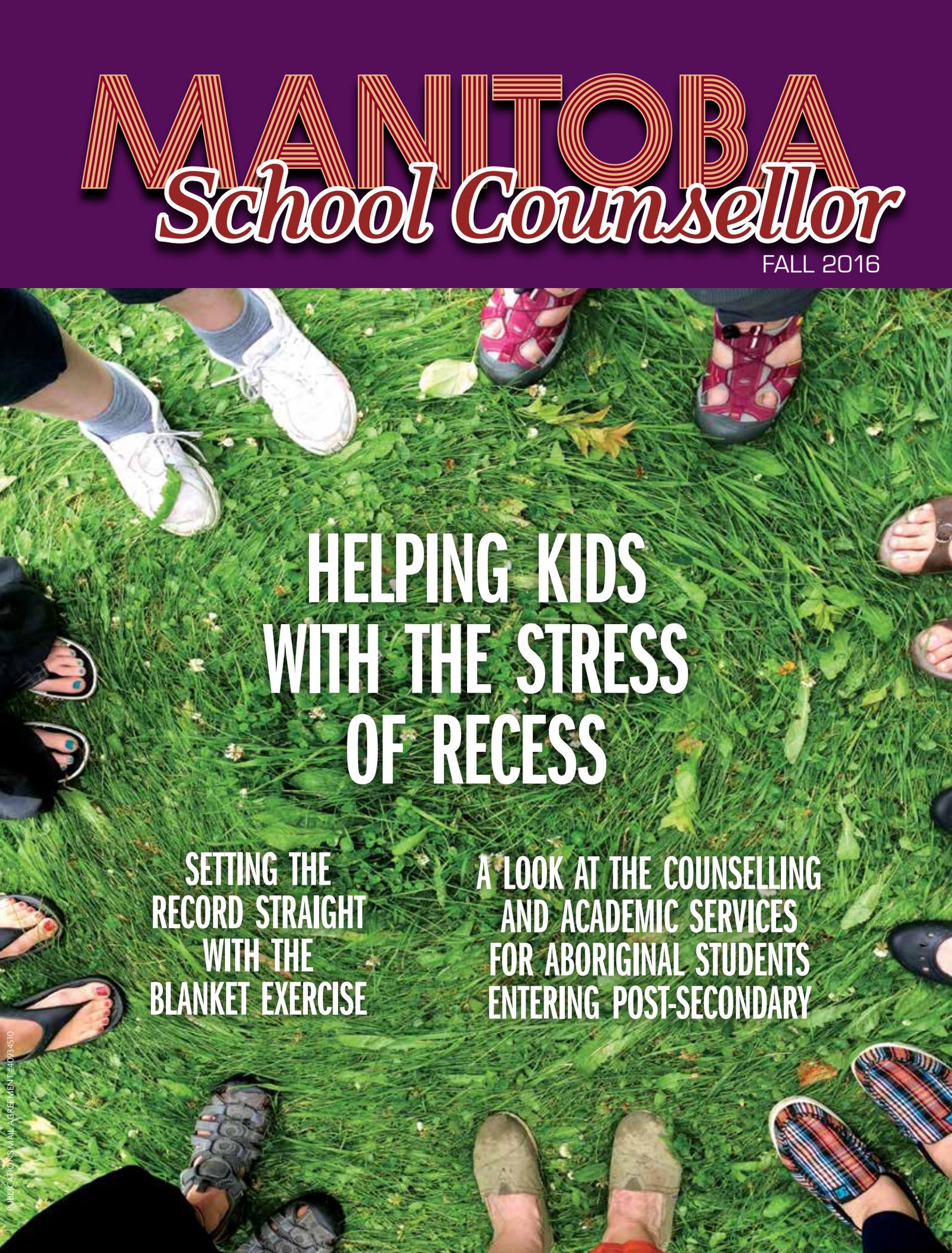


MANITOBA

School Counsellor

FALL 2016



HELPING KIDS WITH THE STRESS OF RECESS

SETTING THE
RECORD STRAIGHT
WITH THE
BLANKET EXERCISE

A LOOK AT THE COUNSELLING
AND ACADEMIC SERVICES
FOR ABORIGINAL STUDENTS
ENTERING POST-SECONDARY

Leadership



- ▶ 2014 Asper Co-op Student of the Year
- ▶ 2014-2015 CIS Academic All-Canadian
- ▶ 2015, 2016 Nick Laping Memorial Award for football, academics and community leadership
- ▶ Todd Davison Memorial Scholarship for outstanding academic achievement
- ▶ Brant Heywood Scholarship for academics and student leadership
- ▶ Senior Asper Ambassador and national and international case study competitor

“I’m gaining the skills I need to lead a team to success, on the field or in the boardroom.”

CAM TESCHUK, fifth-year Asper School of Business student, Bison Football Team Captain/Defensive Back

The Asper School of Business creates leaders

- Our Bachelor of Commerce (Honours) program offers dynamic, hands-on leadership courses and a Leadership & Organizations major
- Our student groups provide unique opportunities to gain applied leadership experience
- Our connections with Manitoba business leaders give you access to networking and mentorship opportunities you’ll find nowhere else

Find out how you can achieve your leadership goals at umanitoba.ca/asper

MANITOBA School Counsellor

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

President & CEO
David Langstaff

Publisher
Jason Stefanik

Managing Editor
Shayna Wiewierski
shayna@delcommunications.com

Technical Editor
Jan Stewart

Contributing Writers
Cindy Chan | Sharon Ferriss
David Garvey | Cheryl Hoffman
Priya S. Mani | Jerrad Peters
Blythe C. Shepard | Kelly Singer
Deb Smith | Jordyn Wegner
Judy Wilson

Sales Manager
Dayna Oulion

Advertising Account Executives
Gary Barrington
Ross James

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

Art Director
Kathy Cable

Layout/Design
Sheri Kidd

Advertising Art
Dana Jensen

© Copyright 2016, DEL Communications Inc.
All rights reserved. The contents of this
publication may not be reproduced by any means,
in whole or in part, without prior
written consent of the publisher.

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

Publications mail agreement #40934510
Return undeliverable
Canadian addresses to:
DEL Communications Inc.
Suite 300, 6 Roslyn Road,
Winnipeg, Manitoba
Canada R3L 0G5
Email: david@delcommunications.com

PRINTED IN CANADA 09/2016



IN THIS ISSUE

Message from the president of MSCA, Jennifer Stewart	4
The stress of recess: A buddy program that helps students focus on learning	6
Relearning history: The Blanket Exercise educates on the real truth behind Canada's First Nations history	8
Smoothing the transition: An abundance of counselling and academic services exist for aboriginal students entering post-secondary	10
Paying attention to the personal details: Pilot course emphasizes passions and personality in career choices.....	12
Pathways to success: Indigenous business students at the University of Manitoba's Asper School of Business.....	14

HOT JOBS

Hot Jobs: Why engineering? Engineers Geoscientists Manitoba	16
--	-----------

Art therapy programs for school counsellors.....	18
Jack Hirose and Associates: Quality workshops for mental health and education professionals	20
Industry-driven, Student-focused: Real-world demand, not guesswork, key to training Manitoba's workforce	21
Mobilizing knowledge at the University of Winnipeg.....	23
Greenhouse pests no match for applied research project	25
Get charged up: Professional engineering technologists	28
Flex-ed learning format suits busy lifestyles	30
Discover the student support at BU's compact, cozy campus	32
Picture yourself at Providence	34



MESSAGE FROM THE PRESIDENT OF MSCA

Jennifer Stewart

We have welcomed in the 2016/17 school year with excitement and joy. Here's to hoping that all of you have had a wonderful and restful summer break. Looking forward to the challenges and experiences ahead as the new school year is in full swing by now.

MTS PD day will be held on October 21, 2016 and our event will be held at L'Ecole Christine L'Esperance, 425 John Forsyth. MSCA is excited to welcome Dr. Patrick Carney as our keynote speaker for the morning session; Resilient, Active and Flourishing Students with Dr. Patrick Carney. In the afternoon there will be a variety of positive mental health breakout sessions to attend. We think there will be something for everyone to enjoy. Hopefully you have all signed up and we are looking forward to meeting and greeting you at this event.

MSCA is looking to increase our social media platform this year. Please look for our Facebook and Twitter account coming in the fall.

The association will be holding regular board meetings throughout the year. Please check our website and on social media for further information on times and locations of these and other upcoming events. Everyone is welcome to attend. Time, date and RSVP information is found on our website under board meetings.

The executive of MSCA is wishing you all the best for the 2016/17 school year. May it be filled with new experiences and exciting challenges.

President, Membership Chair,
SAGE Chair 2017
Jennifer Stewart

President Elect, Web Chair
Joëlle Émond

Past President
Susan Hocken-Attwell

Treasurer
Libby Powell

Secretary
Marla Yarema

Social Relations Chair
John Hasenack

Awards, Public Relations Chair
Carolynne Pitura

Consultant, Guidance and
Counselling, Student Services Unit,
Program and Student
Services Branch
Kathryn Roberts

Manitoba School Counsellor
Technical Editor, University
of Winnipeg Rep.
Jan Stewart

University of Manitoba Rep.
Grace Ukasonanya



BOOTH
UNIVERSITY
COLLEGE

**NOT JUST
HIGHER
EDUCATION.
A HIGHER CALLING.**

EDUCATION FOR A BETTER WORLD

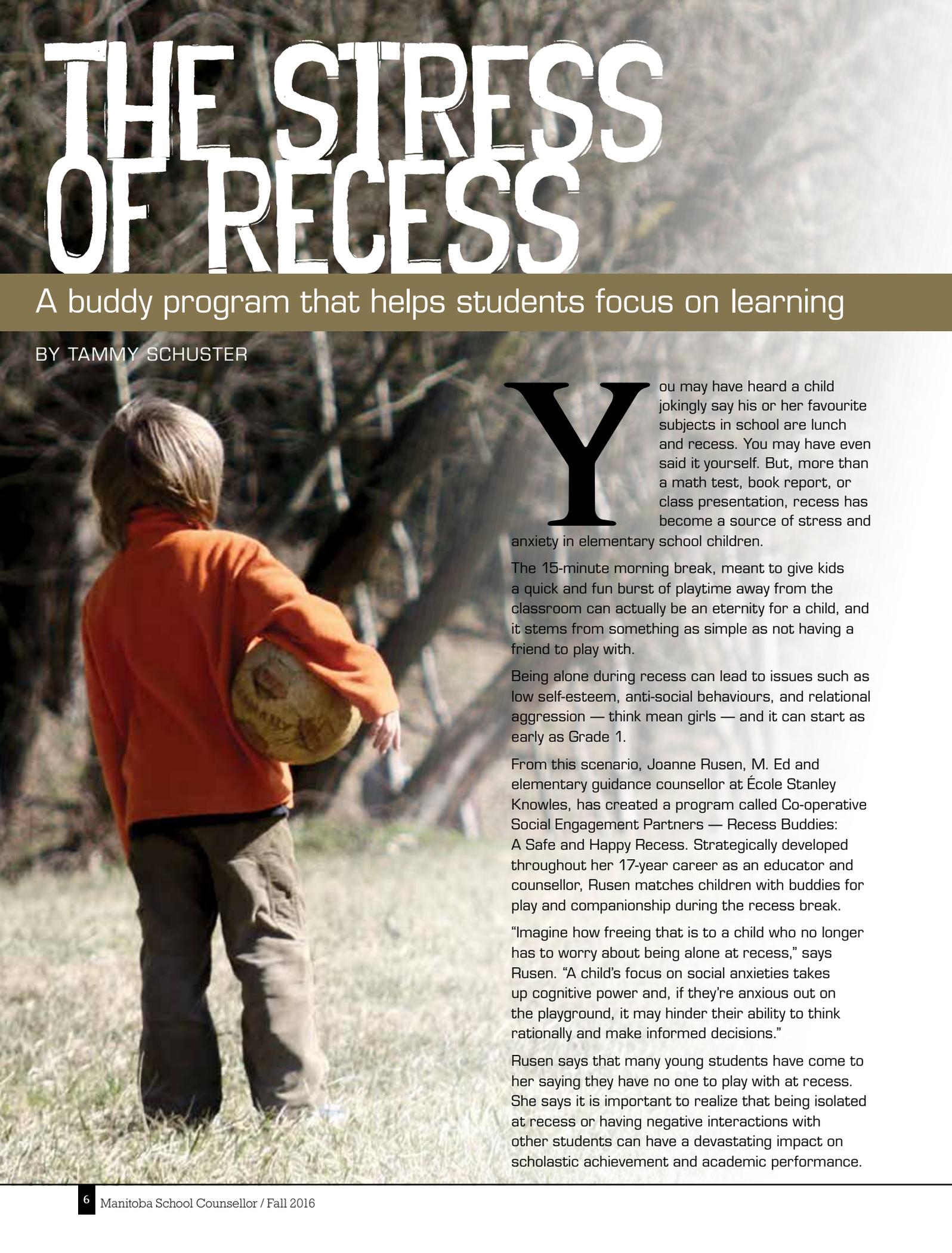
boothuc.ca



THE STRESS OF RECESS

A buddy program that helps students focus on learning

BY TAMMY SCHUSTER



You may have heard a child jokingly say his or her favourite subjects in school are lunch and recess. You may have even said it yourself. But, more than a math test, book report, or class presentation, recess has become a source of stress and anxiety in elementary school children.

The 15-minute morning break, meant to give kids a quick and fun burst of playtime away from the classroom can actually be an eternity for a child, and it stems from something as simple as not having a friend to play with.

Being alone during recess can lead to issues such as low self-esteem, anti-social behaviours, and relational aggression — think mean girls — and it can start as early as Grade 1.

From this scenario, Joanne Rusen, M. Ed and elementary guidance counsellor at École Stanley Knowles, has created a program called Co-operative Social Engagement Partners — Recess Buddies: A Safe and Happy Recess. Strategically developed throughout her 17-year career as an educator and counsellor, Rusen matches children with buddies for play and companionship during the recess break.

“Imagine how freeing that is to a child who no longer has to worry about being alone at recess,” says Rusen. “A child’s focus on social anxieties takes up cognitive power and, if they’re anxious out on the playground, it may hinder their ability to think rationally and make informed decisions.”

Rusen says that many young students have come to her saying they have no one to play with at recess. She says it is important to realize that being isolated at recess or having negative interactions with other students can have a devastating impact on scholastic achievement and academic performance.

“Recess may seem inconsequential to an adult, but to an eight year old, recess is their world.”

When a student requests a recess buddy — or a teacher or administrator requests one on behalf of a student — Rusen assesses each child to determine whom his or her buddy will be.

The buddies are all student volunteers between Grades 4 and 6, and they help students from Grades 1 to 6. Rusen says approximately 100 of the 500 elementary student body at Stanley Knowles are in the program and, not only is she astounded by the success of the program, but also by the commitment of the young volunteers.

“These young students are unbelievable,” she says. “They are giving up their playtime and their recess to support other students, and they volunteer year after year.”

Through the use of videos, role-play, and instruction, Rusen’s Recess Buddies program consists of 10 hours of formalized training. She teaches the volunteer buddies critical thinking skills, communication skills, problem-solving skills, and social-emotional education.

“I’m teaching students how to constructively facilitate resolution of disputes, and that includes restoring and building relationships.”

Rusen says the children now have the opportunity to play games, build forts, and engage with each other. They have an outlet for stress, increased self-esteem, and they are healthier and more focused on learning.

She says this issue affects all children and it’s not an isolated problem. It’s for every child who has been anxious over going to school and she believes it’s important for all schools to have a program like Recess Buddies.

It also breaks down the stigma attached with asking for help and allows kids to be comfortable enough to ask for it when they need it.

“Children are empowered through learning conversations,” Rusen says. “They want to build independence and become their best selves.”

The purpose of the program is not only to ensure everyone has fun at recess, but it’s key for children to return from recess, go back into class, and focus on learning. “Anxiety manifests in lack of motivation to learn, depression affects performance at school and the quality of their home life,” says Rusen.

Using her university education, along with her formalized training in mediation, conflict resolution, restorative practices and psychology, Rusen is developing a curriculum and hoping to share her program with others.

“Recess can be chaos,” she says. “Children come back from recess upset and do not have the ability

or capacity to go back into a learning state of mind. They aren’t thinking about math, they’re thinking about another student who was unkind to them at recess.”

The Recess Buddies program enables children to transition from a fun and happy recess back into learning, but by having a buddy to play with during recess can have a much bigger impact on a child.

“The program is an experience that creates an opportunity for children to learn to socialize, and learn what it is like to be valued as a play partner,” says Rusen. “They develop life-long friendship skills and, most importantly, they build self-worth.”

For more information about Co-operative Social Engagement Partners, Recess Buddies: A Safe and Happy Recess, please contact Joanne Rusen at jrusen@wsd1.org. ■



jack hirose
& ASSOCIATES INC.
Quality workshops & community resources



25+ PROVEN & EFFECTIVE THINKING AND SELF-REGULATION STRATEGIES

For Children and Adolescents with Sensory Disorders, Learning Disabilities, Anxiety & ADHD

LYNNE KENNEY, PSY.D. | Winnipeg | November 1, 2016



USING DBT TO TREAT EMOTION DYSREGULATION DISORDERS

2 Day DBT Intensive

SHERI VAN DIJK, MSW | Winnipeg | December 1 & 2, 2016

JACKHIROSE.COM

\$10 OFF! Promo Code: MSCA10

RELEARNING HISTORY



The Blanket Exercise educates on the real truth behind Canada's First Nations history

BY SHAYNA WIWIERSKI

There wasn't a dry eye the morning of March 22, 2016 after counsellors and teachers from Pembina Trails School Division took part in the Blanket Exercise.

Although the name of the exercise may sound misleading, the activity is about relearning Canada's history and the way that the federal government treated First Nations people. This time though, it's about what actually happened.

The role-playing exercise starts off with a number of blankets on the ground. Participants, who represent the nation's indigenous people, are asked to stand on these blankets, as they symbolize Canada before the arrival of the Europeans. The beginning of the presentation is learning about First Nations culture and their everyday activities. Participants are asked what they are good at and then assigned to different clans, which represent their strengths.

Slowly, throughout the exercise, participants learn about the history as it actually happened – not what most were taught in school – and how the population of indigenous people – the original inhabitants of Canada – started to shrink. Events such as the process of European

discovery, the Royal Proclamation in 1763, and the many diseases that affected First Nations people.

"There were many diseases that the Europeans brought with them. Communities lost 90 per cent of their members and there was a clear intent to spread smallpox with infected blankets," said Rebecca Chartrand, the facilitator of the Blanket Exercise, as well as a teacher in the Seven Oaks School Division.

According to KAIROS Canada, who developed the program, the Blanket Exercise started in response to the 1996 report of the Royal Commission on Aboriginal Peoples, which recommended education on Canada's First Nations history as one of the key steps to reconciliation. The workshop, which runs for about an hour and a half, covers over 500 years of history. Participants learn about well-covered topics like residential schools, but also about the way that the government set up aboriginal people to fail.

One of the many events that Chartrand mentioned was the community of Lake St. Martin First Nation, located about 280 kilometres north of Winnipeg. The whole community, with an estimated population of 2,400 people, was evacuated in May 2012 due to flooding. Now, four years later, most of its residents are still displaced from their community.

"[The government] said they would be compensated. It's been four years and they are still waiting. There's been 17 suicides, 35 deaths; this is an example of ongoing flooding and the impact happening in our communities," said Chartrand, who mentioned that there are six Hydro dams operating in the province, all of which flooded out aboriginal communities.

"They can't hunt due to the flooding and they can't fish due to the pollution of the flooding. For First Nations communities, hydro dams are devastating."

By the end of the exercise, there were three people standing, representing the 10 per cent

of indigenous people who have survived.

Unfortunately, Canada's treatment of First Nations people is still a work in progress.

"Five years ago there were 500 missing and murdered indigenous women, today that number has doubled," said Chartrand, who also mentioned that her 14-year-old cousin was currently missing and one of her best friends was murdered in 1991.

She also mentions the high risk of diabetes that aboriginal people face. The Canadian Diabetes Association reports that the national age-adjusted prevalence of diabetes is three to five times higher in First Nations than the general population.

"In the north, junk food is cheaper than healthy food. There's no water, just pop. There's a lack of basic clean drinking water, a lack of healthcare services, and no dentists."

Around 60 people attended the Blanket Exercise on March 22, however, many of them have experienced it before as it's commonly offered throughout the province. At the end of the program, each participant was asked to talk about what they learned from the interactive exercise, many of which held back tears talking about it.

Kerri Lewis-Daviduik, a counsellor in École Van Wallegem School in Lindenwoods, first heard about the exercise after their admin came back from a conference in October.

"As a Métis person, I was so grateful that our senior administrator thought it was important for people to learn about the history and for everyone to have that opportunity to role play if they haven't known the history before," said Lewis-Daviduik. "It's all about perspective and understanding where students and families are coming in with. I hope that all our teachers have this opportunity." ■



SMOOTHING THE TRANSITION

An abundance of counselling and academic services exist for aboriginal students entering post-secondary

By Riley Chervinski



One needs to look no further than two of Manitoba's largest universities to get an idea of just how many aboriginal counselling and academic services are available to students today.

Both the University of Manitoba and the University of Winnipeg offer access and aboriginal focus programs for students—programs that have grown exponentially over the last few years as the number of self-identified aboriginal students increases.

At the University of Winnipeg, a

small office on the second floor of Lockhart Hall hosts the Aboriginal Student Services Centre, where it's been for the last 10 years of the 13-year program. Here, Randy White works with just a handful of colleagues to offer support services for the school's approximately 1,100 aboriginal students, including a transition year program. The program, coordinated by White, helps students as they transition into university, a task that White says can be difficult for some people.

"It depends on the student, where they're coming from, and their academic level of preparedness," explains White. "Some have no problem, but some do. If someone is coming from a rural community or a reserve, they can get homesick. Sometimes it's overwhelming."

Through the centre, students can take advantage of study skills seminars, receive help with registration and admissions processes, and are able to smudge and receive counseling from indigenous Elders. Students also have access to the university's suite of counseling and health services on campus.

"I think it's important for any student to have access to these services, especially with the Elders in the centre that can provide some counseling services. Quite a few of our aboriginal students come from reserves—and some even as far away as Nunavut," explains White.

The University of Manitoba's access program is equally as popular. Students can attend any university stream they want, but

they must apply to the program and be accepted through an interview process. Once accepted, students receive both a personal and academic counsellor, five hours of tutoring per week, help with bursaries and scholarships, and a one-week orientation with group building exercises and time management workshops.

As well, the University of Manitoba offers a number of aboriginal focus programs for students. The First Nations community wellness diploma and the aboriginal counselling skills certificate program run one week per month for two years and one year, respectively.

“Some students who are already working as counsellors will use this for further learning tools and to update their skills,” explains Leslie Backlund, program assistant for the access and aboriginal focus programs. “I think it’s quite important for counsellors to update their skills—and there is always aboriginal

content within these programs as well, which is important.”

Both White and Backlund agree that a student’s success in post-secondary education really starts in K-12 schools with teacher and counsellor support. White urges K-12 counsellors to help their students take note of the different requirements necessary for different post-secondary institutions (for example, some post-secondary institutions do not accept a Grade 12 phys-ed credit as part of the courses used to determine admission requirements, and some schools will give scholarships and bursaries if a student belongs to an aboriginal band) and to help prepare students for solid time management, and reading and writing skills in university.

“The better a student can write papers and read and understand, the more successful they’re going to be in post-secondary. It doesn’t matter the subject matter—if you can’t

communicate in an essay, you’re going to be in a disadvantage,” he says.

Backlund asks that counsellors let students know what opportunities exist—currently, the First Nations community wellness diploma program is the only one running out of the U of M’s aboriginal focus program. Until there is more interest and a few dozen applications, the rest of the programs have been put on hold.

“Right now I have a folder of about 23 applications. If we get a total of 30 applications, these programs would be a go. I am trying to get more people to apply—these are great programs—but we need to get the word out,” says Backlund.

Backlund and White said any counsellor or student who wishes to get more information on either of the school’s aboriginal access or focus programs are encouraged to contact them. ■



ACCESS AND ABORIGINAL FOCUS PROGRAMS

Place. People. Programs. Discover the Power of Community.

Migizii Agamik (Bald Eagle Lodge) is home to our Access & Aboriginal Focus Programs and is a central gathering place for our Indigenous community based on Indigenous values, cultures and traditions.

The focus of the **Access Programs** is to help you become part of a community of learners with instruction, advice and counselling to feel supported, encouraged and right at home.

Aboriginal Focus Programs deliver community-based education and training opportunities that are developed in collaboration with Indigenous communities and organizations:

- **First Nations Community Wellness Diploma**
- **Aboriginal Environmental Stewardship Diploma**
- **Aboriginal Counselling Skills Certificate**
- **Aboriginal Child and Family Service Diploma**

For more information, please call 204-474-8000, 1-888-216-7011 (toll free) or visit <http://umanitoba.ca/extended/access-afp/>

Extended Education |  UNIVERSITY OF MANITOBA

PAYING ATTENTION TO THE PERSONAL DETAILS



Darrell Cole, the founder and CEO of Career Trek.

Pilot course emphasizes passions and personality in career choices

BY SAMANTHA SAMSON

Darrell Cole wants everyone to be like a certain 10-year-old boy from La Broquerie, Man. “In our programs, we have kids trying different occupations and reflecting on what they like and don’t like,” said Cole, the founder and CEO of Career Trek.

“This boy didn’t like school — he made that painfully clear to everyone.”

The boy was learning about being a turbine engine repair technician. When he realized he needed to learn math to become one, “you could literally see his pupils dilate,” Cole said. “Instead of math being an impediment, it became his savior. That’s just an example of how transformative a good career development program can be.”

Cole wants to bring that type of clarity to university students with the Career: Life/Work Planning course.

The new course is being offered at the University of Winnipeg for three credit hours during the Winter 2017 term. It’s listed as a faculty of education course, but any

undergraduate or post-baccalaureate education student can sign up.

This is a practical approach to career development. With lessons in effective communication, building positive relationships and exploring passions, the new course emphasizes self-awareness as much as it does preparing for the workforce.

Which, really, are one in the same.

“You can go in and excel at any number of post-secondary courses,” Cole said. “But if you don’t know who you are or where you’re going, it’s easy to understand how a lot of people end up feeling unengaged.”

This all started when Cole realized his staff — many of which are post-secondary students — might not have as much career clarity as he thought.

Career Trek has career development programs for students of all ages across the province. But Cole saw his staff didn’t have enough self-knowledge to really help young people make good choices for their futures.

Cole and a team of experts then created this course to

bring personal career development into post-secondary schools. That way, students would gain school credit and possibly get hired by Career Trek after taking the course.

“They would be in a better place in terms of guiding youngsters through [Career Trek] programs,” Cole said.

The University of Winnipeg doesn't have anything like this, according to Bill Schulz. As the professor emeritus for the faculty of education at the University of Manitoba — and someone who's spent his entire career focusing on career development — Schulz helped shape the course's goals.

“These students might study major American career theorists, but nobody chooses a career based on theories,” Schulz said. “We need to put far more emphasis on students' interests, aptitude and childhood fantasies — you know, dream a little.”

Schulz said he made sure the course emphasized group work and communication— skills that actually matter once you're in the workforce.

“You can go on your computer and find information on any career,” Schulz said. “It's putting it all together that's so crucial. That's why I like the fact that they're doing more than just a resume and career portfolio.”

That's where Connie Korchak comes in.

Korchak, who's dedicated her working life to developing career understanding and counseling across Manitoba, will instruct this pilot course. She and Schulz were the primary builders of the course, along with Career Trek's Career Development Advisory Group.

She said the course includes resume building and other traditional skills, but Korchak wants students to take their personalities and preferences into account when researching careers.



UWinnipeg's Connie Korchak will instruct the pilot course on personal career development in post-secondary schools.

“When people are very smart, they can be good at many things,” she said. “But jobs are 40 hours a week, 52 weeks a year — do you want to be doing something well that you don't really enjoy?”

The answer, according to Cole, is absolutely not.

“If you don't know what your calling is, what your strengths are, or areas where you want to work on self-improvement, you're not going to do well and be happy,” Cole said. “That's not just your own personal detriment, it's to the detriment of everyone around you.”

Once the Winter 2017 term is done, Cole said the team will evaluate the course and work to improve it. Hopefully, he said, Career Trek can take it to other schools across Manitoba. That way, no student will have to feel lost again. ■

For 20 years Career Trek has inspired thousands of young Manitobans to gain new skills, understand the relevance of education, set career goals, and become their own career champions.

With Career Trek, a career path is no longer a guessing game. It is a thoughtfully laid out tool—a road map—that helps students realize their potential.

www.careertrek.ca



Carter and April Wilson, commerce students at the University of Manitoba's Asper School of Business and members of Aboriginal Business Education Partners.

tight, but having the ABEP lounge to go to, where everyone is walking the same path as you, makes you feel even more supported. We've all become friends."

Her brother Carter, a fourth-year Asper student, says that supportive community helped him steer a path through an intimidating first year.

"I struggled with how to study, how to take exams. The atmosphere was completely different from high school. It made all the difference knowing there were friends and advisors at ABEP who understood and believed in me."

ABEP provides academic support through tutoring and student advisors. It also offers endless opportunities to meet peers, partners, and potential employers at networking events such as the annual Excellence in Aboriginal Business Leadership Awards gala, where students gain inspiration from successful indigenous business leaders.

PATHWAYS TO SUCCESS

Indigenous business students at the University of Manitoba's Asper School of Business BY JUDY WILSON

As Manitoba's young indigenous population continues to grow, more First Nation, Métis, and Inuit students are earning business degrees to widen their career potential. Business degrees open up opportunities in all sectors and industries, anywhere in the world – and the University of Manitoba's Asper School of Business is acting on a commitment to develop this next generation of indigenous leaders and business professionals.

The school's efforts are anything but new. Aboriginal Business

Education Partners (ABEP) has been working closely with indigenous students pursuing bachelor of commerce (honours) degrees at the Asper School since 1995.

"We partner with our students every step of the way," says Peter Pomart, ABEP executive director. "Each journey is unique, and we're here to make sure our students have access to the resources and opportunities they need to achieve their goals."

Asper student April Wilson, who joined ABEP last year, says "The Asper community is already pretty

ABEP also connects students with amazing jobs. Carter, an accounting and finance major, landed a plum gig this summer with MNP, one of the largest full-service chartered accountancy and business advisory firms in Canada, where he did assurance work for the firm's aboriginal clients.

"One of MNP's consulting partners contacted ABEP because they wanted to get more involved in aboriginal business," he explains. "Opportunities like that are on the rise."

Recent Asper grad Karine Sabourin

credits ABEP with giving her confidence to pursue her dream job. Not even a year out of Asper, she's now director of finance and operations at North Forge Technology Exchange.

"Peter Pomart always encouraged me to aim higher than I thought I could, and having him walk that path with me made all the difference."

Sabourin adds she likely couldn't have completed her degree without ABEP scholarships and bursaries – including a travel award that allowed her to study in Europe through Asper's International Exchange Program. Through Asper's Co-operative Education Program, she gained relevant, paid work experience at RBC Commercial Banking in Winnipeg and TD Securities in Toronto; both positions were instrumental in helping her land her dream job.

Since joining ABEP, Carter has been inspired to explore his leadership potential. He's now president of the Association of Aboriginal Commerce Students (AACS), an Asper student group. Carter says the purpose of AACS is to "show indigenous students they have a place here at Asper by making our presence more visible." The group does this by holding fun events like Free Bannock Day, and hosting high-profile speakers. Last year, Winnipeg Mayor Brian Bowman accepted an invitation from the group to speak to Asper students about the future of commerce and the importance of indigenous inclusion and partnership.

Carter's involvement in the group also awoke a deeper interest in his own cultural background. "My family is from Peguis First Nation, but I grew up off reserve. I'd never been exposed to many of our cultural traditions before, and now I'm working with Elders for advice on how to incorporate things like smudging into our events. I'm learning a lot about where I come from."



This year, Carter was also elected the very first indigenous rep on the Commerce Students' Association.

"The school has been extremely supportive in getting this position up and running," he says. "My job is to provide a voice for indigenous students at student council, and to build relationships between the school and the indigenous business community."

ABEP partners with students admitted to the U of M through University 1 or Direct Entry into the Asper School of Business. Students can also apply to enter the

Asper School of Business through the Canadian Aboriginal Ancestry Admissions Category, which admits students each year who meet the minimum entry requirements, but may not meet the competitive entry requirements, which can vary from year to year.

For more information about ABEP, visit umanitoba.ca/asper.

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

Ideas Live in Community...
Discover CMU

Arts • Science • Business • Music
Find your place

CMU | CANADIAN MENNONITE UNIVERSITY cmu.ca

Why engineering?

By Grant Koropatnick, PEng, FEC
CEO & Registrar
Engineers Geoscientists Manitoba

Engineering is more exciting than some might think. Engineering is all around us. When you drive across a bridge, browse the Internet, fly in a plane, or make a cellphone call, you are experiencing the work of engineers. The results of their work can also be seen in satellites orbiting earth, on offshore oil rigs, and in tall buildings rising from the world's metropolitan cities.

Engineering offers many exciting opportunities around the world, in a variety of fields. Engineers shape the future with forward-thinking designs, new technologies and breakthrough developments. Engineering offers a chance to contribute in a meaningful way to the world around us. Engineers prove every day, that anything's possible.

What was once a career path primarily for men has now become a welcoming community to a diverse group of people, including women. Not so long ago, the word "engineer" conjured up images of the people who design roads and bridges, and while civil engineers continue to do this kind of work, engineering itself has expanded to include an amazing array of new pursuits, from aerospace to environmental, high-tech manufacturing to biomedical engineering.

NEW TALKING POINTS

Statistics show that school counsellors are highly influential individuals for students as they are making their career choice. Traditional messages portray engineering education as difficult and emphasize the importance of superior math and science skills. This is not accurate. You don't have to be a genius with math or science. Parents, teachers, and guidance counsellors should change their script. Instead of asking "are you good at science and math?", begin by asking the following pertinent questions:

- Do you want to make a difference?
- Do you want to change the world?
- Do you want to help others?
- Do you enjoy solving puzzles?
- Do you like using technology to help answer questions for society?
- Do you like to invent or design things?

As highly influential individuals in a student's career path, school counsellors should highlight the following when promoting engineering as a career:

- Global opportunities: Engineers are needed to help developing communities all over the world.
- High calling: Engineers have a responsibility to protect the public.
- Problem solving: Engineers seek solutions for people in everyday life.
- Creative & intuitive: Engineers are creative and intuitive people who devise great ideas for making life better.
- Variety & diversity: Aerospace, biomedical, civil, computer, electrical, environmental, and mechanical are just a few of the many divisions within the engineering profession.

PEGW

Engineers Geoscientists Manitoba hosts a series of events and activities during March every year to celebrate Provincial Engineering and Geoscience Week (PEGW). The celebration is part of a national engineering month occurring in March across Canada.

PEGW is presented to the public with the goal of promoting careers in engineering and geoscience, while increasing awareness of the professions and their many contributions to improving the lives of Manitobans.



WINNIPEG HARVEST DONATION

In addition to multiple other events, PEGW hosts the Annual Spaghetti Bridge Competition. The competition is open to all school children (Grade 1 to 12). The goal is to see whose bridge will support the heaviest load.

The competition is a fun event giving the opportunity for students, teachers, and parents to get involved in hands-on engineering. In addition to over \$2,000 in prizes, Engineers Geoscientists Manitoba has expanded the event to be a meaningful charity event for the whole community. Engineers Geoscientists Manitoba will make a donation to Winnipeg Harvest equal to the cumulative weight supported by all entries. In 2016, student bridges held-up a total of 26,252 lbs., or \$26,252, which was donated to Winnipeg Harvest who turn it around 20-times with their buying power. With matching food donations from partners Canada Safeway and Peak of the Market, Winnipeg Harvest received over 500,000 lbs. of food!

PIZZA PARTY

Engineers Geoscientists Manitoba has a great offer for school teachers and students. If a teacher registers a minimum of 10 students to participate in the Spaghetti Bridge Competition, the class will receive a \$100 gift certificate for a pizza party! Teachers are invited to sign-up as many classes as they want. Participation = pizza = a big donation to Winnipeg Harvest!

For more information on PEGW events, please see our website (www.apegm.mb.ca), or contact us by email (apegm@apegm.mb.ca). ■

— ENGINEERING IS FOR GIRLS

Do you know a girl who is imaginative and creative, and excels in communicating, problem solving, or analytical thinking? If so, then a career in Engineering is a path worth exploring.

Engineers analyze, explore, build, and protect our environment in specialties like:

Electrical / Biochemical / Industrial / Computer / Mechanical / Civil / Environmental

Unlock your students' potential and explore unlimited possibilities with careers in engineering.

FOR MATERIALS & INFO ABOUT A CAREER IN ENGINEERING, VISIT APEGM.MB.CA

**ENGINEERS
GEOSCIENTISTS
MANITOBA**



ART THERAPY FOR SCHOOL



The first art therapy diploma cohort gathered in the hallowed halls of the WHEAT Studio at the St. Norbert Arts Centre (SNAC). These sacred grounds have been home to healers and helpers all the way back to the presence of First Nations

peoples at the site of this small river bend so many years ago. An inter-cultural setting, students can enjoy the Trappiste Monastery ruins, as well as the indigenous ceremonial grounds on site. This inspiring site reflects the inter-cultural nature of the training at SNAC, where studio and academic indigenous worldview classes are taught by local indigenous teachers, in addition to the compulsory art therapy classes.

Renee Langrell, a student at the WHEAT Studio, recently took Victoria McIntosh's Woodland Art weekend workshop and found it connected her to her heritage.

"[Victoria] was finally able to explain my Metis heritage to me and connected with me in such a way that no one else has ever been able to. I have attended many sharing circles, sweats, Elder teachings, and this is the first time I have truly felt connected," said Langrell. "I have grown as a Métis person because of this weekend. It took me two days to even really process what happened in my brain and the shift that has started to take place. Amazing and exciting. I now know my purpose."

The deepest immersion in the work is available through the diploma program, which includes 500 hours of training, as well as a 700-hour supervised practicum allowing for eventual registration as an art therapist. Practica might occur in a myriad of locations from schools to mental health agencies to local wellness groups. Students pursuing their post-baccalaureate at the University of Winnipeg may also take a 15-credit hour specialization in expressive arts, and participate in a specialized counseling practicum supervised by WHEAT director, Darci Adam.

"The opportunity the WHEAT Institute has provided

PROGRAMS COUNSELLORS

NOW YOU'RE TALKIN'!

me on my journey to becoming a 'helper' has been invaluable," said Jenn Cuddy, school counsellor. "Discovering myself through the lens of the expressive arts has been the piece I was missing from traditional academia. Through the expressive arts, we can get out of our heads and into our bodies – a powerful and transformative experience that we can apply to ourselves, and in our work with others. Being able to stay in Winnipeg and study with local and international teachers in such nourishing spaces has been an extremely enriching supplement to my master's in counselling psychology.

WHEAT staff are also working hard to bring you the International Expressive Arts Therapy Conference, September 27 to October 1, 2017. You can check out this conference, titled Indigenous Roots of Expressive Arts at www.ieataconference2017.com.

We are welcoming the world to Winnipeg in response to the call to action issued through the Truth and Reconciliation Commission. Guided by conference Elder and opening keynote speaker, Dave Courchene, it is with great joy that we pull together a program emphasizing transformation, social justice and social change. Like all expressive arts conferences, this one will rock your socks with a plethora of opportunities to sing, dance, make art and make merry while also learning.

Stay tuned for details about our gala event on Friday, September 29th at the Canadian Museum for Human Rights. Join us to amplify your knowledge of indigenous peoples and the expressive arts and to participate and celebrate through the lens of indigenous arts: drumming, dancing, art making, and more. Early bird option opens in October. Details online. ■

NOW IN MANITOBA!


Wheat
INSTITUTE

CREATING
transformation
& **wellness**
through
the arts

QUALITY TRAINING IN
**art, drama &
expressive
arts therapy**

LEARN WITH US!

WWW.WHEATINSTITUTE.COM

Jack Hirose and Associates

Quality workshops for mental health and education professionals

Since 1998, Jack Hirose and Associates has provided quality training to more than 55,000 mental health professionals in Canada and the United States. Our mission is to offer effective and stimulating training opportunities that respond to the ever-changing needs of counsellors, therapists, psychologists, psychiatrists, social workers, nurses, medical doctors, teachers, mental health professionals, and more. We strive to provide proven training methods that focus on practical interventions and increased skill development. Our instructors are selected not only for their knowledge, but also for their ability to present course material in an engaging and stimulating manner.

The workshops focus on beginner and advanced training, particularly in cognitive behavioural, brief therapy, child and adolescent therapy, mindfulness approaches, motivational interviewing, sensorimotor psychotherapy, solution-focused, narrative, emotion-focused, acceptance and commitment therapy, couples and marriage therapy, and others. All of our workshops are approved for continuing education credit (CEUs) through various Canadian associations.

In addition to our workshops and conferences, we are pleased to now offer exhibitor and sponsorship opportunities, educational DVDs and CDs, and online courses.

UPCOMING WEBINARS:

Worried Sick: High-Speed, Drug-Free Treatment for Anxiety Disorders

Presented by David Burns, M.D.
January 6 – February 10, 2017
ONLINE

Making Sense of Anxiety and Related Problems

Presented by Gordon Neufeld, PhD
January 9 – February 13, 2017
ONLINE

Living an Intimate Life: Including the Existential Dimension in Clinical Work

Presented by Michael Stone, MA
January 16 – March 6, 2017
ONLINE

Emotionally Focused Couple Therapy (EFT): Six-Week Online Training

Presented by Sue Johnson, Ed.D.
January 24 – February 28, 2017
ONLINE

UPCOMING WORKSHOPS:

Smart, But Scattered: Strengthening Executive Skills in Children and Adolescents

Presented by Peg Dawson, Ed.D., NCSP
October 19, 2016 | Winnipeg, MB

25+ Proven & Effective Thinking and Self-Regulation Strategies for Children and Adolescents with Sensory Disorders, Learning Disabilities, Anxiety, and ADHD

Presented by Lynne Kenney, Psy.D.
November 1, 2016 | Winnipeg, MB

Two-Day DBT Intensive: Using DBT to Treat Emotion Dysregulation Disorders

Presented by Sheri Van Dijk, MSW, RSW
December 1 – 2, 2016 | Winnipeg, MB

UPCOMING OUT-OF-TOWN WORKSHOPS:

The 2nd Annual Alberta School-Based Mental Health Conference

Presented by:
Ross Greene, PhD
Donald Meichenbaum, PhD
Steven G. Feifer, D.Ed., NCSP, ABSNP
Lynn Miller, PhD, R.Psych.
Lynne Kenney, Psy.D.
Lisa Ferentz, LCSW, DAPA
Leah Kuypers, MA, Ed

October 26-28, 2016
Edmonton, AB

The British Columbia School-Based Mental Health Conference

Presented by:
Ross Gerene, PhD
Lynne Kenney, Psy.D.
Lynn Lyons, MSW
Gordon Neufeld, PhD
Donald Meichenbaum, PhD
Lynn Miller, PhD
Lisa Ferentz, LCSW, DAPA

November 7 – 9, 2016
Richmond, BC

Healing and Treating Trauma, Addictions, and Related Disorders Conference

Presented by:
Janina Fisher, PhD
Lynn Lyons, MSW
Gordon Neufeld, PhD
Stan Tatkin, Psy.D.
Sheri Van Dijk, MSW, RSW
Colleen Carney, PhD, C.Psych.
Richard C. Schwartz, PhD
Mel Pohl, MD
Michael Stone, MA

November 16 – 18, 2016 |
Edmonton, AB



INDUSTRY-DRIVEN, STUDENT-FOCUSED

Real-world demand, not guesswork, key to training Manitoba's workforce



Since the launch of its new mandate in 2014, MITT has partnered with industry, business and government to answer fundamental questions about Manitoba's workforce – what skills are required and where? – and then create training programs to fill these skill gaps. This unique approach eliminates guesswork and ensures the paths we help chart for students consistently lead them to future post-secondary or professional opportunities.

WE BUILD SUCCESS

Employers want trained workers with skills ready to go. That's why we provide innovative, real-world education and it's no accident our grads have over **80%** placement rates.

Our flexible and modern approach, programs designed with industry and our award-winning instructors give MITT training the edge. Success for our students and their employers is our #1 goal.



Ask for our **2016-17** Viewbook and enrolment info poster

▶ mitt.ca ▶ 204.989.6500 ▶ info@mitt.ca



MANITOBA INSTITUTE OF TRADES AND TECHNOLOGY



Technical colleges such as MITT are the springboard more and more learners are choosing today; in 24 months, enrolment of full-time equivalent students at MITT rose sharply from 1,900 to 2,426, a trend that supports this view.

Today, MITT offers 30 programs to secondary, post-secondary and adult learners. This diverse mix of students hails from right here in Winnipeg and from more than 41 countries around the world. Our classrooms are a mirror reflection of Manitoba's

workforce, so building collaborations across cultures, and instilling the importance of professionalism are integral parts of the learning experience at MITT from day one.

"At MITT, we take a holistic approach to student success," says Ray Karasevich, vice-president of academic. "Because we know an ideal job candidate in the working world needs more than just technical skills. At MITT, we ensure our students understand from day one that who they are, how they engage and collaborate with others, is as fundamental to their success in the workforce as what they can do."

In addition to fostering diversity, another hallmark of MITT is the way it creates flexible learning options that fit a student's needs. English and French-speaking secondary students from across the province explore careers or earn post-secondary credit at MITT. We partner with six adult learning centres throughout Winnipeg to offer mature student high school diplomas; Youth Build MITT offers high school and on-the-job technical training to indigenous learners in Winnipeg aged 19-35. Our MITT high school invites students to complete parallel track academic and technical programs to graduate with their diploma and post-secondary certificate.

"Everything we do at MITT is governed by the two 'es' of effectiveness and efficiency," says Paul Holden, president and CEO. "We train our students for what industry needs, right now. And by enabling our learners to earn secondary and post-secondary at the same time, we get them into the workforce or onto the next step of their educational journey, right now."

That same efficient, effective approach is working for our international students as well. Before they enrol in our core programs or move onto other post-secondary



endeavours, our recently opened English Language Institute equips them with the English language skills they will need to succeed.

"We want our international students to thrive at MITT and, ultimately, settle in Manitoba – whether they choose to further their studies, or, seek employment where they can become productive members of our community," says Liz Choi, vice-president, students & strategic partnerships. "English language training is a vital step in this process, and one of the essentials we are pleased to offer to students who come from abroad to study at MITT."

At MITT, we recognize there is a finite level to which we can educate our learners. So while we specialize in job-ready training, much of it with built-in practicum or co-ops experiences, we also focus on opening doors for our learners to continue their post-secondary education elsewhere. Several post-secondary institutions throughout Manitoba (including Red River College, the University of Winnipeg, and Assiniboine Community College) have signed Memorandums of Understanding (MOU) with MITT to help make this possible. These agreements encourage our graduates to continue on at a peer college by, for example, recognizing MITT training as equivalent to its own. The time and cost this saves an MITT graduate who doesn't have to repeat intro-level training at another institution is huge, and we are grateful to our peer colleges for their partnership.

At MITT, we pride ourselves on our unique career training philosophy and collaborative approach to training Manitoba's workforce. We are industry driven, student focused. ■



MOBILIZING KNOWLEDGE AT THE UNIVERSITY OF WINNIPEG

The University of Winnipeg (UWinnipeg) creates knowledge as part of a learning community and shares for the benefit of many. It happens via a collaborative approach, which breaks through the limits of traditional thinking and contributes to positive change that impacts people near and far.

At UWinnipeg, bright minds solve mysteries, test theories, and discover new ways to address real-world issues — from climate change and brain malfunction, to workplace bullying and urban homelessness. The best part? UWinnipeg students get an up-close view of — sometimes even a chance to take part in — fascinating research that has the potential to profoundly benefit society.

DISCOVER

HOW TO MAKE AN IMPACT

Whether you want to change the world or nurture your own neighborhood: start here. We will embrace who you are—and help transform you into the leader you're going to be.

UWINNIPEG.CA

DISCOVER · ACHIEVE · BELONG



THE UNIVERSITY OF
WINNIPEG





For example, physics professors Dr. Melanie Martin and Dr. Chris Bidinosti recently published research with student Morgan Mercredi, and Trevor Vincent, a UWinnipeg graduate. Martin's team uses physics to strengthen magnetic resonance imaging (MRI) capabilities. Their method of calculating the sizes of small tissue structures may lead to better diagnostics and understanding of conditions such as Alzheimer's disease, autism, and schizophrenia.



Ariane Dilay is a third-year student in environmental studies and sciences who, along with recent geography graduate Hailey Robichaud, had a hand in promoting the new Prairie Climate Atlas — an interactive online tool that helps people prepare for climate change under various carbon scenarios. It will benefit everyone from farmers and First Peoples to government policy analysts. Dr. Danny Blair, the director of science for the Prairie Climate Centre and principal of UWinnipeg's Richardson College for the Environment, has high praise for the students, who've written articles and crunched numbers to help raise the profile of the important research project. The Prairie Climate Centre is a collaborative partnership with the International Institute for Sustainable Development.



Other examples of student-infused research activity abound at UWinnipeg. Earlier this summer, a group of learners camped and conducted field research for 10 days at the Desert Studies Center in the California desert. Recently, students of Dr. Shailesh Shukla's course on Indigenous Food Systems interviewed 17 Elders and developed a cookbook titled *The Forgotten Traditional Foods of Fisher River*, which is being translated into Cree.

Meanwhile, UWinnipeg has, to date, launched 44 experiential learning projects across a range of departments. Experiential learning — an engaged and interactive method of discovery — is a key component of academic excellence and a strong priority at UWinnipeg. These impactful initiatives focus on areas such as feminist art and resistance, prairie ecology, and outdoor recreation.

This is just a small sampling of how UWinnipeg-based activity impacts every community in this province and contributes to the knowledge economy, notes Dr. Annette Trimbee, president and vice chancellor.

She adds, "In essence, research and knowledge mobilization — an important aspect of what we do here — boils down to curious people doing interesting and meaningful work, and giving others an opportunity to learn and benefit. It's a big part of the value that the University of Winnipeg delivers."

The University of Winnipeg is noted for academic excellence, indigenous inclusion, environmental commitment, smaller class sizes, and campus diversity. Learn more at uwinnipeg.ca. ■

Photos by Cory Aronec.

Greenhouse pests no match for applied research project

BY DANIELLE ADRIAANSEN



Instructor and researcher Poonam Singh (centre) with Horticultural Production students Soham Bhakti (left) and Abigail Phipps (right).

It's a bug's life inside Assiniboine Community College's (ACC) sustainable greenhouse, and students are learning just how effective biological pest control can be.

Insect pests are a common concern among growers in greenhouse environments. They wreak havoc, causing damage by feeding directly on plants and indirectly by spreading disease pathogens and viruses. These pests also make food crops less marketable because they cause cosmetic damage that isn't appealing to consumers.

In many cases, growers use pesticides in an effort to minimize insect pest populations. But there is an alternative: biological pest control agents. In other words, good bugs—often referred to as predator insects or parasitoids—keep the bad bugs like thrips,

spider mites, aphids, leaf miners, and whiteflies in check.

The 3,300-square-foot sustainable greenhouse at ACC's North Hill Campus serves as hands-on classroom space. Ten months ago, its insect pest population was widespread. Fortunately, Dr. Poonam Singh saw it as a learning and research opportunity for students.

Singh moved to Manitoba from British Columbia this past summer, joining the college as a researcher and instructor in the Horticultural Production and Sustainable Food Systems programs. On the west coast, Singh's research focus was primarily in developing sustainable products and processes for horticulture. She researched on the development of biopesticides, biofertilizers, and other natural and sustainable products useful for crop production.

She was able to pull from her research knowledge and introduce her methods to students, kicking off an ambitious applied research project to transform the way pests are controlled inside ACC's greenhouse.

"The knowledge about biological pest control agents is out there. It's ever emerging," said Singh. "I'm researching about its application under local climatic conditions. I am also researching about the effective usage in solar greenhouses. This is a research tool in an applied sense."

Students were introduced to the basics of biological pest control and throughout the year developed their skills and knowledge. They now inspect plants and monitor counts on sticky cards that catch and trap flying pests. With Singh's guidance, they adjust the number of beneficial organisms or "natural enemies" to keep pest numbers under control.

For Stephanie Hinrichs, a 2016 graduate of the college's Sustainable Food Systems advanced certificate program, the research project was a challenging, but rewarding experience.

"It was great to learn first-hand how to identify, monitor, and manage pest and beneficial insect populations," said Hinrichs.

Hinrichs now works as a research assistant at the Canada-Manitoba Crop Diversification Centre in Carberry, Man.

A beneficial organism like a parasitic wasp will lay its eggs inside the host insect, keeping it alive until the larvae mature and emerge as adults. It's creepy and cool and it's clearly working. When the applied research project kicked off last September, students found as many as 635 thrips during a single monitoring. In their last week of classes this past April, thrips numbers had fallen to 17.

"It's a learning tool [for students] because they get to see the pests at all stages. They also get to see how effective these biological agents can be in controlling pests," said Singh. "Now they're even faster than me in monitoring. They have such a trained eye."

No pesticides have been used in the last 10 months to control pest populations inside the greenhouse. Singh is confident they can continue with the biological pest control as part of a larger integrated pest control approach.

"I'm getting into developing my own rearing and breeding system for these natural enemies," said Singh. "Now I am trying to extend into controlling diseases through biological methods."

This research project is supported by Growing Forward 2, a five-year federal-provincial-territorial policy framework to advance the agriculture industry. ■



Sustainable Food Systems student Stephanie Hinrichs inside ACC's sustainable greenhouse.

**LEARN BY
DOING**



THIS IS WHAT A DESK JOB IN **RESOURCE MANAGEMENT** LOOKS LIKE.

Learn Real Skills for Real Jobs.

At Assiniboine Community College, Environmental Technologies Land & Water Management students learn real-world skills both inside the classroom and out in the field, preparing them for meaningful careers in resource management.

As climate change and new regulations impact demand on land and water, this field will have an increasingly important role in managing our resources, and our grads will be front and centre leading the way.

Visit assiniboine.net/landandwater for more information

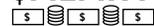
Our most recent grads say it all.

94%



HAVE JOBS

\$45,708
— AVERAGE —
FIRST-YEAR
\$ALARY



94%

RECOMMEND
ACC

93%

CHOOSE
MANITOBA



**REAL SKILLS
REAL JOBS**

GET CHARGED UP

Professional engineering technologists

From the moment Manitobans wake up in the morning and turn on a light switch or shower until the end of the day, they rely on the work of professional engineering technologists.

They do so by having participated in the design, selection, use, installation, testing, and repair of devices and equipment related to all aspects of everyday life. As technology professionals, they provide essential services and protection as part of a large team, which includes tradespeople, engineers and scientists. Engineering technologists, through their role in power generation and transmission and distribution, ensures your electrical power is always there.

The electronic engineering technologist designs, develops, and tests telecommunication systems that enable you to watch TV, listen to the radio, or talk on your cell phone. Driving down a road or crossing a bridge requires planning and construction activities that are provided by a municipal engineering technologist. The design and construction of the very office building you work in may have had the input of a structural engineering technologist, building design engineering technologist, as well as an architectural engineering technologist. A mechanical or electrical engineering technologist would have worked on the various buildings' design systems, including the installation and commission of the HVAC, security and communications systems. The installation of the broadband communications system and fibre optics networks would have also been performed by a communications engineering technologist. Even the development of the building site may have required input from a geomatics technologist who does mapping for topography and town planning. From the ground up, technologists contribute to the landscape of our cities, province and country.

A report on the future of Canada's labour market suggests that Canada is on the verge of a "severe" labour shortage, one that will be "much too large to be met by

a record-low unemployment rate". It predicts that real earnings will jump "significantly" and that employers will have to compete to attract workers.

What does this mean for the professional engineering technologist? According to Human Resources Development Canada in Ottawa, the conclusion could not be clearer. "There is currently a greater demand for community college graduates in engineering technology programs. New job openings in this sector are expected to exceed the number of job seekers by about three per cent."

Engineering technologists programs are offered through Red River College or Assiniboine Community College. Students must complete two to three years of study, or 2,000 to 3,000 hours of classroom time. High school students are encouraged to take courses in mathematics (ideally, advanced math) and science. English courses are also recommended, as an engineering technologist is a key member of a team and excellent written communication skills are essential to successful teamwork.

A typical workday for an engineering technologist would include activities such as attending project planning meetings, visiting, overseeing and reporting on construction sites, testing and starting up complex equipment and systems.

A 2016 Salary Survey by the Certified Technicians and Technologist Association of Manitoba (CTTAM), which is the regulatory body for technologists, indicates that professional technologist members earn on average \$78,000, with some exceeding \$120,000.

CTTAM, in conjunction with Skills Manitoba, will be pleased to visit classrooms and tell students of the great opportunities for the professional engineering technologist.

For further information on a career in engineering technology, please contact CTTAM at www.CTTAM.com, or call (204) 784-1080. ■



CTTAM

THE CERTIFIED TECHNICIANS AND
TECHNOLOGISTS ASSOCIATION OF MANITOBA

-
- Safeguarding the Public Interest by the Certification of our Professional Members
 - The Technology Professionals of Manitoba

C.E.T. – CERTIFIED ENGINEERING TECHNOLOGIST

C.TECH – CERTIFIED ENGINEERING TECHNICIAN

Electronic Engineering Technologist

Municipal Engineering Technologist

Structural Engineering Technologist

Building Design Engineering Technologist

Architectural Engineering Technologist

Mechanical Engineering Technologist

Electrical Engineering Technologist

Communications Engineering Technologist

Geomatics Technologist

602 - 1661 Portage Avenue, Winnipeg, MB R3J 3T7

204-784-1088

www.cttam.com



FLEX-ED LEARNING FORMAT SUITS BUSY LIFESTYLES

If you want a professional career in a growing industry but can't find a program that fits your busy schedule, the Flex-Ed programs offered at Herzing College Winnipeg could be the right choice for you! Flex-Ed is ideal for students who can't commute to Winnipeg every day for class.

At Herzing College, we understand that students' needs are evolving, and that the way in which we deliver our programs has to evolve with it. Students often juggle work, family, and other commitments all while trying to attend school and further their education. We realize that while some students prefer to attend regular classes at our campus, there are other students who prefer to work in an online learning environment to best accommodate their schedules. It was from this that we developed our Flex-Ed (flexible education) concept. Education, your way.

Typically you work your schedule around school, but what if school could work around you? Our Flex-Ed program format offers the best of both worlds. A convenient online learning environment with the option to work at the campus and receive support from your instructor. Students can choose to work completely or partially online and come to the campus during set hours each day to meet with their instructor and use our facilities. Flex-Ed

also allows students to begin a program more frequently, no more waiting several months for a program start date. We want to assist students in starting school, graduating and finding employment, sooner!

Flex-Ed is flexible and convenient. Receive all the benefits of a traditional classroom environment without having to commit to a fixed schedule. Don't worry about missing class, you can log into your virtual classroom when it's convenient for you. A dedicated instructor will be there with you every step of the way to help you earn your diploma.

In addition to your academic support, you will receive support from all of our student service departments, including educational funding and employment services. We work closely with industry leaders and employers to ensure our college diploma programs lead to long-term career success.

The following programs are currently available in the Flex-Ed learning format; Accounting and Payroll Administrator, Business Administration, Office Assistant, Social Media Coordinator, Supply Chain Management and Logistics and Systems Technical Support Analyst.

For more information on Flex-Ed and available programs, please visit herzing.ca/Winnipeg, or call 204.775.8175. ■



Earn Your Diploma Online!

Ask about our Flex-Ed program format

- Accounting and Payroll Administrator
- Business Administration
- Office Assistant
- Social Media Coordinator
- Supply Chain Management and Logistics
- Systems Technical Support Analyst

Business • Healthcare • Legal • Media • Technology • Professional Development

1700 Portage Avenue
Winnipeg, Manitoba

204.775.8175
wpg-info@herzing.ca

HERZING.CA/WINNIPEG



Career focused • Convenient • Caring

HERZING
COLLEGE



Communications Inc.

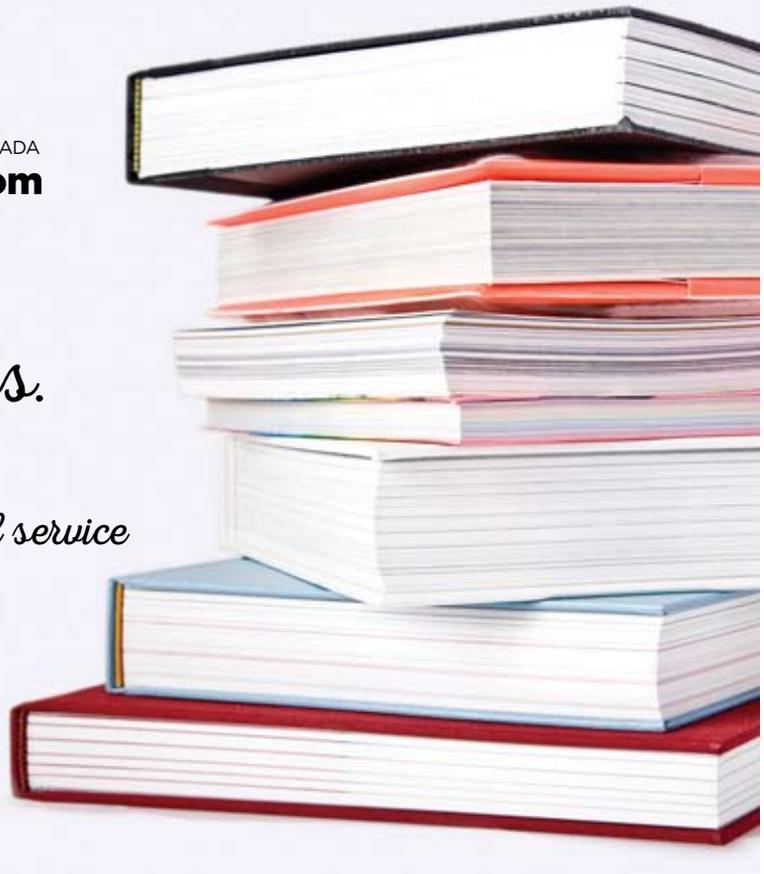
SUITE 300, 6 ROSLYN ROAD, WINNIPEG, MANITOBA, CANADA

www.delcommunications.com

*The key to
publishing success.*

*We offer outstanding personal service
and quality in the areas of...*

- Creative Design
- Advertising Sales
- Trade Publications
- Video Production & Editing
- Qualified Sales & Editorial Team





A unique research opportunity, Nicole Hughes, a fourth-year anthropology honours student collecting data with Dr. Holland from the Tedeschi Osteological Collection, Museo di Antropologia Università degli Studi di Padova, Padova, Italy.

Not only is Nicole assisting Dr. Holland in collecting data for a BURC-funded project, she is also going to use some of that data to complete her honours thesis.



DISCOVER THE STUDENT SUPPORT AT **BU'S** COMPACT, COZY CAMPUS

Size matters, and for a growing number of Manitoba high school students, it's the compact size and cozy nature of the Brandon University campus that matters most to them.

"We have one of Canada's best student-to-teacher ratios, so if you're coming from a high school where the teachers really know you by name, we can continue to give you that same support through your university education," says Katie Gross, BU's recruitment director.

Small class sizes with supportive faculty makes students more likely to succeed as they make the jump from high school to post-secondary, she says. And that's especially attractive to students who are coming to university from outside of Winnipeg.

"The BU campus is all tucked together in the heart of Brandon, with everything you need really close by," Gross says. "It's so convenient to walk from class to class. You can park once and leave your car for the rest of the day — or not even park at all! Many of our students find a place to live within a few blocks or choose to live in residence."

She calls residence the ultimate in convenience.

"Not only are you able to make a ton of friends really quickly, but you can get up and be at class in just minutes," she says. "You also have great access to



BU's study spaces, library, Healthy Living Centre, and cafeteria. Of course, the student pub doesn't hurt, either."

Along with all of that, BU offers students a full slate of undergraduate programs, with a huge variety of study options in arts and science, health studies, education, and music.

Thanks to smaller, more personalized classes, and the tight bonds that students can form with their professors, Gross says that there are a lot of neat opportunities available at BU that students can take advantage of.

"Whether it's an exchange, a research project, field excursion, or a summer job, we find that BU students tend to be really involved here," she says. "Going to university is not just a transaction, this is a big part of your life for the next few years, and it's great that so many of our students have such a great time while they're here."

Brandon University, founded in 1899, promotes excellence in teaching, research, and scholarship, and educates students so that they can make a meaningful difference as engaged citizens and leaders. Discover more of what BU has to offer at brandonu.ca. ■



Student Engaged Education

Theory meets practice at Brandon University. These are more than just words to us; they are values that reflect our mission and define our students' education. Choosing to study at BU means immersing in real-world problem-solving, combining a liberal education with unique research and creative opportunities, and having among the best student-to-faculty ratios in the country. It means you're the focus. It means you're engaged.

Engage at BrandonU.ca





Providence students enjoy a bonfire during Welcome Week.

Photo by: Alex Holden

PICTURE YOURSELF AT PROVIDENCE

Rural institution excels at helping first-year students adjust to university

BY JERRAD PETERS

Different students bring different emotions into their first year of university. Some bring excitement—an eagerness to leave home and experience something new. Others bring anxiety—an unease with the unknown and nervousness in unfamiliar surroundings.

Not only does Providence understand these sets of emotions, and the full range that falls in-between, but the Otterburne, Manitoba university also realizes that post-secondary institutions must create environments in which students can picture themselves fitting in and excelling.

So picture this.

Picture yourself arriving at a picturesque, 100-acre rural campus next to the Rat River, the bell tower rising prominently over fields of canola and corn. Your dormitory is comfortable and thoughtful, experienced student development staff help you settle in. At mealtime you enjoy a variety of freshly

prepared dishes accommodating every taste and dietary requirement from a menu that changes daily. And before going to bed you participate in student-led games, or unwind in the hot tub, or simply find a quiet place to read or listen to music.

Picture yourself studying with high-achieving faculty in the study areas of your choice. Providence professors have contributed important cancer research, launched numerous green initiatives and authored books on topics as wide-ranging as spiritually-oriented psychotherapy, marriage, church life and David Bowie. Many professors, such as those in business and science, also deliver their courses in just-completed, state-of-the-art classroom spaces.

Finally, picture yourself pursuing and attaining a career in your chosen field. Providence alumni are making a difference in workplaces all over the world, from tech start-ups in Germany to TESOL schools in Romania, from Christian training centres in the Dominican Republic to counselling services right here in Manitoba. Many other students have gone on to complete graduate studies in their areas of interest. A Providence education will take you wherever you want to go.

In a recent Noel Levitz survey, current students told Providence what they felt were its biggest strengths. The list included “high academic standards”, “respect for both female and male students”, “commitment to multicultural understanding”, “facilitation of spiritual growth”, and “a welcoming atmosphere”.

Picture that: a university that ticks all those boxes. And why not picture yourself at Providence? Whatever your feelings about your first year of university, you might just find Providence to be exactly what you envisioned. ■



PROVIDENCE
UNIVERSITY COLLEGE
EST. 1925

Picture your **PROVIDENCE**




Picture your life after university. A Providence education will help make it a reality.

Choose from 18 degree programs in the areas of Bible & Theology, Arts & Sciences, Professional Studies and our NEW Buller School of Business.

Earn a Bachelor of Arts degree that fits your career path.

 Apply today at
Prov.ca/apply

10 College Crescent, Otterburne, Manitoba | ROA 1G0 | 204-433-7488 | info@prov.ca

INDEX TO ADVERTISERS

Asper School of Business.....	IFC
Assiniboine Community College.....	27
Brandon University.....	33
Canadian Mennonite University.....	15
Career Trek Inc.....	13
Certified Technicians & Technologists Association of Manitoba.....	29
Chartered Professional Accountants of Manitoba.....	OBC
Engineers Geoscientists Manitoba.....	17
Herzing College.....	31
Jack Hirose & Associates.....	7
Manitoba Institute of Trades & Technology.....	21
Providence Theological Seminary.....	IBC
The Salvation Army Booth University College.....	5
University of Manitoba.....	11
University of Winnipeg.....	23
Wheat Institute.....	19

Make all the pieces fit.

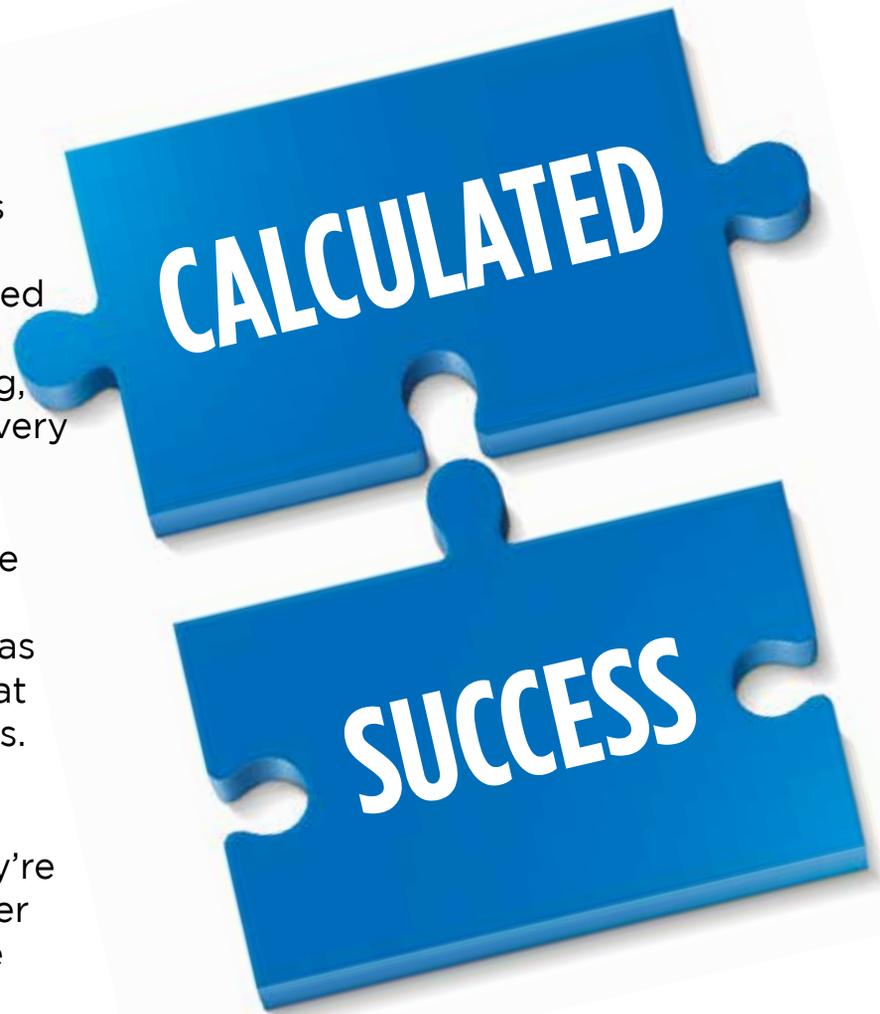
Connect your students to the opportunities of becoming a **Chartered Professional Accountant (CPA)**.

As a high school educator in Manitoba, you are a vital part of the future accounting profession and business community — **the CPAs of tomorrow are sitting in your classrooms today!**

If you thought most accountants work in tax or audit, think again. Virtually every business has a need for the skills of a CPA. CPAs are found working in fashion, gaming, pro-sports, entertainment and every industry in between.

As a mentor for students, you are in great position to talk about post-secondary options, as well as how strong education and a great attitude link to successful careers.

All of this means one thing: you can help students find out if they're the right fit for a rewarding career in business by showing them the infinite opportunities that a CPA designation offers. **And that's the bottom line.**



for more info, visit:

go.CPAmb.ca



CPA

CHARTERED
PROFESSIONAL
ACCOUNTANTS
MANITOBA