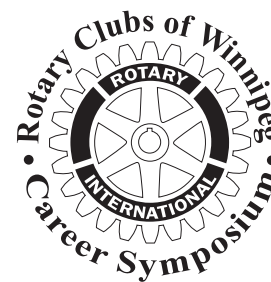


PHOTO CREDIT: JEFF MILLER



The 2011 Rotary Career Symposium (RCS) will be held April 6 and 7 at the Winnipeg Convention Centre. The Rotary Career Symposium is Western Canada's premier event for students to gain information about possible career paths and provides opportunities for the students to learn how to achieve their goals for the future.

The 2011 career symposium will feature over 175 exhibitors offering information on educational and employment opportunities. These booths are staffed by people experienced in interacting with students. The booth personnel are prepared with information to answer any questions the students may have and will provide them with materials to take home and review after the symposium. Additionally, the symposium features 70 speaker sessions that cover a variety of possible career paths. Speakers present on what their career is like, what paths they took to achieve their goals, alternate ways to access the opportunity, and where their career could take them in the future. Students are given an opportunity to interact with the speakers after each session.

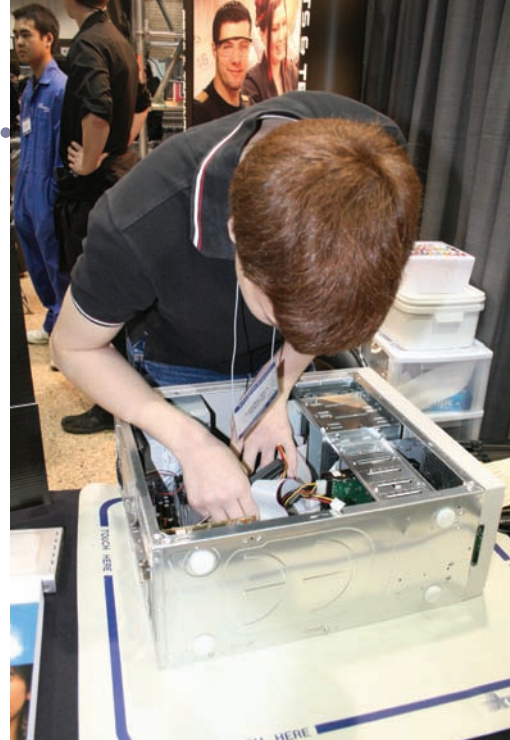
With so many resources at their disposal, some students can be left feeling overwhelmed. Your guidance will allow the students to get the most out of this important event. Promote the symposium and prepare your students.

- Encourage your students to explore the RCS website, www.career-symposium.org

- Place the RCS poster in prominent places in your school
- Link to the website from your school's website
- Place an ad in your school newspaper

The website contains many resources that you and your students can use. The Career Seekers page includes information related to how to start making career choices and has a list of recommended questions to ask exhibitors. It also includes a document to help them determine their career goals and links to websites related to career planning. The educators and parents page includes suggestions to help you get ready for the symposium.

- Have your students complete projects or assignments related to setting career goals in advance of the symposium
 - Visit the Manitoba Education Career Development page for links to the Blackline Masters that include a number of related assignments, www.edu.gov.mb.ca/k12/cur/cardev/index.html
 - The Career Cruising website, www.careercruising.com, also contains some valuable student activities that could be completed in advance
 - Two weeks prior to the event, all pre-registered schools are sent enough show guides/day planners for all registered students
 - These guides contain information on the exhibitors they will have the opportunity to visit at the symposium and a schedule of speaker sessions
 - The day planner section of this guide has an area students can use to track what sessions they are most interested in attending and what booths they are most interested in visiting
- Please review these with your students and encourage them



to complete this page; completing this information in advance will help ensure that they don't miss the sessions that are of most interest to them.


- Give the students an assignment related to the career symposium
 - Have them provide a written report on their favourite three booths and their favourite speaker session and how these relate to their career goals
 - Have a classroom discussion about their experiences at the symposium and what they learnt by attending.

After the symposium, build on their experience by continuing to promote the RCS website and other resources related to their future careers.

The best way to help students take advantage of the oppor-

tunities the symposium provides is to spend some time on advance preparation. Being prepared in advance will help them stay on track while at the event and provide them with the tools they need to participate fully in the 2011 Rotary Career Symposium.

If you haven't yet registered your school for the 2011 Rotary Career Symposium, contact Coralee Dolyniuk at (204) 975-8209, or by email at info@career-symposium.org. Registration forms are available online at www.career-symposium.org.

The Rotary Career Symposium is governed by a board of directors comprised of members of the Rotary Clubs of Winnipeg, staff of Service Canada, Manitoba Education, and the Manitoba School Counsellors' Association. 

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In 2011, we will offer 62 awards, bursaries, and scholarships valued at \$158,700. Students currently in high school or registering for post-secondary education in September are eligible for 47 of those.

Eight individual Generating Futures Scholarships, valued at \$10,000 each, will be awarded this year. In addition to the educational funding, students will also receive the option of summer employment.

To be considered for a Generating Futures Scholarship, students must be of Aboriginal ancestry, be registered as a full-time student in a post-secondary educa-

tional institution, and have a minimum 60 per cent course load in Engineering, Business, Information Technology, or Engineering Technology. First year students are required to provide a copy of their acceptance letter to the school along with a final transcript from their last year of high school.

Nominate Your Students

Teachers can nominate their students for either the Manitoba Hydro Mathematics or Science Fair Award, valued at \$200 each. Nominated students must be of Aboriginal ancestry.

Aboriginal Pre-Placement Program

Aboriginal candidates who have successfully completed their high school diploma but do not have the minimum qualifications for direct entry into one of our Trades Training Programs can apply for an Aboriginal Pre-Placement Program,

where they will have access to academic upgrading. To participate, the applicants must have proof of Aboriginal ancestry, a valid classified driver's licence; and one of the following: English 40, Math 40S (Applied or Pre-Calculus), or Physics 30S/40S.

Trainees are paid while they receive their academic upgrading. Once the upgrading is complete, they will participate in fieldwork alongside crews to get practical work experience in one of the following trades programs:

- Electrical Operating Technician
- Mechanical Operating Technician
- Electrical Technician
- Power Line Technician

Summer Employment

We are committed to supporting youth enrolled in academic programs by offering employment in the energy industry through our summer student employment program.

*Students are a big part of our future.
At Manitoba Hydro, we are proud
to help make their dreams a reality.*

Each year, we hire approximately 350 summer students throughout the province in areas such as accounting, engineering, business, information technology, and construction. The summer student employment process begins in January for spring hires.

To apply, students must do the following:

1. Submit an electronic resume to summerstudent@hydro.mb.ca
2. Register with STEP Services at www.studentjobs.gov.mb.ca

STEP Services is responsible for all referrals and placements for students seeking work in the provincial government and Crown corporations.

The Importance of Self-Declaring

At Manitoba Hydro, we are building a workforce that reflects the diversity of our province; therefore we are committed to the practice of employment equity.

Historically, women, persons of Aboriginal ancestry, persons with a disability, and members of visible minority groups faced barriers in the workplace. It is Manitoba Hydro's intention to ensure that members of these four under-represented groups are given the opportunity to participate equitably in employment and career advancement opportunities consistent with their abilities and aspirations.

When applying for employment or for educational funding, it is very important that the student self-identify if they are a member of an employment equity group either in their cover letter or in their online application.

For more information on student opportunities, or to schedule a classroom Career Awareness presentation, please visit our

website at: [www.hydro.mb.ca/careers/
student_opportunities](http://www.hydro.mb.ca/careers/student_opportunities)
or call (204) 360-7282 or
toll free 1-800-565-5200. ☎



Opportunities for Students

**Students are a big part of our future.
At Manitoba Hydro, we are proud to
help you make your dreams a reality.**

High School Graduates

- Electrical, Mechanical, Gas and Line Trades
- Aboriginal Pre-Placement Trades programs

College Graduates

- Telecommunications & Control and Relay Protection & Control

University Graduates

- Engineer in Training, Business, Information Technology

Other Opportunities

- Summer student employment, awards, bursaries and scholarships, and work experience.

Generating

Generating bright futures

For more information;

Go to our website at www.hydro.mb.ca/careers/student_opportunities;
Call (204) 360-7282 or toll free 1-800-565-5200





Manitoba Farm Mentorship Supports Young Farmers

BY BOWEN SMYTH



The image of farming is changing as today's youth catch on to current trends in food production and distribution. Young people are aware of dwindling fossil fuels and are responding to the need to conserve energy. By getting involved in local and organic food production, youth are indicating their priorities for the environment and for their communities. Organizations around the world are recognizing this shift, providing youth with opportunities to learn about and participate in organic farming.

As the majority of Canadian farmers approach retirement, a new generation of

farmers is needed. Now is a great time to think about farming as a career. For students with an interest in sustainable farming, the Manitoba Farm Mentorship program (MFM) is here to connect wannabe farmers with the training and knowledge that experienced mentor farmers have to share.

As a program of the Organic Food Council of Manitoba, the MFM provides small-scale urban and rural farmers with networking, mentorship, and training resources. Small-scale farming is more sustainable, requiring fewer pesticides and fertilizers that impact human, animal, and

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environmental health. Since it is adaptable to urban environments, small-scale farming is gaining popularity among youth who live in city centres. Young adults are using their creativity and adaptability to radically transform the way we approach food production.

For more than a decade, the number of organic farmers in Canada has been significantly increasing. With a growing demand for local and organic food, the MFM exists to assist entrepreneurs, farmers, and food producers in meeting this need. The focus is on organic and sustainable farming, supporting efforts such as local food production, soil fertility, and pesticide-free, non-genetically modified food.

If you are interested in becoming part of an agricultural system that benefits producers, consumers, and the environment, the Manitoba Farm Mentorship is once again offering grants for youth. Our New Farmer Challenge offers paid on-farm internships with mentor farmers who have extensive knowledge about organic and sustainable farming. In addition, the winners of this challenge will be enrolled in farmer training courses and workshops.

Whether you have grown up on a farm or have never set foot outside of the city, the New Farmer Challenge can help you achieve your goals. Drew Bouchard, a 22-year-old participant in last year's challenge, highlights the benefits of this unique program.

"There were countless amazing experiences there for me that I will remember for the rest of my life. I can't wait to have a greenhouse and organic farm of my own someday."

More details about the New Farmer Challenge will be announced this spring by the Manitoba Farm Mentorship. For more information, connect with the MFM at www.manitobafarmmentorship.ca.



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A Look at Systems Beauty College

At Systems Beauty College in Brandon we have many years of experience teaching hairstyling and nail technology in the salon environment and in the classroom setting. Our programs prepare students for a career that combines artistic flair and specialized skills. After the completion of an apprenticeship, hairstylists and nail technologists can work independently at their own small business or as part of a team in a larger salon. We provide training services to support all career paths.

Systems Beauty College services support professional development in Manitoba's Red Seal-endorsed hairstylist trade. Students who register as apprentices in the hairstyling trade during or upon completion of this program are eligible to receive time credit towards their apprenticeship training program. All of our accredited programs are hour-based with hairstyling requiring 1400 hours of education and nail technology requiring 400 hours. Donna Pawchuk, director and main instructor of the college, has

been in hairstyling for over two decades. She spent much of that time teaching at several schools, as well as owning her own salon. Pawchuk and her former colleague brought E-Hair College to Brandon in 2006. In 2010, Pawchuk bought the school and Systems Beauty College was formed. The recently renovated premises offer a full range of services and clients to prepare students to become the salon-ready graduates that employers seek.

Systems Beauty College offers the first Canadian online hairstyling program following the accredited E-Hair Learning System. The program is completed mostly at home through the use of online videos downloaded from the E-Hair website. Students submit digital photos of their work for assessment and ongoing feedback. The program includes 320 hours of client-based training conducted at Systems Beauty College in the sixth and twelfth month.

Systems also offer customized educational programs to apprentices and licensed stylists from Manitoba and those out of province seeking Manitoba's Red Seal hairstylist trade certification. Students will be assessed and assisted to select the necessary areas for development. These services include individual upgrading, refresher courses, and exam preparation instruction. These programs are tailored to the individual student and prices vary depending on the specific requirements.

Manitoba holds one of the highest standards of training in Canada. Our nail technology program has been complimented as one of the most sought-after courses in its field. The hands-on systems used are highly regarded in our industry. Students develop manicure and pedicure skills including gel nails, nail art, and massage techniques.

Our approach is that by learning the proper systems and foundations you can make anything work for you. Our training systems give you the perfect foundation for total success in the industry. With our extensive client base you will also learn the most current and up-to-date trends. Our environment is friendly and comfortable. Students learn in both a classroom setting and on the salon floor serving real customers. This reinforces the professional skills and attitudes that contribute to success. Systems Beauty College is your first step towards a career in hairstyling and nail technology. ✍️

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Free Patient Safety Resources for Counsellors, Teachers and Students

BY MARLENE VAN HELDEN, M.ED., CONSULTANT, MANITOBA INSTITUTE FOR PATIENT SAFETY

When you order a meal, you ask questions. It's the same when you buy a car. But do you ever ask questions about your health care?

Most of the time, people's experiences as patients and family members in the health care system are positive. However, sometimes things don't go as planned. In Canada and the world, there are still significant numbers of people being harmed or who die as a result of their care and not the treatment process or risk involved. Patient safety involves a complicated interaction among institutions, technologies, and individuals – including patients themselves. In other words, patient safety is everyone's responsibility!

But, what tools do people need? For most people, it isn't easy to understand medical terms. Many people find health care settings scary or are too ill to speak for themselves. People are not always comfortable asking their health care providers questions. They don't speak up for themselves or their loved ones. The Manitoba Institute for Patient Safety (MIPS) is focused on patient safety awareness. It encourages Manitobans of all ages to "Learn to be Safe".

Youth can learn about important ways to make their health care, and that of their family members, as safe as possible. These actions can become life-long practices that ultimately create positive health outcomes in all settings (community clinic, doctor's office, pharmacy, hospital).

Schools can play a major role by informing students about health and patient safety as these topics blend with current curriculum topics. Counsellors, teachers, and students can access MIPS's resources for a variety of reasons.

The MIPS is an independent, non-profit organization and registered charity

governed by a board of directors. Its mandate is to promote patient safety for all Manitobans. The MIPS's materials can be used in several ways:


- as learning tools for classroom delivery related to health awareness/patient safety, advocacy, communications, and citizen rights;
- as practical tools for students who must take medications or are receiving services from our health care system; and
- by counsellors and other staff who support students and families on an individual basis.

Here is what the MIPS has to offer:

- A comprehensive website with links to national patient safety resources. Items can be downloaded/printed in a variety of languages. Teachers can use the site to enhance their lessons or to advise students. Students can research the site to grow as alert consumers of health care services (or to assist others).
- A Patient Safety Toolkit will be launched in June 2011 with a wide range of patient safety topics. These include: Your Rights as a Patient, The Role of the Patient Advocate, Safe Use of Medications, Speaking with your Doctor, Speaking with your Pharmacist, Access to Health-care/Medical Records, When Harm Happens, During your Stay in the Hospital, Preparing for Surgery, and more. The kit's purpose is to help the public learn to be active in conversations with health care providers. Teachers can use these topics to supplement their current teaching tools. Students may refer to the guides if receiving health care services.
- The 'It's Safe to Ask' medication card is important for anyone taking medications,

including children and youth. In an emergency situation, this completed form can help avoid negative medication reactions if an individual's medication information isn't available.

- The Patient Advocate Form guides a conversation between a patient and a trusted friend/family member. Advocates are needed to assist patients with conversations while attending medical appointments, tests, etc., as well as other important tasks.
- The MIPS's brochures/posters can be posted in counselling offices, student services areas, and libraries. The MIPS is open to suggestions from schools if other related-resources are needed or if its current resources can be adjusted to suit specific needs.

For more information and to view resources, go to www.mbips.ca and www.safetoask.ca, or call 927-6477 or toll-free at 1-866-927-6477. 

It's Safe to Ask

Ask your doctor, nurse or pharmacist...



- 1 What is my health problem?
- 2 What do I need to do?
- 3 Why do I need to do this?

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www.safetoask.ca



Annual School of Writing at CMU Nurtures Manitoba Writers

BY N. KAMPEN

Manitoba children/young adult authors Anita Daher, Martha Brooks, and Colleen Sydor at the 2010 School of Writing.



The School of Writing at the Canadian Mennonite University (CMU) serves as both a training ground and a teaching forum for Manitoba writers.

Founded in 2007 by writers and teachers Rudy Wiebe, Sue Sorensen, Paul Dyck, and John Longhurst, the group envisioned a school of creative writing, originally headed by Wiebe and held each spring, as an exciting addition to the Manitoba writing scene, while raising the profile of creative arts programming at CMU. The beautiful CMU campus, located at the edge of the Assiniboine Forest in Winnipeg, provides an inspiring setting for writers.

Now in its fifth year under the direction of CMU associate professor of English Sue Sorensen, the school has welcomed over 25 Manitoba authors as instructors and guest readers, including such well-known names as David Bergen, Margaret Sweatman, Jake Macdonald, Armin Wiebe, Sarah Klassen, Martha Brooks, and Di Brandt. Until his recent death, Manitoba mystery writer Michael Van Rooy played a key role in the running of the school, and will be greatly missed. Over 200 students have benefitted

from the personal attention of these experienced writers, and many have gone on to publish books and build networks and friendships with other writers.

"We are pleased to offer our participants such high quality instruction from very talented writers each year," says Sorensen. "There is something about the shape of the intensive five-day writing workshop that works particularly well. There's time to do some real work on manuscripts, and time to get to know fellow writers. And because our instructors are seasoned professionals, students benefit from hearing their stories of failure and achievement."

The School of Writing in 2011 welcomes acclaimed writers to its May 9 – 13 program at CMU's Shaftesbury campus. Presenting this year's writing workshops are: Marina Endicott, author of the award-winning *Good to a Fault*, teaching a course on fiction writ-



ing; innovative preaching instructor Allan Rudy-Froese, leading a new course on writing sermons; Myrna Kostash, author of *Prodigal Daughter: Journey to Byzantium*, instructing a course on creative non-fiction writing; and Joanne Klassen, leading her popular life writing course.

One of the big advantages of attending the school is that it allows participants to connect with people who share a love of writing.

"Having such a small group was awesome as we all got to know each other very well," says Rachel Barber, a former student at the school. "Those friendships lasted well beyond the School of Writing."

Brian Hay, a participant in the 2010 Life Writing class, particularly appreciated the opportunity to build a network with people of similar interests and motivation.

"The School of Writing helped me big time in terms of meeting other amateur writers and forming a writers' group," comments Hay.

The Canadian Mennonite University is an accredited Christian university offering undergraduate degrees in the arts, music, music therapy, theology, and church ministries, as well as master degrees in theological studies and Christian ministry. The CMU is a member of the Association of Universities and Colleges of Canada (AUCC). Located in Winnipeg, Manitoba, CMU has over 1,700 students at its Shaftesbury Campus in Southwest Winnipeg, at Menno Simons College in downtown Winnipeg, and enrolled through Outtatown, CMU's adventure and discipleship program.

Visit the School of Writing website at
www.cmu.ca/schoolofwriting.

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Hands-On Learning Within Reach

The University College of the North



UCN dental assisting students using the DEXIS system.

Educators know that students learn better when instructors employ different styles of learning. The University College of the North (UCN) is a leader in hands-on learning, employing innovative approaches and cutting-edge technology that complement classroom lectures. As a result, students graduate prepared for the varied careers they want, regardless of their program.

"It is critical to students that they can apply the theory they are learning to practice—whether it is in the sense of building objects, creating learning environments for children, or improving dental health," said Dr. Kathryn McNaughton, UCN vice-president of Academic and Research. "Blending theory and practice is

appropriate and helps students think about the whys of what they're learning."

All five UCN faculties incorporate hands-on learning to varying degrees, but with universal success. Whether students are enrolled in the relevant and accredited programs in health, education, trades and technology, arts and science, or business, they will have many opportunities to put their learning into practice before they even leave school. The UCN is a growing institution that provides more and more training and practical experience that many employers both value and demand.

"The Dental Assisting program continues to offer the highest quality education. With the addition of the state-of-

the-art DENTRIX dental practice management software and DEXIS digital imaging technology, students at UCN are on the leading edge of employer expectations for entry to practice. It is the only dental assisting program in Manitoba that uses both technologies," said Dr. Peter Nunoda, dean of Health.

The UCN's Early Childhood Education program (ECE) places its students in a community daycare facility for a total of 13 weeks over four semesters. The placement diversifies their preparation and gives students the necessary practical training that can serve them in as many as 10 related careers.

"They take the theory and go into applied learning. You have to have that kind of experience with kids in order to make the theory make sense," says ECE instructor Laura Sweeney. "My students come back after their first-semester lab and say, 'I totally get what you mean now.'"

Many students enrolled in computer programming courses at some other institutions find that their instruction is composed mostly of following the steps listed in a textbook. The UCN's two-year Computer Programmer/Analyst diploma program engages students through instructor-led classes and projects relevant to the students in addition to theory-establishing lectures.

"Our project courses set us apart," says instructor Rob Helstrom. "Our students have the opportunity to work on a



large team project such as setting up a website for a local business or large community event. Writing a program that has meaning for you is way more useful than just following along with a book.”

Other programs in the UCN’s Faculty of Trades and Technology blend theory with hands-on work. Culinary Arts students prepare meals for staff and students, as well as provide catering for special events. Carpentry students use exciting equipment such as the computer numerical control machine for designing and cutting components for furniture and doors. Welding students test the theory they learn every day with projects they create in their lab. And the addition of a new scenario house gives basic electrical students the opportunity to wire a home without leaving the classroom environ-

ment. Law Enforcement students also use it to learn about safe ways to approach and enter a building during a high-risk situation.

The UCN Business students also benefit from hands-on training. Since an increasing number of administrative assistants have event-planning duties, the UCN prepares students in the Administrative Assistant program by involving them in this kind of work early on. They organize the annual Back to School Bash every fall. It is always a successful community event.

The UCN will have a renovated and expanded campus in The Pas next year. There will be a new campus in Thompson in 2013. Regional centre facilities are currently undergoing renovation and construction. As the institution expands, so do the learning opportunities for stu-

dents. The institution is continually coming up with new ways to offer learners the best practical training possible in order to give its graduates an edge over the competition when seeking employment. With hands-on learning, knowledge really is within reach. ✍

MSCA

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Red River College: A Desirable Post-Secondary Option

Hands-on learning approach gives graduates a leg up in the workplace.

With its commitment to applied research, new degree options, and partnerships with other post-secondary institutions, Red River College (RRC) is an increasingly desirable choice for high school graduates planning their educational futures.

The college — Manitoba's largest institute of applied learning, with over 110 full-time programs and more than 32,000 enrolments annually — is one of several academic institutions currently comprising the post-secondary landscape in Manitoba. But with each passing year, more and more students are opting for RRC's industry-renowned "hands-on" approach to learning.

One driver is the introduction of four-year degree programs, including Bachelor's degrees in Nursing and Construction Management. Another key factor is the college's ongoing commitment to incorporating experiential work placements in its programming, a strategy that gives RRC graduates a definite advantage in the workplace.

"Employers want to hire graduates who are already trained, and who have been through that hands-on learning component," says Jennifer Powell, a recruitment officer at RRC. "Our students often graduate with work experience and a reference — something they can put on a resume, which translates to a really valuable quality for employers."

The college's focus on experiential learning has led to increased partnerships with other universities and schools, in particular those that share the vision of making work placements a core component of any curriculum.

As a result, the college now offers a number of joint diploma/degree programs — in conjunction with the University of Winnipeg and the University of Manitoba — in such fields as Disability Studies, Creative Communications, Applied Biology, and Applied Chemistry.

The college also has articulation agreements in place that lead to credit transfer opportunities with dozens of post-academic institutions around the world. This broadens the range of credentials available via RRC, enhancing the institution's capacity to turn out well-trained, highly-skilled graduates who are capable of meeting the increasingly complex labour demands that drive Manitoba's economic growth.

Yet another strength of Red River College is that its instructors come equipped with a proven industry background — and that experience benefits students in the classroom.

"The college actually hires instructors in part because of their industry experience," says Powell. "It's important because they pass that directly through to the students — showing them what it's like to do their job in real life."

"Students really appreciate this type of applied learning because they get more than just theory," she adds. "They acquire the skills needed to succeed in the workplace, right off the hop."

For more information about post-secondary options at Red River College, see www.rrc.ca.

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.

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.

lors' 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.

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.

HAVE YOU REGISTERED YOUR STUDENTS?

ROTARY CAREER SYMPOSIUM

April 6 & 7, 2011 - Winnipeg Convention Centre

April 6th, 9:00am - 3:00pm & 6:00pm - 9:00pm

April 7th, 9:00am - 3:00pm



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www.career-symposium.org



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