

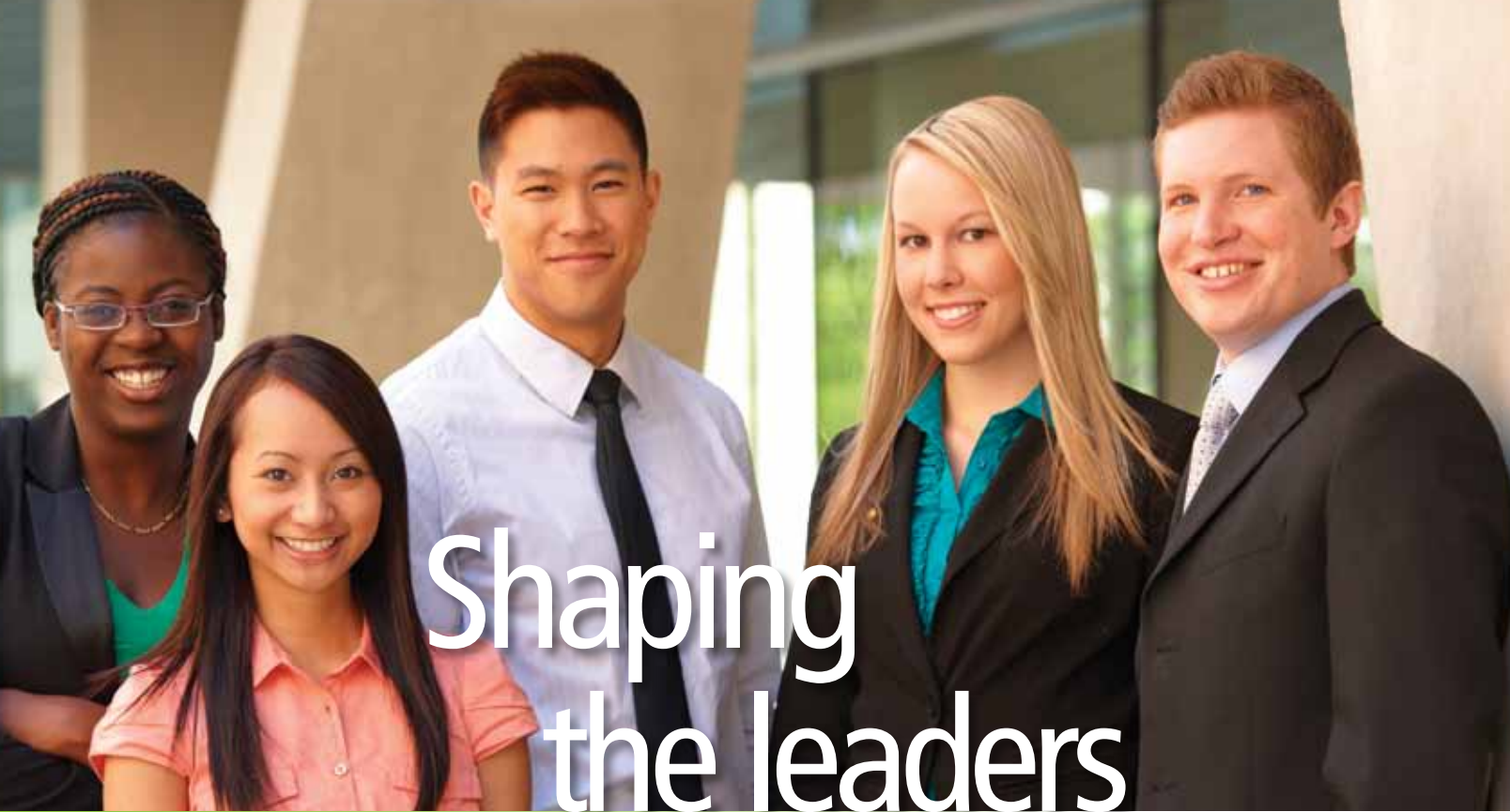
manitoba *School Counsellor*

fall 2012



in this issue

- **Apprenticeship: training and certification without breaking the bank**
- **The do's and don't's of school counselling records**
- **Working more effectively with youth who have mental illnesses**
- **Youth anxiety in a school setting**



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President
David Langstaff

Publisher
Jason Stefanik

Managing Editor
Shayna Wiwierski
shayna@delcommunications.com

Sales Manager
Dayna Oulion

Advertising Account Executives
Ross James
Jim Norris

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Art Director
Kathy Cable

Layout/Design
Dana Jensen

Advertising Art
Reanne Dawson
Julie Weaver

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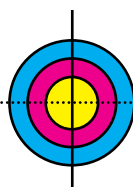
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MSCA president's message

Carla Bennett



As September began with the fast-paced bustle of back to school, I truly hope that the summer months provided everyone with relaxation and rejuvenation to tackle another school year! I am looking forward to this year, serving as the president of the Manitoba School Counsellors' Association (MSCA).

Last year was a successful year for MSCA as we reviewed the important lessons of self-wellness and taking the time to take care of ourselves to ensure best practice and longevity in our jobs. Joëlle Émond (MSCA president 2011-2012)

worked tirelessly throughout the year to bring counsellors across the province informative and practical PD sessions and our successful SAGE conference. It was wonderful to work with her and learn from her.

This year, our board meetings will follow the same format as last year beginning with a one hour, free PD session on current counselling topics and issues. This is to encourage counsellors to continue their professional growth, as well as make connections with other counsellors in the province. The dates of these

meetings are as follows: November 21st, January 23rd, March 20th, and our holiday dinner (December) and AGM (May) will be TBA. For more information please see our website at www.msca.mb.ca.

MSCA's continued goal is to provide support and resources for counsellors around the province. We are always interested in hearing your ideas and/or concerns, and to work together as a committee to meet these requests.

Our first goal as executive is to provide counsellors with an interesting and practical SAGE conference on October 19th. Our theme is Mental Health in the School System and the day will be broken into two half-day presentations. In the morning, Dr. Andrew Hall and Tamara Roger from Manitoba Adolescent Treatment Centre (MATC) will address the topic of autism, and in the afternoon, Dr. Altman, Michelle Horkoff, and Frances Gambin from St. Boniface Hospital will discuss anxiety. An overview of clinical features, common functional challenges, and typical pharmacological interventions will be provided in both presentations, as well as practical strategies to support children and adolescents in activities of daily living at school and at home. For more information and to register for SAGE, please go to www.msca.mb.ca.

In closing, I would like to wish everyone a great start to the school year and I look forward to working with each of you. ✍️

The group of dedicated individuals who will serve as the 2012-2013 MSCA executive are as follows:

- President-elect, SAGE Council REP – *Charu Gupta*
- Past-president, SAGE conference chair, website chair – *Joëlle Émond*
- Secretary, awards – *Carolynne Pitura*
- Treasurer – *Gemma Skelton*
- Treasurer special accounts – *John Cooke*
- Manitoba School Counsellor (technical editor), Rep. - U of Winnipeg – *Jan Stewart*
- Public relations/social chair – *Jennifer Stewart*
- Manitoba education – *Katherine Roberts*
- Membership chair, Safe Schools – *Karen Mozden*
- Career symposium – *Ruth Stargardter*
- Canadian counselling and psychotherapy association – *Lorna Martin*
- Rep. - University of Manitoba – *Glen McCabe, et al.*
- Member at large – *Wendy Henriksen*
- Member at large – *Angie Cieszecki*
- Member at large – *Susan Hocken-Attwell*
- Member at large – *Jon Olafson*
- Member at large – *Judi Park*

This year, our board meetings will follow the same format as last year beginning with a one hour, free PD session on current counselling topics and issues.

Manitoba School Counsellors' Association (MSCA)

STRATEGIES FOR SUPPORTING STUDENTS WITH AUTISM AND ANXIETY DISORDERS

Chief Peguis Junior High, 1400 Rothesay Street, Winnipeg, Manitoba R2G 1V2

Registration – through the Manitoba School Counsellors' Association
website: www.msca.mb.ca

MORNING KEYNOTE:

*Dr. Andrew Hall - psychiatrist (MATC)
and Tamara Roger, occupational
therapist (MATC)*

MORNING SESSION TITLE:

"I Don't GET this Kid!" -

*Understanding how to help kids with
autism spectrum disorders (ASD)*

This presentation will cover a myriad of issues faced by children, adolescents, and their family members when dealing with a diagnosis of ASD. An overview of diagnosis, clinical features, common functional challenges, and typical pharmacological interventions will be provided. The audience will receive information on the process of referring children and adolescents to obtain services. Insights into living with ASD and the impact on the family system will be reviewed. Practical strategies to support children and adolescents in activities of daily living (including key concepts to utilize in school and home environments) will be discussed. In addition, mechanisms to support families in team building and coping with a diagnosis will be provided. The audience will also have an opportunity to ask questions and receive general recommendations.

AFTERNOON KEYNOTE:

*Dr. Altman, psychiatrist; Michelle
Horkoff, occupational therapist; and
Frances Gambin, Student Services
teacher*

AFTERNOON SESSION TITLE:

*Anxiety Disorders - Practical
strategies for the classroom for
students with anxiety disorders*

This presentation will provide an overview of the various anxiety disorders in children and teens, as well as information about associated features of these disorders. Information will also be

provided about ways to identify highly anxious children especially within the classroom setting. Treatment approaches, both psychological and pharmacological will be reviewed. A major focus of this workshop will also be on providing attendees with practical suggestions and strategies that may be used in the classroom to assist children and teens with anxiety disorders. Participants will have the opportunity to apply some of their newly acquired knowledge through participation and interaction. A question and answer period will also be included. ✍



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2012 MSCA AGM Recap

This year, the MSCA AGM was held on May 29, 2012 at Pineridge Hollow. We had a spectacular dinner followed by great discussion and an awards ceremony. It was a great evening and we all had a chance to wind up the year and make plans for next year. The new executive members were elected and Joëlle Émond passed the gavel off to Carla Bennett who will now be serving as MSCA president. Charu Gupta is president-elect.

This year's award recipients were Jon Olafson, who was awarded the MSCA Scholarship and Kristen Mann-Simpson who was awarded the William E. Schulz Scholarship. Board meetings for the 2012/13 year will be held at Westwood Collegiate. 📝



L-R- Carla Bennett, Joëlle Émond, and Angie Cieszecki .



Carolynne Pitura (right) with William E. Schulz scholarship winner Kristen Mann-Simpson.



MSCA scholarship winner Jon Olafson (left) and William (Bill) Schulz.

Counselling case records – recording service

BY KATHRYN ROBERTS

School counsellors keep records to plan, implement, and track the sequence and nature of services provided in the areas of counselling, prevention programming, and guidance education. Comprehensive and developmental school guidance and counselling programs enhance and promote student learning. School counselling addresses developmental needs and is a component of the school-wide program.

The Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach (2007, Manitoba Education), was developed as a support document for schools. Specific information is provided to assist school counsellors. Chapter 7, Note-taking, Information Sharing, and Record Keeping, clarifies the importance of creating and maintaining effective records, processes for the access, storage, transfer, and disposal of records, along with guidelines related to ethical decision making, information sharing, and disclosure of confidential information. The document is available online at: http://www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/index.html.

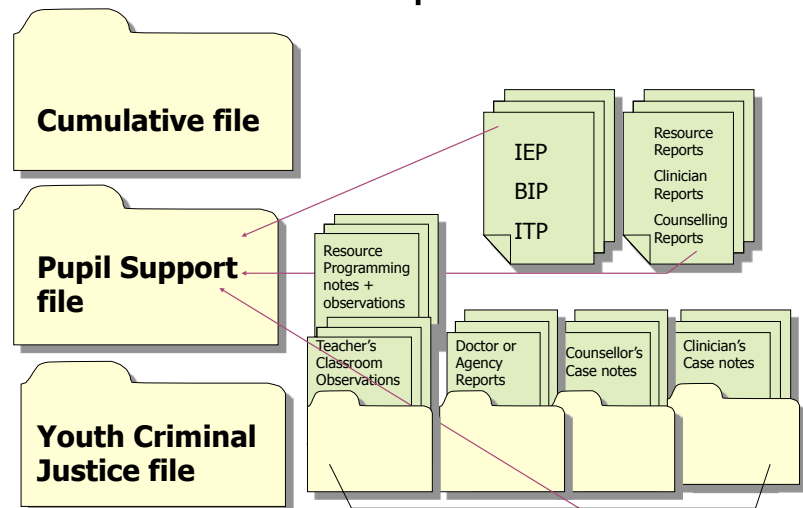
School counselling records exist for students who, with informed consent, are engaged in a counselling relationship with their school counsellor. It is the responsibility of the counsellor to inform students and parents, as appropriate, that counselling records must be kept. The purpose of keeping counselling case records is to keep documentation appropriate to providing support to the student. Typically school counselling case files exist for students engaged in ongoing counselling, there is no require-

ment to create case files for every student a counsellor interacts with during the school day.

Counselling case notes are managed

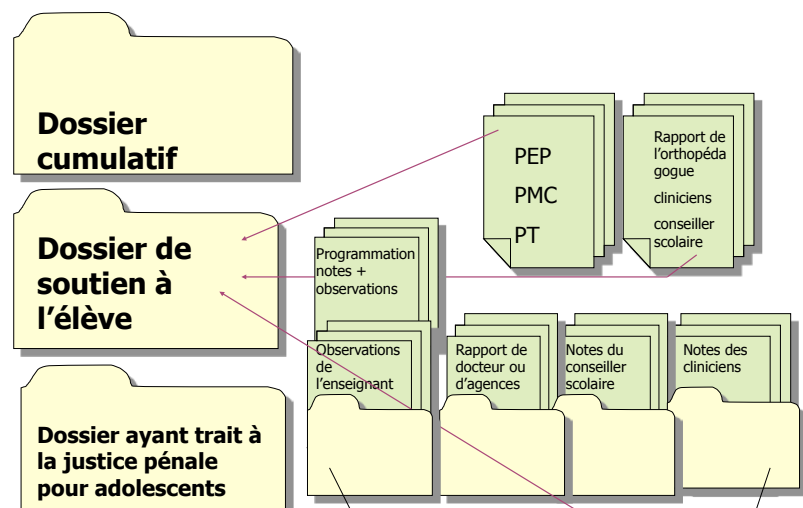
in accordance with *The Public Schools Act*; regulations under *The Education Administration Act*, and comply with school division policies and protocols;

The Pupil File



Manitoba Pupil File Guidelines, (revised 2012 p. 11-15)

Dossier de l'élève



Lignes directrices sur les dossiers scolaires au Manitoba, (révisé en 2012 p. 12-16)

All recorded information created or received, regardless of the physical format or characteristics (e.g., paper, electronic, audio, video, etc.) constitutes a record, and is therefore part of the counselling record.

the Manitoba Teachers' Society Code of Professional Practice; *The Freedom of Information and Protection of Privacy Act*; and *The Personal Health Information Act*. Information 'recorded' in any form by a person in the employ of a school division about a pupil is a record, including counselling case notes, and is in the custody, and under the control of the school division/district. The record and form in which it is recorded, located or stored is subject to all provisions respecting access and privacy under legislation. All recorded information created or received, regardless of the physical format or characteristics (e.g., paper, electronic, audio, video, etc.) constitutes a record, and is therefore part of the counselling record. Counselling records are retained according to the *Manitoba Pupil File Guidelines, the Guidelines on the Retention and Disposition of School Division/District Records*, and school division policies. School counsellors need to be familiar with the current provincial laws, legislation, and school division policies relevant to record keeping.

file must be referenced in the cumulative file, cross-referenced in the Pupil Support File, summarized and transferred where applicable. Suitable precautions should be taken to ensure that privacy interests are appropriately protected.

School counsellors should annually review counselling records to ensure they are current and comply with school division policy. Information may be culled when it is no longer relevant to the educational programming and advancement of the student. This professional decision is guided by school division policy and is usually based on the value, severity and prevalence of the information, the length of time lapsed, and the student's current functioning and performance. Nevertheless, a reference of counselling service provided remains as a notation in the cumulative file if applicable.

Components of the Pupil Support File (including counselling records) are culled, safely secured, and retained at the school (or a prescribed secure location) for a period of 10 years after a student ceases to attend a school operated by the board if

regulations set out under *The Education Administration Act* and the policies of the school division. Generally, the summary counselling record (see sample C14 in Sourcebook) is transferred as part of the Pupil Support File with appropriate security measures (at times professional to professional, marked confidential). The sending school does not retain information on a student who has transferred to another school. Duplicate information and information that is not necessary for the schooling and provision of education services to the pupil may be culled and destroyed. This process must follow school division policy. The transfer of information should be conducted in consultation with the student and when appropriate, the parents whenever possible, to assist the student with understanding the transition process and building a positive relationship with the school counsellor at the receiving school.

Files are kept as part of the counsellors responsibility as an employee of a school or school division. The files, notes, and records of a school counsellor are the property of the school division and therefore requests for information and transfer of files are regulated by *The Public Schools Act* and guided by school division policy and the *Manitoba Pupil File Guidelines*. When a school counsellor leaves the school, the counselling records transfer to the school counsellor's successor.

Kathryn Roberts is a consultant with Manitoba Education in the Program and Student Services Branch. Her area of responsibility includes school guidance and counselling. She can be reached at Kathryn.Roberts@gov.mb.ca or 204-622-2057.

Manitoba Pupil File Guidelines

<http://www.edu.gov.mb.ca/k12/docs/policy/mbpupil/mbpupil.pdf>

Guidelines on the Retention and Disposition of School Division/District Records

<http://www.edu.gov.mb.ca/k12/docs/policy/retention/retention.pdf>

A common question from school counsellors is where and how long the confidential counselling case notes/records are kept. Counselling case notes are part of the Pupil Support File (see diagram) but maintained in a separate, confidential, secure file (away from the cumulative file) in the school counsellor's office at the school where the student attends. The existence of a counselling

the pupil file has not been transferred to another school (*Guidelines on the Retention and Disposition of School Division/District Records*, p. 22).

When a student with a counselling file transfers or transitions to another school within Manitoba, a summary counselling record that is relevant to the student's educational programming should be transferred according to the

Working more effectively with youth who have mental illnesses

BY CHRIS SUMMERVILLE, EXECUTIVE DIRECTOR OF THE MANITOBA SCHIZOPHRENIA SOCIETY

The brain is the source of everything that we are. It is the source of our ability to speak, to write, to think, to create, to love, to laugh, to despair, and to feel hopeless. There is a clear and consistent link to the fact that illnesses like psychosis, depression, schizophrenia, and bi-polar disorder are treatable and recovery of a quality of life is possible. They are not a result of weakness or a character fault. These are real and complicated disorders that can be effectively treated from a bio-psycho-social-spiritual perspective.

What is a mental illness? Wikipedia defines it as follows:

A mental disorder or mental illness is a psychological pattern, potentially reflected in behaviour, that is generally asso-

ciated with distress or disability, and which is not considered part of normal development of a person's culture. Mental disorders are generally defined by a combination of how a person feels, acts, thinks, or perceives. This may be associated with particular regions or functions of the brain or rest of the nervous system, often in a social context. The recognition and understanding of mental health conditions have changed over time and across cultures and there are still variations in definition, assessment and classification, although standard guideline criteria are widely used. In many cases, there appears to be a continuum between mental health and mental illness, making diagnosis complex. According to the World Health Organization (WHO), over a third of people in most countries report problems at some time in their life which meet criteria for diagnosis of one or more of the common types of mental disorder.

We know so much more about serious brain disorders than we did even 20 years ago. Clearly, these are no-fault illnesses that affect the brain, the most complex of human organs. The exact causes remain unknown and are probably multiple. Most of the problems people with mental illness experience are compounded by society's social prejudice, one of the cruelest and most prevalent forms of bigotry that exists.

The Canadian Mental Health Association says, "According to Statistics Canada, teenagers and young adults aged 15-24 experience the highest incidence of mental disorders of any age group in Canada. The school environment poses distinct challenges, but research and experience has showed that with understanding and co-operation on the part of administrators, teachers, parents and students, a young person's education does not have to be derailed by a mental illness or mental health problem." (<http://www.cmha.ca/mental-health/find-help/education/>).

As noted above, stigma continues to be a huge problem for people living with mental illness. It undermines a person's sense of self, relationships, well-being, and prospects for re-



covery. It prevents people from seeking help and inhibits others in taking action to help. Communities are proving they can make a difference through education and awareness programs. One such program is the Centre for Addictions and Mental Health's program, Talking About Mental Illness. It can be found

at: http://www.camh.ca/en/education/teachers_school_programs/resources_for_teachers_and_schools/talking_about_mental_illness/Pages/talking_about_mental_illness.aspx. Designed for teachers and guidance counselors, the program helps to increase awareness about mental illness and the stigma that

TOP 11 MYTHS ABOUT MENTAL HEALTH

SOURCE: CANADIAN LIVING AND PATHSTONE MENTAL HEALTH

Myth #1: Mental health problems do not affect children or youth. Any problems they have are just part of growing up.

Reality: One in five children and youth struggle with their mental health. 70 per cent of adult mental illness begins during childhood or adolescence, including: depression, eating disorders, obsessive compulsive disorder, and anxiety disorders. However, 79 per cent of youth who receive help improve significantly with treatment, which lasts less than 12 sessions for 66 per cent of them.

Myth #2: It is the parents' fault if children suffer from mental health problems.

Reality: Mental health disorders in children are caused by biology, environment, or a combination of both. They can be caused by genetics or biological factors such as a chemical imbalance or prenatal exposure to alcohol or drugs. They can also be the result of abusive or neglectful treatment or stressful events.

Myth #3: People with a mental illness are "psycho", mad and dangerous, and should be locked away.

Reality: Most people who have a mental illness struggle with depression and anxiety. They have normal lives, but their feelings and behaviours negatively affect their day-to-day activities. Conduct disorders or acting out behaviours are consistently the primary reason for referral to a children's mental health agency.

Myth # 4: All people with schizophrenia are violent.

Reality: Very little violence in society is caused by people who are mentally ill.

Unfortunately, Hollywood often portrays mentally-ill people as dangerous. People with a major mental illness are more likely to be victims of violence than perpetrators.

Myth #5: Depression is a character flaw and people should just "snap out of it".

Reality: Research shows that depression has nothing to do with being lazy or weak. It results from changes in brain chemistry or brain function. Therapy and/or medication help people to recover.

Myth #6: Addiction is a lifestyle choice and shows a lack of willpower.

Reality: Addictions involve complex factors including genetics, the environment, and sometimes other underlying psychiatric conditions such as depression. When people who become addicted have these underlying vulnerabilities it's harder for them to simply kick the habit.

Myth #7: Electroconvulsive therapy (ECT), also known as shock therapy, is painful and barbaric.

Reality: ECT is one of the most effective treatments for people whose depression is so severe that antidepressant medications just don't do the job and who are debilitated by the depression.

Myth #8: People with a mental illness lack intelligence.

Reality: Intelligence has nothing to do with mental illnesses or brain disorders. On one hand, many people with mental disorders are brilliant, creative, productive people. On the other hand, some people with mental disorders are not brilliant or creative. Certain mental illnesses may make it difficult for people to remember facts or get along with

other people, making it seem like they are cognitively challenged. Overall, the level of intelligence among people with mental illness likely parallels the patterns seen in any healthy population.

Myth #9: People with a mental illness shouldn't work because they'll just drag down the rest of the staff.

Reality: People with mental illness can and do function well in the workplace. They are unlikely to miss any more workdays because of their condition than people with a chronic physical condition such as diabetes or heart disease. The real problem is the prejudice against hiring people with mental illness. The resulting unemployment leaves them isolated, a situation that can add to their stress, and make it more difficult to recover from the illness.

Myth #10: Mental illness is a single, rare disorder.

Reality: Anxiety disorders, mood disorders, personality disorders, addiction disorders, and impulse control disorders are all different categories of very different mental illnesses – each with its own features and underlying causes. Each mental illness is a variation on the theme of brain chemistry gone awry; affecting things like mood and perception, and each has its own specific causes, features, and approaches to treatment.

Myth #11: People with a mental illness never get better.

Reality: Treatment works! Treatments for mental illnesses are more numerous and more sophisticated than ever and researchers continue to discover new treatments. Because of these advances, many people can and do recover from mental illness.

surrounds it. It is based on the experiences of three communities that participated in the program and the steps they took to increase awareness and understanding of mental illness.

Also, the following resource has been developed to provide educators with valuable information and programs that can improve the health of the children schools. The resource consists of a variety of agencies, community-based programs and services, and resources relevant to mental health. The resource has been developed according to the Ministry of Education's Foundations for a Healthy School framework. This program can be found at <http://www.halton.ca/cms/one.aspx?objectId=12025>.

Having said all that, what can YOU do individually? How can YOU make a difference? Here are some suggestions:

1. Tell people who are misinformed that "mental illnesses are not what you might think they are!"
2. Share information about treatment and recovery. Those living with mental illness are just like those living with diabetes and heart disease. They are people of worth and value who have hopes and dreams. Treatment works. Recovery is possible!
3. Share your "story" as a person living with a mental illness or as a friend or family member. Personally knowing someone who has a mental illness can go a long way in impacting society's social prejudice towards those living with mental illness.
4. Support funding so that mental illnesses are looked upon as just as important as other physical illnesses, and not treated as a stepchild of the medical/research community.
5. Be a stigma buster! Stigma is what keeps many people from seeking the help they need. The negativity and misunderstanding that often surrounds mental illness can create fear and cause shame, which in turn causes unnecessary pain and confusion. Also, watch the media. When you hear stigmatizing language (crazy, psycho, nuts, loose screw, schizophrenic, etc.), address it. See a person, not an illness or a label.
6. Let your MLA know how you feel about the need for improved community supports and services for people living with mental illness to be able to lead lives of quality. Safe affordable housing is an example.

Terry Broza and Tammy Lambert live with schizophrenia but both have positive mental health and are active volunteers in their Manitoba communities.

"People with mental illness can live beyond the limitations of the illness, but it takes the support of a caring community," they state. "Unfortunately many people need to change their minds about how they view people with schizophrenia, especially the myths and misconception."

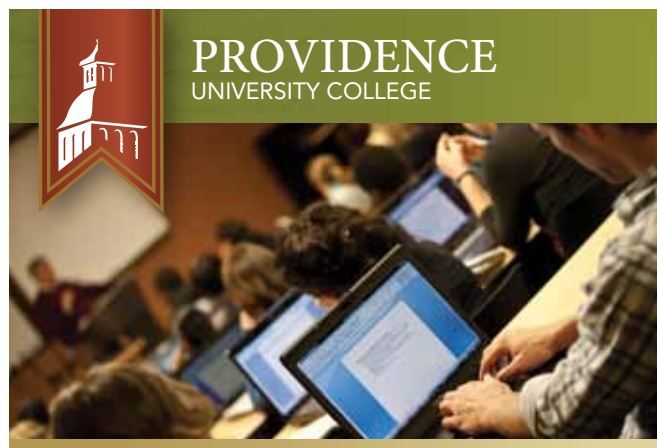
Both volunteer at the Manitoba Schizophrenia Society and at FACES. Lambert just completed a degree in Occupational Therapy and Broza is a motivational speaker inspiring hope of recovery from mental illness. Both Broza and Lambert are part of a drama group that goes out to high schools correcting misconceptions and myths.

The Manitoba Schizophrenia Society wants the public to know that schizophrenia is not what you think it is! Schizophrenia is not the same as being psychopathic. It's not the result of bad parenting or a weak personality. Schizophrenia is not the same as multiple personality disorder. Schizophrenia does not automatically lead to violence. Schizophrenia is not hopeless. In many cases it is not even forever. Treatment for schizophrenia and recovery is not just about medication.

People with schizophrenia and psychosis and other forms of mental illness can lead a quality of life with the appropriate medication options, therapy, and community mental health supports and services. Unfortunately, individuals with schizophrenia and their families often say that living with the social prejudice that results from public misconception is worse than the illness itself.

The Manitoba Schizophrenia Society exists to transform the way society thinks about, acts towards, and supports those living with schizophrenia and psychosis in Manitoba. For more information, visit www.mss.mb.ca.

As a family member and a recipient of mental health services, Chris Summerville has been the executive director of the Manitoba Schizophrenia Society since 1995 and is also the CEO of the Schizophrenia Society of Canada. In 2007, Prime Minister Harper appointed Summerville to the Board of Directors of the Mental Health Commission of Canada.




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Everyone is beautiful, no matter the weight

THE CANADIAN MENTAL HEALTH ASSOCIATION - MANITOBA CHAPTER

It is no secret we live in a thin-obsessed, hyper body-conscious society. On a daily basis we are exposed to the message that in order to be successful, accepted, and happy we need to look a certain way; that our weight and the way we look holds tremendous importance in the quality of our lives. With that, we are also sold (and we buy) the message that with a healthy diet and exercise, weight-loss and the “perfect body” (ie: thin) is attainable for everyone, further setting us up for feelings of failure and inadequacy when we find we don’t “measure up”. Youth, most definitely, are being caught in the crossfire.

In fact, in 2001 it was found that eating disorders are the third most common chronic illness in adolescent girls. A decade later, this statistic is being reviewed and debated with some studies arguing it is now the number one most common illness affecting today’s youth in Canada. According to a 2002 survey, 28 per cent of girls in Grade 9 and 30 per cent in Grade 10 engaged in extreme weight loss behaviour. In the same study, it was found that four per cent of adolescent males in this age group were using anabolic steroids or engaging in other dangerous weight-loss behaviours, demonstrating body preoccupation and attempts to alter one’s body are issues affecting both men and women.¹

It is important to note that the diet industry and messages from the media are not the sole cause of eating disorders. Eating disorders (the three most common being anorexia nervosa, bulimia nervosa, and binge eating disorder) are multi-faceted, complex illnesses which usually present themselves as a result of a “perfect storm” involving a number of contributing factors including social pressures, stress,

depression, anxiety, and low self-esteem. Also, well-intentioned health information about the risks of obesity can perpetuate concerns about body size while promoting dieting to lose weight. With the start of a new school year, it’s safe to say many, if not most of these factors are affecting the kids in the hall to some degree.


While many of these contributing factors are out of our control, there are many things we can do to foster body-positive environments in our homes, communities, and schools. Below are some suggestions to help students build self-esteem and feel empowered in their bodies, their lives, and their futures.

- Consider starting an extra-curricular body image network with students who want to participate in promoting health at any size and are interested in supporting peers who struggle with body image and weight preoccupation. **
- Develop health class curricula about size and shape diversity, eating disorders, disordered eating patterns, body image concerns, and why diets don’t work.**
- Encourage students to practice media literacy and develop an understanding of advertising ploys that promote body dissatisfaction, sexualisation of women, and the cultural idealization of thinness. **
- Plan activities for Eating Disorders Awareness Week. Decorate the bathrooms with positive affirmations on sticky notes, have a ‘Body Positive Day’, or create an empowering art project the whole class can participate in.
- Challenge any school activities which promote weight loss or emphasize appearance. (ie: A school fashion show –

ensure students of ALL body types are represented and participating.)

- Discourage labelling food as “good” or “bad”. Adapt the mentality that all food is good and can fit in a healthy, balanced diet and lifestyle.
- Evaluate your own relationship with food and how you feel in your body. Pay attention to negative body-talk and challenge the language.
- Provide athletes with accurate information regarding body composition, nutrition and sports performance in order to reduce misinformation. Refrain from using the BMI as an indicator of health and instead focus on strength and performance.
- NEVER weigh students in a classroom or encourage calorie or fat gram tracking. Instead, focus on Canada’s Food Guide and encourage students to use it as just that – a guide.

Footnote

- 1 Boyce, W.F. (2004). *Young people in Canada: their health and well-being*. Ottawa, Ontario: Health Canada. 

** For more information on how to help someone you suspect may be struggling with an eating disorder, or to request resources, websites, books, and other tools to support you in fostering positive relationships with food and body for students, contact Erin, program coordinator for the Eating Disorders Self Help Program of CMHA Manitoba, at 953-2358, or visit www.manitoba.cmha.ca.

Youth anxiety in a school setting

SUBMITTED BY THE ANXIETY DISORDERS ASSOCIATION OF MANITOBA

Anxiety in children and youth has become a focus and timely topic for doctors, parents, and educators alike. One in 10 youth is experiencing significant problems with anxiety at any one time. It can be a challenge to know how to properly assist these children with their daily tasks if an anxiety disorder is present.

When one is struggling with an anxiety disorder, their world can feel completely overwhelming. These children expend large amounts of energy on their worries and fears and these thoughts take over their attention. Often, any extra request or added stimulus (e.g. a loud noise) into their environment can be enough to prompt acting out or complete withdrawal.

A school can make certain accommodations to help these children feel more comfortable and calm within the classroom environment. Specifically, it might be beneficial for a guidance counsellor to become a safe person for the child. Having one person at school who understands the child's worries and anxieties can make the difference between a child attending school or staying home. This role could also be filled by a principal, nurse, or teacher who can be identified as a point person for the child to check in with briefly (five to 10 minutes) to help dispel worry thoughts, practice relaxed breathing, and return to class. A list of other school accommodations is available on our website (www.adam.mb.ca) under "Helpful Documents".

As counsellors, it is a good idea to have a few relaxation techniques in your tool box to help calm an anxious child. Calm breathing or progressive muscle relaxation are both effective ways to help


manage anxiety, although calm breathing also helps to regulate the oxygen/carbon dioxide balance within the body. When these levels are unbalanced, it can lead to similar feelings of a panic attack including tingling, light-headedness, breathlessness, or feelings of unreality. Calm breathing involves breathing in slowly through the nose while pushing the abdomen out, pausing and then breathing out slowly, pausing between breath cycles. Daily practice when one is less anxious is essential to perfect the technique for use during high anxiety times. Instructions can be printed from our website under "Helpful Documents".

Some other ways to help include:

- Ask the child what they need from you.
- Give praise for every achievement when facing a fear, no matter how small it may seem.
- Get them to record each gain for them to review when they have a discouraging day.
- Acknowledge their fear. Reassure them that anxiety feels terrible but isn't life threatening.



- Don't minimize their fears by saying 'relax' or 'think positive'.
- Don't encourage avoidance. Encourage small steps to facing anxiety-provoking situations.
- Let them determine what fears they are ready to face to help them feel more in control, reducing anxiety, and building self-confidence.

Cognitive behaviour therapy, possibly in conjunction with medication, is the most effective way to treat anxiety. Work with the child, parents, and doctors to come up with a comprehensive coping plan. It is important for the child to be involved at any age so they feel like they are contributing to their own success. 

Additional Resources:

- Anxiety Disorders Association of Manitoba – www.adam.mb.ca
- Anxiety Disorders Association of British Columbia – www.anxietybc.com
- Anxiety and Depression Association of America – www.adaa.org
- www.Worrywisekids.org

Anxiety Programs for Children:

- Cool Kids – www.emotionalhealthclinic.com.au
- Friends for Life – www.friendsrt.com
- Central Intake (St Boniface Child and Adolescent Anxiety Disorders Clinic) – 204-958-9660

Insuring an exciting career

Actuarial studies take off at the Asper School of Business.

BY JUDY WILSON

Figuring out what kind of career to pursue is no easy task – especially when you’re still a high school student. To make matters worse, students may not even be aware of all the options available to them. Take actuarial, for instance. What exactly *is* an actuary, and what does an actuary *do*?

Most of us would probably have a hard time answering those questions off the top of our heads. Nevertheless, record numbers of students are studying actuarial mathematics, one of 13 majors in the bachelor of commerce degree program at the Asper School of Business. In fact, between 2009 and 2012, enrollment in actuarial mathematics nearly doubled.

What do these students know that the rest of us don’t?

Actuarial basics

Dr. Jeffrey Pai, head of the actuarial program at the Asper School of Business, describes an actuary as “a business professional who analyzes the financial consequences of risk.”

He offers the example of auto insurance to help explain the important role an actuary plays in our everyday lives.

“Drivers pay a fixed amount of money, called a premium, to an auto insurance company. The insurance company provides the driver with financial protection against physical damage and bodily injury resulting from accidents, and against liability that could arise from an accident. An actuary is the person who helps determine the right premium after carefully calculating the probability that the driver will be involved in an accident.”

Pai says students with strong math and analytical skills, not to mention a high degree of personal integrity, make the best actuarial students and professionals.

High school students can enter the actuarial program at the Asper School of Business directly from high school through the Direct Entry option. Students taking a bachelor of commerce degree from the Asper School can choose to major in actuarial mathematics in their second year. During their first year they gain a solid background in core business courses such as marketing, human resources, accounting, and management – which gives them time to explore all their options. Students graduate with top-notch training in actuarial mathematics, as well as a well-rounded business education, which means they’re well suited to roles in management.

Actuarial advantage

One reason for the sudden increase in students pursuing actuarial mathematics is a hungry job market. The opportunities are “overwhelming,” says Mel Klippenstein, who graduated from the program in 2009.

“During my years at Asper I completed two actuarial internships at two different companies and had signed an offer for a full-time job with a full year of school to finish.”

According to Murray Taylor, president and CEO of Investors Group and a graduate of the program, “The success of the program is very contingent upon leadership, staffing, and the continuous recruitment of students.” He adds that actuarial skills are applicable in the general running of any business.





“Besides learning the technical aspects necessary to do my job,” says Klippenstein, “I found the networking and teamwork experiences I had were invaluable. When I graduated, I felt totally capable and confident that I could take on any project.”

Actuarial students can also gain invaluable, paid work experience through the Asper Co-op program, or study abroad through the school’s international exchange programs. Klippenstein was an active member of the University of Manitoba Actuarial Club.

“You get to have fun while developing leadership skills,” she says, “and you end up with a solid resume sure to impress any potential employer.”

Another reason for the Asper program’s success is its reputation, says Dr. Pai. Both the Canadian Institute of Actuaries and the Society of Actuaries – the world’s largest actuarial professional body – have granted the program accreditation. The Asper program marks its 100th anniversary this year. The Asper School is also home to the Warren Centre for Actuarial Studies and Research, which brings actuarial students, professionals, and researchers together from all around the world and provides conferences, scholarships, and awards.

Actuarial careers

Want another reason why students are flocking to study ac-

tuarial mathematics? A 2010 *Wall Street Journal* survey placed the actuary profession as the most desirable profession – a ranking Mel Klippenstein agrees with wholeheartedly.

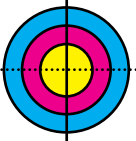
Now an analyst at Wawanesa Mutual Insurance Company, Klippenstein determines house and car insurance pricing.

“What I do day-to-day varies a lot. Most of our tasks are part of a much bigger project, such as reviewing the home insurance rates of an entire province, which might take months to complete from start to finish. I get a real thrill out of discovering new trends in data. I’m constantly learning new things and working with different people. I love coming into work every day!”

Her brother Tanner, inspired by her enthusiasm for actuarial, left the geophysics program at the U of M to follow in her footsteps. After graduating in 2010, he was hired as an actuarial analyst for Co-operators General Insurance Company.

“What I love about this job is that I get to make real decisions,” he says. “On top of that, the company I work for is helping me upgrade my accreditation so that I can build my career even further.”

Judy Wilson is the director of marketing & communications at the Asper School of Business at the University of Manitoba. She can be reached judy.wilson@ad.umanitoba.ca or 204.474.8960.



Engineer your future with Manitoba Hydro

As a utility with a long history of engineering excellence, Manitoba Hydro offers many interesting and challenging permanent career opportunities for engineers in the electrical, civil, and mechanical disciplines.

What is engineering? Applying math and science to design everyday things like iPhones, cars, and buildings, but also designing things we never dreamed imaginable.

What type of education do engineers need to qualify at Manitoba Hydro? A bachelor's, master's, or PhD in Engineering (Electrical, Civil, or Mechanical)

What do Manitoba Hydro engineers do?

- *Electrical engineers* – work with the 'mystery' of electricity – anything from high volumes (power systems) to electronics and computers. They ensure power flow to houses and industries and ensure the power delivery system is ready for the future – including the advent of charging electric cars! They design intricate communication systems and networks,

ment, and transportation. Within these specialties, a civil engineer is involved in the design and construction of buildings, bridges, highways, railroads, airfields, marine facilities, streets, parks, subdivisions, dams, generating stations, drainage and irrigation systems, water supply and sewer systems, and plants. Others manage projects and construction sites, work in research, or teach.

- *Mechanical engineers* – The difference between civil and mechanical engineering is that civil engineering involves the design of things that don't move. Mechanical engineering in-

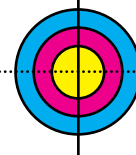


and research and develop new technologies to be used in new generating stations and power systems, possibly inside homes and industrial facilities.

- *Civil engineers* – concerned with the ways in which humans interact with both the natural and built environments. There are many specialties such as structural, construction, environ-



volves the design of things that do move. At Manitoba Hydro, this includes troubleshooting and design work on turbines/generators, piping and heating, ventilation and air conditioning systems. Mechanical engineers can perform some of the stress analysis/structural engineering that civil engineers do, or some of the control system design that electrical engineers



do. Mechanical engineers are also involved in things like robotics and aerodynamics.

You would make a good engineer if you:

- are interested in how things work
- have good analytical skills
- are proficient in math and science
- are curious about problems
- are a good problem solver
- are creative
- are logical
- show attention to detail
- are a team player

Engineer in Training (EIT) program

Our goal is to help graduates in their transition from a university setting to a professional setting through work experience, training, and mentoring.

Trainees are placed in assignments that develop their individual talents and result in diverse work experiences that can be used towards registration with the Association of Professional Engineers and Geoscientists of Manitoba (APEGM).

- Two year rotational program (although candidates are hired on a permanent basis)
- Six-month rotational assignments to provide exposure in different engineering areas
- You will have a personal development plan and will be eligible for professional development funding
- You are assigned a mentor to assist with your development

- You will have the opportunity to transition to a professional engineer position based on your career goals

Why choose Manitoba Hydro?

- Training and development
- Education reimbursements
- Career advancement, diverse job opportunities, and work locations without changing employers
- Commitment to professional development
- Work life balance – nine-day work cycle – you get 18 Mondays off each year
- Competitive salaries
- Health and travel benefits
- Fitness subsidy program
- Flexible hours of work
- Opportunities with Manitoba Hydro International
- Leading-edge and technologically advanced work environment
- Team environment
- Group life insurance and pension plan

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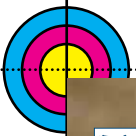


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BY JOANNE VILLENEUVE

No matter the size of community in which your students live, they'll fit right in at Brandon University (BU). The classes are small, the faculty is knowledgeable and approachable, and there are services to support them along the way. Whether they've set their sights on helping others during crises, nurturing young minds, soothing souls through melody, or discovering the latest advances in technology, Brandon University has the courses to steer them in the right direction.

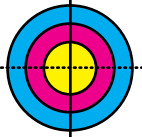
The BU campus is situated in Manitoba's second largest city. Brandon is a clean, safe community that is easy to navigate. Students from across the country and beyond converge upon BU for a world-class education with a personal approach, for the range of traditional and unique program options, as well as for the sense of community where the individual is appreciated. Unique at BU are the many opportunities for undergraduates to do research alongside professors. As well, a new Healthy Living Centre is set to open in the fall of 2012, offering students a place to work out in a state-of-the-art weight room, participate in recreational

clubs, walk or run indoors all year round, among other benefits.

Many BU alumni have gone on to great success. Notwithstanding the most famous BU graduate — Tommy Douglas, the father of Medicare — countless other BU grads have made their mark in music, science, health care, education, and a variety of other fields, in Brandon, in Manitoba, in Canada, or elsewhere in the world.

Not only is BU dedicated to providing the finest education to rural and urban students, Canadian and international students, but there is also a strong commitment to aboriginal students. This is reflected in programs like Visual and Aboriginal Art, Native Studies, First Nations and Aboriginal Counselling, and Indigenous Health and Human Services. In fact, 50 per cent of aboriginal teachers employed in Manitoba are BU Faculty of Education graduates. As well, there are gathering spaces specifically designed for Indigenous Peoples and for Métis students. The World University Service of Canada (WUSC) at BU has facilitated the education of several African refugees on campus along with offering BU students the chance to help others. 





Why people choose Herzing College



There are several alternatives for people who need training to start a new career. Herzing College is one of those options.

The college president and directors were asked why so many people choose Herzing.

"There are numerous reasons," says Bill Riches, president. "One of the most important reasons is because we are the only college in Manitoba that is accredited by the Canadian Education and Training Accreditation Commission (CETAC). This quality assurance is very difficult to achieve, but we certainly feel it helps us to provide a quality experience for our students."

Director of Admissions Andrew Malazdrewicz, states "Most of our students come to us because a family member or a friend attended Herzing. They see these graduates working in a career they enjoy and want the same for themselves."

Robin Day, Academic dean responds, "Our faculty have experience in their field and are extremely dedicated to their students. We have a low 'dropout rate' because we do everything in our power to guide students to success. If a student is having difficulties in a class, we arrange for that student to have one-on-one tutoring. This is at no cost to the student."

Susan Pylatuk, Financial Services director adds, "Most students need financial assistance of some kind and we have three people who are here to help those students. We are usually able to assist these students to find a solution."

Lynda Will, director of Career Development proudly points out, "Students come to Herzing because they know we will help them start the career they desire. Our in-depth programs make our graduates very employable. Advisory boards guide each program so we are assured we

are delivering the skills employers want. Our department consists of three people, each working with specific programs. We arrange internship hosts for every student and continue to work with each student until they are working in their field of study."

There is a real sense of belonging at Herzing College both for students and staff which is why there is a very low staff turnover and high student retention.

Herzing College is known for doing the right thing and recently received the most prestigious award presented by the Better Business Bureau. This award is Building Marketplace Trust. Herzing College received this award for the second year in a row.

If someone is considering a career in health care (Clinic Office Assistant, Medical Laboratory Assistant, Health Care Aide, or the accredited Pharmacy Technician), business (Business Administration, Community Support Worker, Administrative Assistant, Accounting and Payroll), legal (Legal Assistant), or technology (Computer Networking Technology), he or she should contact Herzing College and arrange a no cost, no commitment interview. Herzing College is a college you can count on to deliver a career-focused, convenient, and caring education. Call 1-800-745-6305, or visit us at 723 Portage Avenue or online at www.herzing.ca.



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

Legal:

- > Legal Assistant

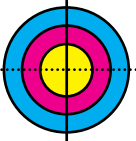
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Red River College gives grads a distinct edge over the competition



RRC's Culinary Arts program.

Trades technologies and specialized skill areas continue to dominate Canadian career forecasts for the coming years — and Red River College (RRC) is keeping step with the demand.

Manitoba's largest institute of applied learning, RRC offers a range of degree, diploma, and certificate programs in such fields as business, computer programming, health sciences, engineering, and trades and transportation technologies. Many of the options are designed specifically to reflect increased industry needs, as the college has long been committed to exceeding the job market's evolving demands by ensuring students are armed with the knowledge, experience, and confidence to succeed in today's multi-skilled workforce.

More than that, RRC prepares its students to become leaders in their chosen fields, by providing them with high-quality, hands-on training and fieldwork experience from instructors with proven industry credentials.

"The training they receive here is more specialized, and when you add to that the hands-on work experience they receive, it makes our graduates even more valuable," says Jennifer Powell, a recruitment officer at RRC.

The fieldwork experience proves especially beneficial when it comes time to enter the workforce. Many RRC programs incorporate work placement opportunities that allow students to receive on-the-job training in real-world work environments — giving them a distinct edge once they graduate and begin seeking jobs.

"With work placements, students are sometimes graduating with a job offer or a reference," says Powell, noting the shorter length of most RRC programs (on average, two years or less) allows grads to get a jump on the competition. "It also facilitates the transition into the job market, the fact that they already have some real work experience."

In addition, the college has for years partnered with the University of Winnipeg and the University of Manitoba to offer joint degrees in such programs as Creative Communications,

*RRC's Dentistry program.*

Disability and Community Support, and Business and Technology Teacher Education. The college itself also offers full bachelor degrees in Nursing and Construction Management.

The latter development is a perfect example of how RRC responds to industry needs. Throughout Canada, the demand continues to increase in trades occupations, with approximately 40 per cent of new jobs over the next 20 years expected to be in skilled trades and technologies.


In Manitoba alone, there are currently over 200 jobs advertised on the Service Canada Job Bank in the trades, transport, and construction sectors. To meet the need, RRC offers nearly 40 different trades and technology programs ranging from Carpentry to Greenspace Management. Many certifications include apprenticeships that allow students to acquire on-the-job training with experienced professionals.

*RRC's Carpentry program.*

Students participating in apprenticeship programs spend only 20 per cent of their time in classrooms — the rest is spent earning a wage by working in the field. Students are also eligible to apply for grants from such organizations as Service Canada and Manitoba Public Insurance, which provide funding for students as they complete different levels of their training.

To ensure training stays current with job market requirements, RRC instructors remain closely connected with industry — allowing curriculums to correspond with the demands of employers.

“We want to make sure that our students are job-ready when they graduate and that they are well trained in the field they are entering,” says Powell.

For more information on programming options, or to book a tour of Red River College, visit www.rrc.ca. 

→ Committed to the next generation of industry leaders.

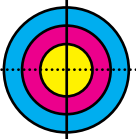
Red River College is Manitoba's largest institute of applied learning, offering an extensive range of degree, diploma and certificate programs. Through award-winning instruction and industry-informed training, we prepare our graduates for career success — while giving them the tools they need to become leaders in their chosen fields.

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The end result? Widely recognized certification, a rewarding career, and less student debt!

Over 50 careers

Apprenticeship Manitoba offers training in over 50 trade careers, the majority providing Red Seal-endorsed certification recognized across Canada. From aircraft maintenance, cooking and esthetics to welding, insulating and landscaping – apprenticeships are available in an extensive variety of areas requiring different student interests and skills.

Apprenticeship programs take approximately three to four years to complete. An apprentice spends about 80 per cent of that time working under the instruction of a journeyperson/designated trainer. The rest of the time involves technical learning through an accredited training provider. This model allows apprentices to earn an income while they learn, and to start an apprenticeship any

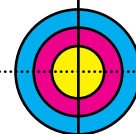
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time throughout the year with no waiting lists. High school students can even get a head-start on apprenticeship by enrolling in the High School Apprenticeship Program (HSAP), which combines high school instruction with paid, part-time, on-the-job training.

Grants and incentives

Employers who get involved in the apprenticeship training system can take advantage of attractive incentives. There are similar incentives for apprentices, too. For example, the HSAP incentive is a Manitoba tuition exemption for every 220 hours of employment. If you are an apprentice in a Red Seal trade, the Apprenticeship Incentive Grant puts \$1,000 in an apprentice's pocket after completion of Level 1, as well as another \$1,000 after Level 2. After that, the Apprenticeship Completion Grant provides a \$2,000 incentive upon completion of the Red Seal program.

Manitoba Public Insurance also offers \$2,000 after successful completion of each level of training in the motor vehicle body repairer and the automotive painter trades. In addition, the Manitoba government offers a 60 per cent income tax rebate on eligible tuition fees for all 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 in-class training costs.

For more information about apprenticeship grants and incentives, as well as how to start a rewarding career in the skilled trades, contact Apprenticeship Manitoba at 204-945-3337 (toll-free 1-877-97TRADE), or visit www.manitoba.ca/tradecareers.



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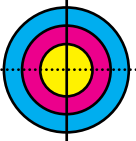
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Apprenticeship Manitoba



Bigger spaces, better student life

Winnipeg Technical College

BY VERONICA NEUFELD

Getting ahead in skilled trades, information and business technology, and health and human services means keeping up with the latest technology, and when enrollment rates go up and new programs are added to the roster, increased classroom and workshop space is a must. Students attending Winnipeg Technical College (WTC) this fall will enjoy the benefits of larger spaces, new technology, and an improved quality of student life thanks to major renovations at the college's Henlow Campus, and construction of a new campus on Fultz Boulevard.

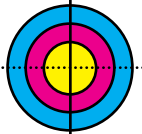
"You can feel the energy building at WTC right now," said Rae-Lynn Rempel, marketing communications manager at WTC. "With the number of people involved in the renovations and build it's truly exciting. Our students will be able to access the most modern of facilities and instructors will get to start the school year in brand new surroundings. This will make for an excellent training and learning environment."

WTC's Henlow Campus is a flurry of activity as it undergoes a facelift that impacts virtually every area of the building's interior, and will make room for more students and programs. Meanwhile, construction is wrapping up across the street at the college's new campus on Fultz Boulevard. Building these spaces will allow WTC students to stretch their legs and learn on top-of-the-line technology at the new and improved campuses.

WTC also recognizes the need for environments conducive to group and individual studies, and strives to create such an atmosphere. The college's new Student Success Centre – a café-style environment where students can relax and socialize on the couches, complete assignments at computer bays, and receive academic and employment assistance – will be a place students can call their own.

Carpentry was just one of the programs that moved into a brand new space this past September.





Construction of a new campus on Fultz will give Winnipeg Technical College approximately 50,000 square feet of new space.

"By creating a dedicated student space in the centre of the Henlow campus, we are not only focused on student needs but reminded each and every day that they are the reason for everything we are doing," said John Bobbette, president and CEO of WTC.

The new Fultz campus gives WTC approximately 50,000 square feet of additional space, which allows the college room to launch new programs, like a Personal Fitness Trainer program which, in partnership with World Instructor Training School (W.I.T.S.), gives students the opportunity to become W.I.T.S.-certified personal trainers. The evening program, which runs two nights a week from October 2 to November 8, 2012, is great for health-conscious individuals who want to take that next step in their fitness careers.

Winnipeg Technical College provides secondary and post-secondary students with applied skills training for careers in health care and human services, information and business technology, and skilled trades.

To register, or for more information, please visit www.wtc.mb.ca, or call 204.989.6500.



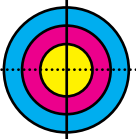
ACCELERATE **YOUR** FUTURE

We're excited to welcome students to our **brand new campus** at 7 Fultz Boulevard, and **upgraded campus** at 130 Henlow Bay. Featuring:

- Ample classroom and workshop space
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REGISTER NOW for our **carpentry program**, beginning February 2013.

www.wtc.mb.ca



WELLINGTON COLLEGE ALUMNI PROFILE ARTICLE
MICHELLE KRAMER AND NICOLE KLASSEN

I'M KIND OF A BIG DEAL.



It's kind of a big deal to take on the challenge of owning your own business right out of graduation and the question of what it would be like as a young business owner is going to become a reality for two of Wellington College's most recent graduates.

Nicole Klassen and Michelle Kramer attended the two-year massage therapy program at Wellington College of Remedial Massage Therapies in Winnipeg. Before donning their graduate gowns at the convocation ceremony on July 6, 2012, Klassen and Kramer had already signed the papers for their own clinic space in Winnipeg's busy Osborne Village.

"It's a risk because of the unknown, but you don't always get an opportunity like this in life, and while there's a chance we could fail, there's a greater chance that we'll do really well," says Kramer.

Both Klassen and Kramer feel confident in the step they're about to take because of the training and education they received at Wellington College. Not only do they have advanced therapeutic massage under their belts, but hot stone and sports massage are also modalities they plan on using to expand their treatments. Klassen was one of only two students who received their Sports Massage Therapy certificate in her graduating class and was the recipient of the 2012 Volunteer Award, exceeding over twice the volunteer hours as the second highest number of hours. Both ladies took advantage of their time at Wellington to grow their clientele, which will help once they begin work as graduates.

When asked what drew them to Wellington's program, Kramer explained that when she walked into the campus

on Berry Street, she knew immediately the college was for her.

"It felt like I was in a place of opportunity to learn."

That excitement for the education she was about to receive did not dissipate throughout the course. In her final year, Kramer remembers the interaction in her advanced practical class.

"I got to know the instructor and the students so well that it felt like we were a family in that class; it was so personable."

Turning their focus to the future, both Kramer and Klassen see massage therapy as a sustainable career.

"The school definitely teaches you good body mechanics; how to use your hips and body weight instead of putting all the pressure on your hands," says Klassen.

While they both look to start families in the coming years, they also look forward to maintaining management of their business even when they don't have the time to juggle raising a family with giving treatments.

"This career is more than being just a therapist, but being a therapist that runs their own business; there's always options for us," says Kramer.

Hoping to expand within the next five years, they agree that their priority will be to have Wellington grads employed in their clinic, as they believe strongly in the principles and education Wellington graduates gain throughout their study. With the support of friends, family, and Wellington College, Kramer and Klassen looked forward to their grand opening in July of 2012 and the following challenges and highlights of business in their first years. ✍️

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Angela Davis, CA, CFE,

BComm (Honours)

MSc (Administration),

*Associate Professor of Business
Administration*

AFTER A SUCCESSFUL CAREER IN THE

corporate world and another decade in the academic realm, Angela Davis joined Booth's faculty in 2010 to establish the school's business administration program. Angela says the move was an opportunity to apply her experience and expertise to a new program that develops business leaders who think beyond the bottom line.

"It's important to train young people to become responsible managers who care about the world around them," she notes. "Here at Booth, the urban service learning program takes students outside the classroom to experience the value of connecting with people at the community level."

One of Booth's strengths as a business school, according to Angela, is the small size of its classes. This allows professors to engage with students on a personal level.

"With such a small school, there's a built-in sense of community," she says. "As a teacher, there's also more flexibility to separate from the tried and true and to bring in new ideas and new ways to do things."



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