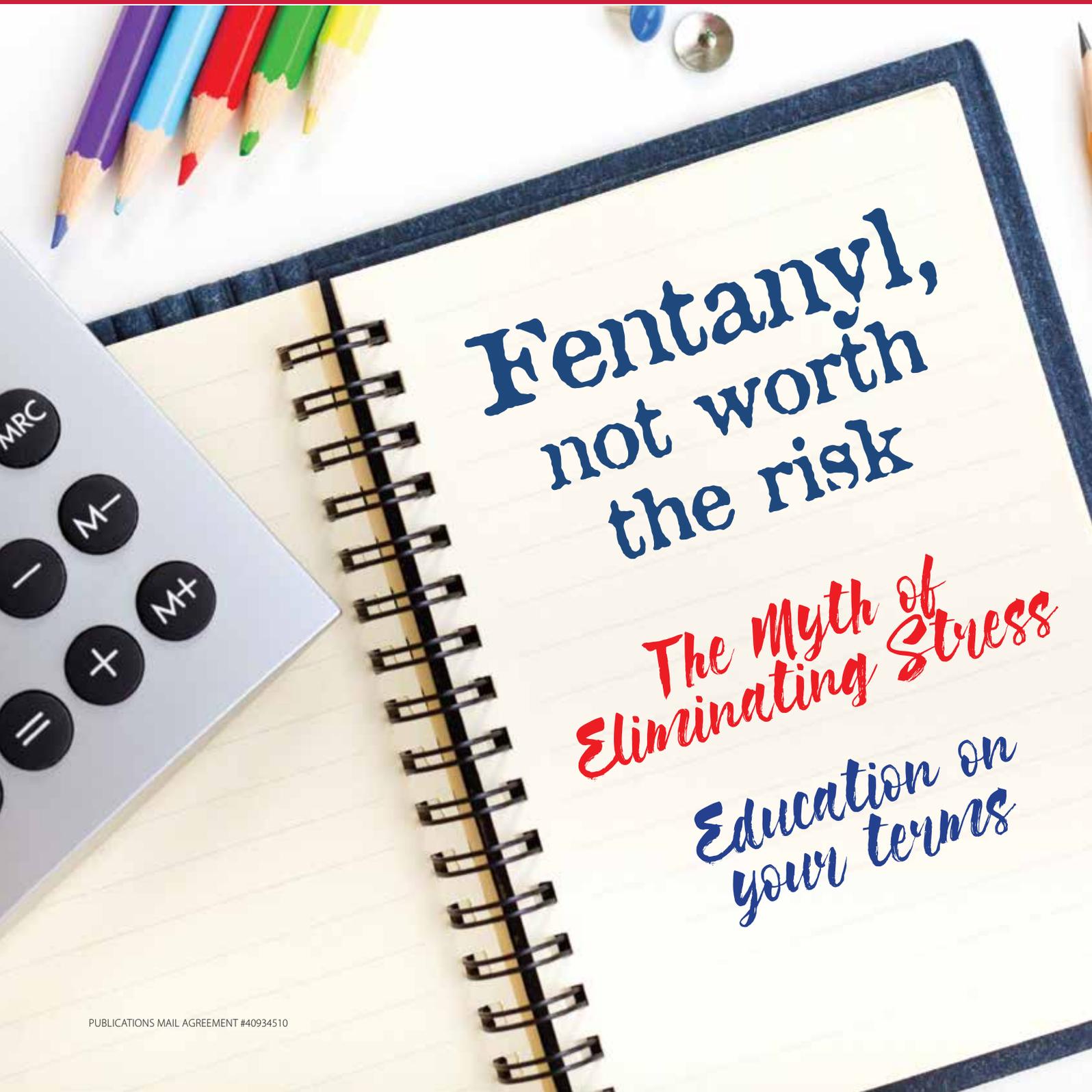


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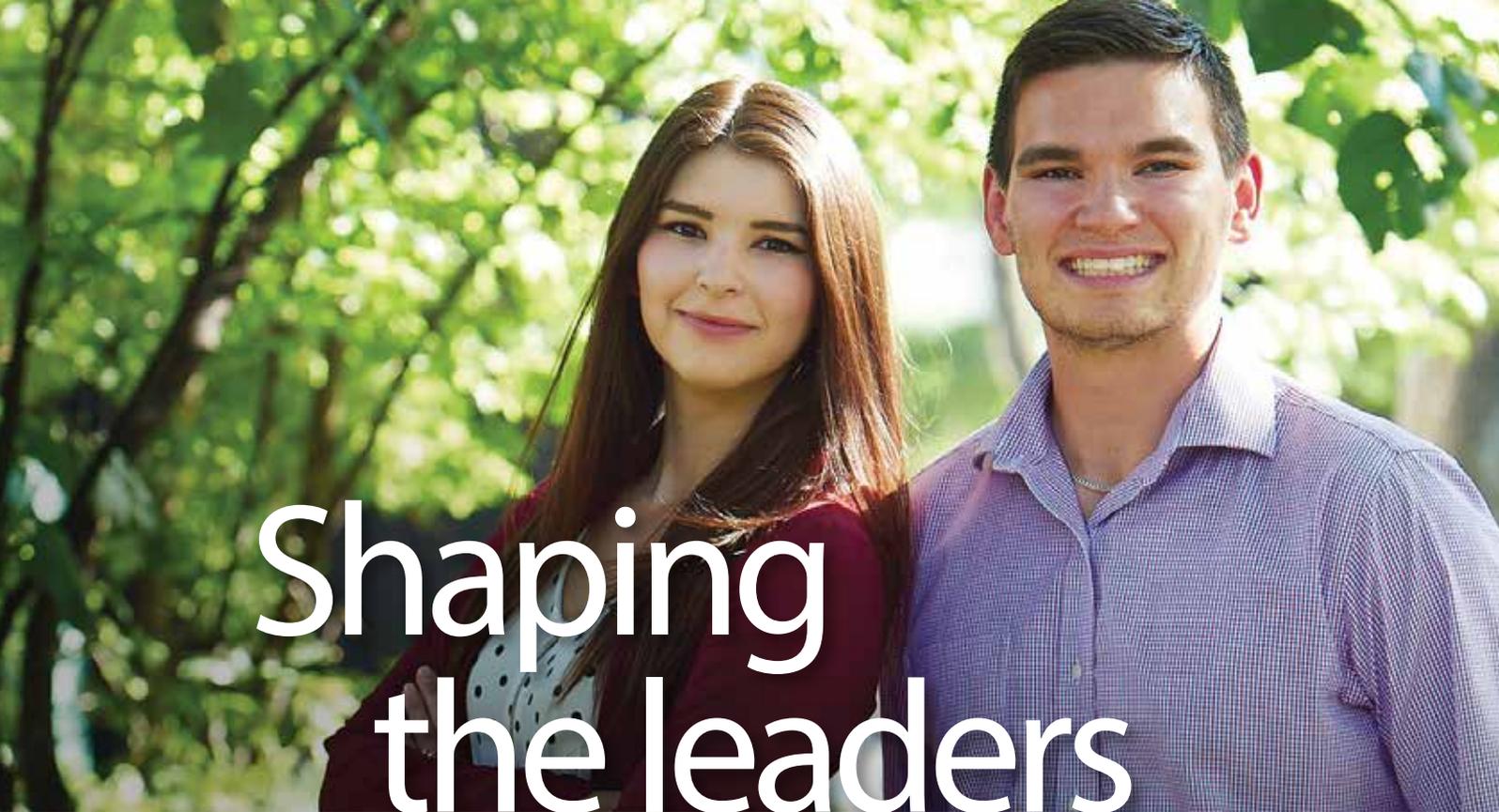
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MESSAGE FROM THE PRESIDENT OF THE MSCA

Jennifer Stewart

It is an honour and a privilege to serve as president for the Manitoba School Counsellors' Association (MSCA) for the 2016-2017 school year. This year has been filled with wonderful things. Our board meetings have included exciting and varied professional development sessions, including anxiety and healthy eating. We have a few more board meetings and professional development sessions this year so please keep up to date on these by checking out the MSCA website where you will find out all the important information you need to know.

I appreciate the commitment of the MSCA board in helping to provide quality professional development to Manitoba school counsellors. I would like to thank Carolynne Pitura, John Hasenack, Libby Powell, and Marla Yarema for all of their time and effort they have put into planning our meetings this year. I would like to also thank our past president, Susan Hocken-Attwell, for her planning efforts with MTS PD day. We had a wonderful turnout for the event with our morning speaker, Dr. Patrick Carney, who spoke about Resilient, Active and Flourishing Students.

The afternoon brought in a variety of presenters focusing on wellness, which we received a lot of positive feedback about. MSCA would like to thank L'ecole Christine-L'Esperance for allowing us to host our event at their school and to Joëlle Émond and the custodial staff for their hard work in helping prepare for that event. Thank you to everyone that attended this year and we hope to see you again next year.

Please note that our website will be updated by our webmaster, Karin Carlson, in order to make it more user-friendly. We hope to have this completed by the end of February so stay tuned for our new look.

We also are planning an afternoon professional development session on self-harm in March, which will be free to all MSCA members to attend. Information will be sent out via email and will be posted on our website shortly.

We will be looking forward to the transition to spring in Manitoba as the winter season winds down. Hope everyone is able to get out there and enjoy the last of our Manitoban winter activities. Have a great last half of the school year as we continue to strive, maintain, and support the wellness of our students and ourselves. Relax, rejuvenate, and rejoice! ♦



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Counsellor Mia Guenther (left) with teacher Arielle Gaudet (right) having a conversation with students about friendship

THE TOP ISSUES FOR COUNSELLORS IN ELEMENTARY, MIDDLE AND HIGH SCHOOLS

BY CINDY CHAN

Whether a child is in elementary, middle, or high school, problems will usually arise in all stages of their lives. Luckily, school counsellors are an excellent resource for students to seek help and confide in.

For Mia Guenther, a counsellor at Ecole Constable Edward Finney School, an elementary school in the Seven Oaks School Division, reoccurring critical issues that she notices include the increased use of social media combined with early developing social and emotional skills, self-regulation, classroom engagement, and friendship capabilities.

Because Guenther works at an elementary school, knowing that children use social media often is a cause of concern for her for various reasons. "A lot of our little

ones are on social media, even though the minimum age requirement for most sites is 13," Guenther explains, which means that children who are just beginning to develop social skills are encountering complex cyber situations, such as cyberbullying, peer pressure, sleep deprivation, and privacy issues.

Another problem with kids joining social media at a young age is the fact they are not emotionally ready to deal with some of the consequences of participating. Guenther speculates that students do not realize the long-term effects of posting or engaging in online conversations that are inappropriate or mean-spirited – which is why she often goes into the classrooms to have conversations about social media.

"As school professionals, it is important to educate ourselves on current social media issues. That way, we can have informed conversations with caregivers about the

various social media kids have access to, and the variety of Internet safety options they have," Guenther says. "Since we know our children under 13 are using social media, schools have the opportunity to educate kids about the sites and how they work. As a school counsellor, I have had classroom discussions with kids about the benefits and risks of social media. School should be a safe place for children to feel unconditionally accepted and able to talk about their concerns, including social media. If you ban something, they're going to want to use it more. Once they have a better understanding of what some of the potential risks are, they start being a lot more careful with how they use it."

Guenther says bullying – or in her words, hurting – is an issue that many elementary school students either anticipate or experience. Guenther prefers the term "hurting" to "bullying" because, for her, the term 'bully' can be an overused label,

whereas the term, 'hurting' is an action that many children understand.

"Often, the kids who are doing the hurting in that moment have also been on the receiving end of being hurt, which is why labelling children as bullies can have the adverse effect of labelling a child and not addressing the behaviour or its underlying emotions," Guenther explains.

To address the cycle, Guenther says she uses different methods, such as talking it out, roleplaying, and community-building through small group and classroom meetings, as well as through a therapeutic, large group games-based approach called Theraplay. Rather than scold the child who is hurting another person, the approach Guenther likes to take is engaging in supportive conversations and learning experiences.

"I like to take a strengths-based and relationship-focused approach, using playful methods to support children in increasing their self-awareness, building trust and developing empathy. Building on children's strengths and creating relationships with them first helps to increase resilience and develop positive friendship skills," Guenther says. "It's more about addressing and recognizing and guiding that conversation to a problem-solving discussion."

At the middle school level, Jennifer Streilein, a counsellor at Edmund Partridge Community School of the Seven Oaks School Division, says problems she sees often include self-regulation and mental health.

What Streilein means by self-regulation is the way her students deal with stress. At the middle-school level, many students will start

to feel stressed about various things – such as friendships, crushes, homework, and so on, and Streilein says they might not know how to handle those pressures in a healthy way. She suggests tuning into their breath, writing in a journal, drawing – anything that helps to soothe them, so they can regulate the needs of their body, along with their emotions.

"What skills or strategies can we give them to cope with stress?" Streilein says.

Streilein explains students not only need to regulate their body emotionally, but also physically – which is why she encourages students to go for a walk to clear their head or take a movement break that may include stretching or yoga postures.

When it comes to mental health at the middle-school level, Streilein says there are different kinds of stressors that come with this age that can create a lot of anxiety. For example, their bodies and voices are changing, as are their friendships, not to mention they are coming into their own with who they are. It is a very confusing and heightened period of time in their life.

"In other words, what can we do to support you when you're feeling anxious? What are some things you can do to move through that so you're not getting stuck in the anxiety?" Streilein says.

Acknowledging the anxiety is the beginning, but it is not the stopping point, says Streilein. "You want to move through it, so you're not being hindered by it."

Anxiety is one of the primary issues for high school students, according to Technical

Vocational High School counsellors Larry Au and Shannon Falkenberg.

Anxiety in older students manifests itself in many ways, two of the most common being depression and self-harm, according to Au and Falkenberg. Together, with the rest of Tec Voc's guidance counsellors, Falkenberg and Au implement strategies to assist each student on an individual basis.

A key focus is to provide a safe place for them to tell their stories. "We let them vent first," Au says. "We allow them to tell us their story so that we can identify the key issues and formulate a plan to help."

"Our office is always a safe space," Falkenberg says. "We talk them through it, get them to breathe and describe how they're feeling."

Strategies used by Tec Voc counsellors are developed after in-depth consultations with students.

"We might suggest listening to music, going for a nature walk or talking to a trusted friend or family member for milder anxiety," Au says. "But for more serious issues, we encourage students to challenge their thinking, and we seek outside help when necessary."

Providing students with a vocabulary to describe and understand their anxiety is also key in helping them learn to manage it. Teaching students to become familiar with what is exactly happening to them allows them to engage in more productive discussions with counsellors and to conduct their own independent research into their mental health.

"Empowering students is one of the best ways to help them," Falkenberg says.

The guidance department at Tec Voc is a busy place, and when their office is occupied, the counselling team offers mindfulness-based colouring as a way to distract and calm students while they wait to speak to a counsellor.

"Colouring while they wait allows students to focus their energy – often anger, frustration or sadness – onto something immediate and in the moment," Au explains. "It's a form of meditation without students being aware of it and it works. The last thing you want is for a student to become even more distressed as they're waiting for help." ♦



Mia Guenther, a counsellor at Ecole Constable Edward Finney School, leads a theraplay session with students from Grade 1 French immersion.

NEURO- DEVELOPMENTAL

HOW TO RECOGNIZE AND TREAT THEM

Children are often viewed as carefree, happy-go-lucky humans – but many of them could potentially have one or more neurodevelopmental disorders (NDDs) that can affect their quality of life. Since they are at school for the majority of the time, teachers must be alert to any signs, symptoms, and/or behaviours.

According to Dr. Joseph Goulet, retired professor and now senior scholar at the University of Winnipeg, NDDs as a term is a relatively new concept in mental health, having been around for only 25 to 30 years.

“Although there still is no unanimous agreement as to definition, there is relative agreement on description of these disorders,” Dr. Goulet says.

The Diagnostic and Statistical Manual of Mental Disorders website (dsm.psychiatryonline.org) defines NDDs as “a group of conditions with onset in the developmental period. The disorders typically manifest early in development, often before the child enters grade school, and are characterized by developmental deficits that produce impairments of personal, social, academic, or occupational functioning.”

Dr. Goulet says there are anywhere from a dozen to 100 NDDs, but, in his words, the big four are Tourette syndrome (TS), autism spectrum disorder (ASD), obsessive-compulsive disorder (OCD), and attention-deficit hyperactivity disorder (ADHD).

Although they are separate disorders, Dr. Goulet says they can be highly comorbid – which means if a child has been diagnosed with one of them, there is a probability they will have traces of the others. As a result, “the majority of these NDDs don’t appear in pure form. A child doesn’t just have autism or OCD, but have other behaviours and syndromes with them.”

Unfortunately, children under the age of 10 don’t have the ability or language to let others around them know that they are anxious or depressed, so teachers have to be alert and observe the

behaviours of their students for anything that stands out in their behaviours, grades, and personalities.

NDDs occur in children because, physiologically, the brain did not develop properly, and/or the neural pathways somehow failed to develop as they should. Many children who have NDDs may have difficulties with motor skills – both fine and gross.

“Gross motor refers to the larger muscles. This often means children may have trouble riding a bike, catching a ball, and so on,” Dr. Goulet explains. “Fine motor includes the finer movements. This involves activities such as tying shoelaces, buttoning clothes, etc. Many of them have trouble with that.” Additionally, according to Dr. Goulet, many kids with NDDs have sensory integration (SI) difficulties and self-regulation difficulties.

TOURETTE SYNDROME

Tourette syndrome is a disorder named after Dr. George Gilles de la Tourette who was the first person to describe its symptoms. Dr. Goulet says there are two major symptoms of the disorder – motor tics and vocal tics. He states another criterion for Tourette syndrome is having the two types of tics for a minimum of one year.

These two tics are further divided into two categories, which are complex and simple. Complex motor tics are bigger, stronger muscle spasms, such as flinging an arm, kicking and eye-blinking, while simple motor tics are smaller movements.

Simple vocal tics are animal-like sounds, coughing, choking, and so on, while complex vocal tics are broken down into three more categories. They are echolalia, palilalia, and coprolalia.

“Whenever they make a movie or TV program, they always [use] coprolalia,” Dr. Goulet states, further explaining that coprolalia occurs when children express themselves in unacceptable language, such as swearing and making ageist, sexist, and racist comments. “It’s involuntary; they can’t help it. About 10 per cent of children diagnosed with TS have coprolalia.”

DISORDERS

BY CINDY CHAN

Echolalia involves repeating other people's words. Dr. Goulet says a child overhears someone say a particular word and repeats it – in other words, they are echoing. Palilalia, however, occurs when the child finds a word themselves and has to repeat it.

"There's a symptom pattern – [Tourette syndrome] begins in the first 10 years of life, it exacerbates in the next 10 years up to age 20 to 21 and after that, no one is sure what's going to happen," Dr. Goulet says. "One of three things typically happen, the tics will remain the same, the tics will go into remission, or the tics will get worse – but there is no way to foretell that. That's the frustrating part."

The treatment for Tourette syndrome is often antipsychotic medication, which Dr. Goulet says is powerful. However, medications often have uncomfortable side effects.

AUTISM SPECTRUM DISORDER

The criteria for having ASD has changed in the last few years. According to Dr. Goulet, in 2013, the DSM 5 (Diagnostic and Statistical Manual of Mental Disorders, 5th Edition) was released – and a major update was made to the ASD definition.

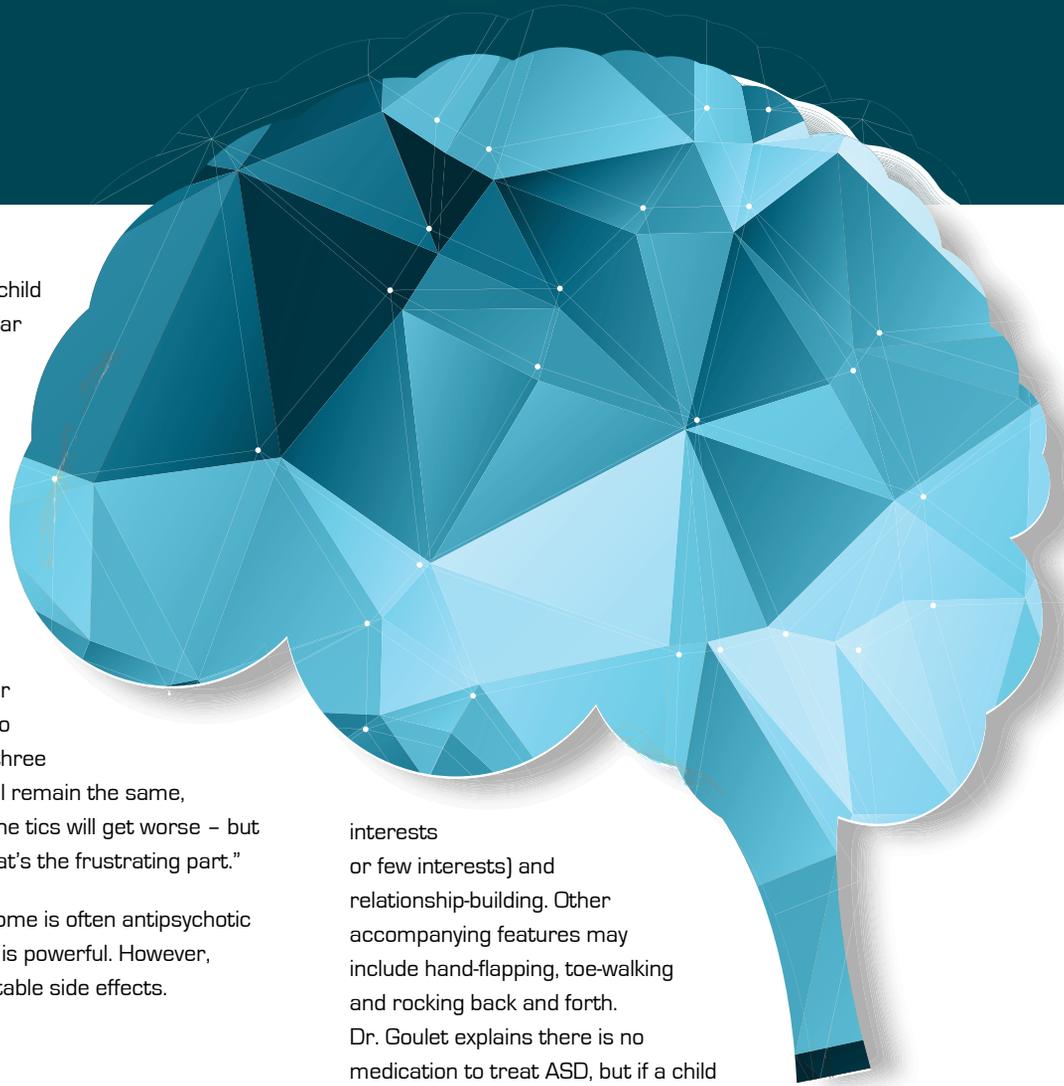
"The DSM revised a disorder called Asperger syndrome. It used to be a separate disorder, and now it is considered to be on the autism spectrum plane," Dr. Goulet says. "People with Asperger's are rather distressed, and want that changed back because it was a separate disorder. Personally, I agree, but I'm just an ordinary psychologist."

Three criteria must be met to have ASD, which are impairments in social communication, interests (meaning they have no

interests or few interests) and relationship-building. Other accompanying features may include hand-flapping, toe-walking and rocking back and forth. Dr. Goulet explains there is no medication to treat ASD, but if a child with ASD does take medication, it's typically for anxiety and/or depression.

Although there is no medical treatment, an alternative method called applied behaviour analysis (ABA) has been proven to be successful in treating children with ASD.

"It's repetition, repetition, repetition," Dr. Goulet explains. "I have a video that I show my students of a boy on a bus going home from this facility he's at during the day. He has a little booklet on his belt with a picture of his mother, and he goes, 'mother' and then, 'father' and then his address. He does this all the time and it helps him to integrate, to function. That's an example of the application of ABA."



OBSESSIVE-COMPULSIVE DISORDER

The two features of OCD are obsessions – which are intrusive, recurrent and anxiety-inducing thoughts that pop into your head – and compulsions – actions that are designed to reduce the anxiety caused by the obsession.

“Some common obsessions in schools will be the fear of contamination and germs,” Dr. Goulet says. “Kids with OCD will be very edgy. For instance, sometimes they won’t turn the doorknob – they’ll use a hanky or sleeve or stand there till somebody else does it.”

Children with OCD have unrealistic fears that may sound ridiculous to others but are extremely real for them.

“For example, if somebody coughs...a cough usually travels a metre or two and falls down. If a child is 10 metres away, they will believe the germs will come to them,” Dr. Goulet says. “Teachers have to take that seriously. The child is not being inappropriate here – they really believe it’s going to come to them.”

As a result, children will engage in a compulsive act to take their mind off the obsession, such as washing their hands a certain amount of times or up to their wrist or elbow – over and over again.

“That’s because they’re concentrating on the act and not on the thought that created the obsession. And they won’t tell anyone. That’s why teachers have to be aware, especially if there’s a change in grades, personality, and behaviours,” Dr. Goulet states.

ATTENTION-DEFICIT HYPERACTIVITY DISORDER

ADHD is the most researched childhood problem in medicine and mental health. It is classified as a medical disorder – not

mental, emotional, or psychological. Dr. Goulet says the disorder must be diagnosed by a medical doctor.

“I’ve worked with hundreds of kids with ADHD and I know when they have it, but I can’t say it. All I can say is, ‘this kid has all the features of ADHD,’” he says.

ADHD is also a lifelong condition that cannot be outgrown, and it must occur in two parts of the child’s life – in both home and school.

“If it occurs only in school, there’s something wrong at school. If it occurs only at home, there’s something wrong at home,” Dr. Goulet explains. “The manifestations of ADHD is, too much movement (hyperactivity), difficulty sustaining attention, and/or difficulty focusing and impulsivity.”

Medication used to treat ADHD are often psychostimulants such as Adderall and Ritalin.

“They work, I’ve seen it. I’ve worked with hundreds of kids with ADHD, and I’ve seen it used and I’ve seen it work. But there are also individual reactions, so what works for one might not work for the other,” Dr. Goulet says, adding that psychological treatments may also be used for ADHD, but they are usually accompanied with medication.

“Educators are among the most important people for working, establishing and identifying these challenges in children,” Dr. Goulet adds. “Essentially, if there’s a change in attitude, behaviour, grades, interests, that’s when their ears should perk up and consult with someone as to what should be done. Document, of course, and consult.”

For more information, Dr. Goulet recommends Leslie Packer and Sheryl Pruitt’s book, *Challenging Kids, Challenged Teachers*. ♦



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EQUAL ACCESS ACTIVIST

A young woman with a physical disability, Megan is passionate about the rights of all people. At age 16, she helped start Winnipeg's chapter of Oxfam Canada, the international human rights organization. She received a scholarship to attend UWinnipeg, but donated it to benefit others. Megan was an inspirational speaker to 16,000 youth at WE Day in 2013.

MEGAN FULTZ
Activist / Alumna

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16,000 students and educators fill the MTS Centre for WE Day Manitoba on November 18, 2016. CREDIT: COLBY SPENCE FOR WE DAY.

WE THE PEOPLE

**WE Day Manitoba
inspires over
16,000 students
from across
Manitoba this
past November**

BY SHAYNA WIWIERSKI



hen Tracie Leost attended WE Day years ago, she never thought that years later she would be sharing the podium with some of Canada's – and North America's – most inspirational speakers and talent.

Leost took the stage at WE Day Manitoba in front of more than 16,000 students and teachers from almost 800 schools across Manitoba to talk about taking chances. Astonished by the large amount of missing and murdered indigenous women and girls, the high schooler ran 115 kilometres in four days to raise money and awareness about this issue.

"Caring is cool, but taking action is even cooler," said Leost.

WE Day Manitoba was held on November 18, 2016 at the MTS Centre, and in addition to crowd favourites and WE Day staples like Craig and Marc Kielburger and Spencer West, other speakers included American singer-songwriter, dancer, choreographer, and television personality, Paula Abdul; astronaut, author, and first Canadian to walk in space and command a spaceship, Chris Hadfield; celebrated Canadian, author, and mental health advocate, Margaret Trudeau; Canadian Paralympian, activist, and philanthropist, Rick Hansen; and more.

The stadium-sized event happened this year in 15 stadiums

across Canada, the U.S., and the U.K., and is the flagship event of WE, formerly known as Free the Children, which is a movement that brings people together and gives them the tools to change the world. Students cannot buy their way into WE Day; they need to earn it by taking action on one local and global cause.

In the 2015/16 school year, students and educators from across Manitoba created remarkable change, including 25,000 volunteer hours for local and global causes; almost 83,000 pounds of food from over 236 schools collected to donate to local food banks through the WE Scare Hunger WE School campaign; and over 97 schools went silent for more than three million hours while they participated in WE Schools' WE Are Silent campaign, raising awareness for children around the world who are unable to speak up for themselves.

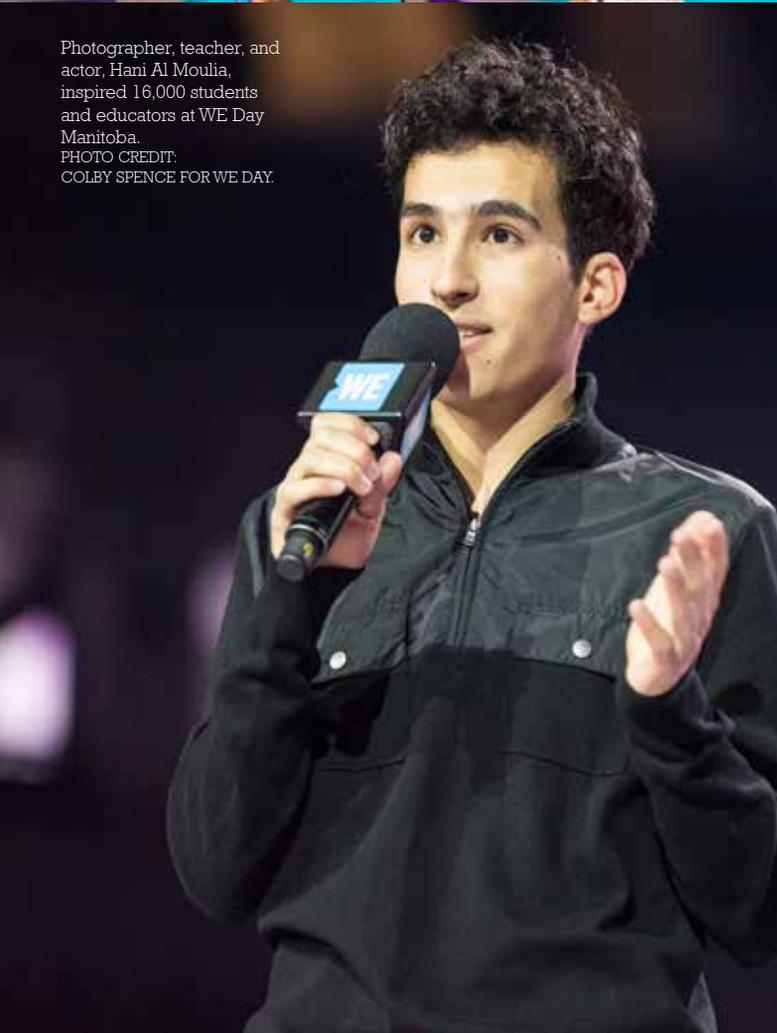
"WE Day is the tip of the iceberg. The whole thing is WE Schools," said WE founder Craig Kielburger. "That core idea is you are more powerful than you think."

Having a voice was a huge theme in this year's WE Day. Take, for example Lynelle Cantwell, who shared with the audience that she was cyberbullied after learning that her fellow classmates placed her on an "ugliest girls" poll. Instead of letting those hateful comments get to her, she fired back with an inspiring Facebook message that went viral.

WE Day Manitoba co-hosts July Black, Chloe Wilde, Tyrone Edwards and Tyler Shaw, speak to 16,000 students and educators at WE Day Manitoba. PHOTO CREDIT: COLBY SPENCE FOR WE DAY.



Photographer, teacher, and actor, Hani Al Moulia, inspired 16,000 students and educators at WE Day Manitoba. PHOTO CREDIT: COLBY SPENCE FOR WE DAY.



"I had a choice to make. I chose to rise above, so I wrote a Facebook post to let everyone know I'm so much more than what they saw," said Cantwell who resides in Newfoundland and Labrador.

Other topics included mental health and addiction, as Kyle Nobess, a film actor and YouTuber and writer, spoke about his drug addiction problem when he was a youth. At the age of 12 he was an alcoholic, by 18 he was addicted to cocaine, and when he was 19 he was hooked on prescription drugs. This year, the former Much Digital Creator is celebrating his 10th year being sober and had some inspiring messages for the crowd.

"No matter how hard life gets, dreams are possible. You can do whatever you want," he said.

Maureen Arnuco, a Grade 12 student at Maples Collegiate in Winnipeg, was volunteering as a crowd pumper, which is a code name for those who create excitement in the audience. This was her second time volunteering and fifth time attending the show. The 17-year-old mentioned that Hany Al Moulia, a legally blind Syrian refugee who is also a photographer, teacher, and actor, was her favourite speaker because all the obstacles in his way didn't stop him from pursuing his passion. It's speakers that the Arnuco comes to WE Day for.

"It's a great way to have a voice for young people," Arnuco said. "Having events like this so kids can know issues and create change." ♦

Fentanyl



not worth the risk

BY CINDY CHAN

If there's one drug that has been hogging the spotlight lately, it's fentanyl.

However, fentanyl is not all that new. The synthetic opioid narcotic has been a part of the healthcare system for years as it is 100-times stronger than morphine, administered during labour and delivery, and as community-based pain management as a patch that sits on the skin, according to Shelley Marshall, clinical nurse specialist with the Winnipeg Regional Health Authority. However, since 2014, there has been a rise in bootleg fentanyl in the market.

Const. Travis Cairns of the Winnipeg Police Service, who has worked around drugs for his entire career, says fentanyl is made in clandestine laboratories, most of which are located in China.

"Most of the drugs we seize in the city are shipped through mail and into our country

using courier systems," Cairns says. "Fentanyl, unfortunately, is very inexpensive and very easy to obtain through the mail."

So how does fentanyl get from the hands of the dealers to the students? Cairns explains that the traffickers receive pure quantities of fentanyl and cut it themselves.

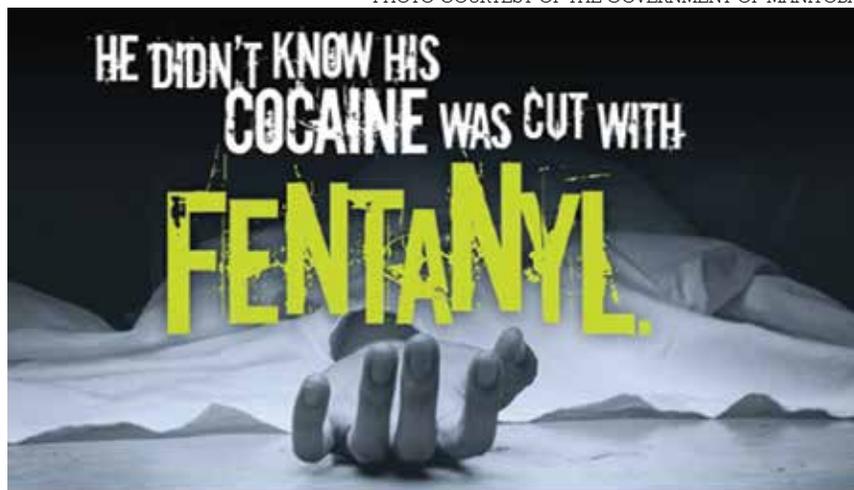
"The drug traffickers themselves have no scientific background or equipment to cut it to safe levels. They have no means of measuring how much they are administering," he says. "One of the biggest risks is the fact that when they cut this product, there are always 'hotspots'. Within that bulk quantity, there will be certain areas that have more of that drug. When you consume it, you can overdose. A dose of three milligrams or three grains of salt can be fatal to an average-sized adult male."

From conversations with informants – people who have used or sold fentanyl – Cairns says that after taking fentanyl, one will experience a "warm euphoria" and will "be extremely relaxed and often fall asleep".

"It's one of the dangers – they fall asleep and their respiratory system shuts down, and unfortunately they're not able to get help," Cairns says.

Statistically speaking, it has been people between the ages 20 to 34 who have been recorded overdosing on fentanyl – either fatal or non-fatal. However, that doesn't mean it's not a problem for Manitoba students. In fact, Daniel Dacombe, rehabilitation counsellor with the Addictions Foundation of Manitoba (AFM), says the trickle-down effect could come into play in regards to fentanyl.

“It’s one of the dangers – they fall asleep and their respiratory system shuts down, and unfortunately they’re not able to get help,” Cairns says.



www.manitoba.ca/fentanyl

Manitoba

“What the adults are using, we don’t want the kids to start using themselves,” Dacombe says. “From my perspective, it’s not the kids who are seeking out to use fentanyl – that’s pretty rare. What we’re concerned about is chemical adulteration where fentanyl is being inserted into other drugs.”

According to Dacombe, any drug that is a powder, pill or a blotter tab is at risk of having fentanyl in it. He is worried that students will ingest fentanyl unintentionally.

“That’s where it sounds like a lot of these cases are happening,” Dacombe says, adding that fake Xanax and fake Oxycodone pills with fentanyl in them have been recently recovered.

“When it comes to kids using fentanyl, one of the concerns of police would be counterfeit pills. Fentanyl powder can be pressed into pill form and sold to a student as ecstasy or oxycodone,” Cairns says.

Part of Dacombe’s job description is delivering presentations to schools in the Hanover School Division about drugs and alcohol. Recently, he has been discussing what to do if a student witnesses a fentanyl overdose. Opioid overdoses may involve the following signs and symptoms:

- Slow, shallow, irregular or no breathing;
- Less than one breath every five seconds;
- Unusual snoring, gurgling sounds or choking;
- Blue lips or nails;
- Pale, cold or clammy skin;
- Tiny pupils;
- The victim is unresponsive; and

- The victim can’t be woken up.

“We do talk [to students] about what to do if you see an opioid overdose,” Dacombe says. “They need to call the police or 911 because you need someone there to administer the Naloxone drug.”

Naloxone is an opioid antagonist or blocker, which acts to temporarily reverse the effect of an opioid overdose. It restores the breath, but it doesn’t last long. Dacombe says Naloxone works anywhere between 20 to 90 minutes. After taking naloxone, the victim must go to the hospital.

“Some powerful opioids – bootleg fentanyl and analogues such as carfentanil – may

cause overdose that requires very large amounts of naloxone to reverse, and continuous monitoring in hospital until the drug has left the body,” Marshall says.

The overall message Dacombe stresses in his presentations is that no one 100 per cent knows what is in their drugs – and neither does the dealer.

“The dose effect is impossible to predict. The producer could make 100 pills, and 90 could have a small amount of fentanyl, while 10 could have a lethal dose,” he says. “It’s so difficult to maintain the constant level of drug in each pill.”

For more information about fentanyl, visit gov.mb.ca/fentanyl/. ♦

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TAKING CARE OF BUSINESS

ACCOUNTING FOR YOUR STUDENTS' SUCCESS

It's no secret that business is one of the most diverse and rewarding areas to build a career. But where to start? From marketing to human resources to supply chain management, one field seems to stand above the rest as integral to every company: accounting.

Though it has an incorrect reputation for being tedious, accounting has become one of the most diverse professions in the business world. It offers a strong foundation with the ability to specialize and work at the heart of any organization in any industry. If you teach business courses, advise students on basic accounting, or are a career counsellor, you have the ability to open students' eyes to post-secondary education options, as well as the multitude of wonderful possibilities in this field.

In Canada, aspiring business and accounting students should consider the post-graduate education in the Chartered Professional Accountant (CPA) certification program. CPAs in Manitoba have diverse skill sets which enables them to thrive in the business world. The employers of today need more than a calculator; from deciding on the lineup for a profitable music festival, to managing the construction of a multimillion dollar health facility, there's no shortage of dynamic opportunities a CPA can be involved in.

As a mentor to students, many will look to you for insight on career possibilities. Here's a short list of some great indicators for high school students who would be a great fit for pursuing a CPA designation:

Knack for numbers: The reason the knack for numbers is important? It helps inform a student's problem-solving ability and reading comprehension. In many ways, an accountant is more like a lawyer than a mathematician: completing tasks requires a strong understanding of what you are working with.

Strong communicator: As a CPA, you aren't often huddled in a room by yourself pouring over spreadsheets. Your work has real-world impact for real-world people, and you have to be able to communicate the results of your activity.

Savvy problem-solver: At the end of the day, a CPA student has to deliver results. That being said, the issue isn't always as straightforward as it looks, so any future CPA must be ready to put on their thinking cap and think outside of the box.

Aptitude for attitude: Bringing the right attitude to putting in the necessary effort, working with people and finding creative solutions is critical to having a successful career as a CPA. The best part is that it is something that can be easily and immediately be honed by any student that puts their mind to it.

To better help you and your students explore the profession of accounting, CPA Manitoba offers the Diverse Careers in Business & Accounting presentation. This presentation was developed for the student perspective and discusses what career opportunities are available, how the profession continues to evolve, and how they can use their education to earn a rewarding career as a CPA.

Help your students determine if they should consider a rewarding career in business and accounting. Contact Mike Cuma at mcuma@cpamb.ca to schedule a presentation on Diverse Careers in Business & Accounting. ♦

INDIGENOUS ROOTS OF EXPRESSIVE ARTS THERAPY

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Jade Harper



Leah Fontaine
Elder Dave Courchene



PUBLIC EVENT

HEALING THROUGH THE ARTS:

An evening of Conversation and Music with TOMSON HIGHWAY Friday Sept 29 7:30 pm | Winnipeg Art Gallery | Tickets: \$35



HOSTED BY:



International Expressive Arts Therapy Association



CALL FOR SUBMISSIONS: DEADLINE MARCH 31, 2017

We invite submissions across several areas related to Transformation, Social Justice and Social Change. Submit abstract on-line at: www.ieataconference2017.com



The myth of

ELIMINATING

STRESS

BY LYNN LYONS, LICSW

Raising children can be full of challenges, changes, and decisions. As we watch children struggle and grow, the adults that love them want to step in, hoping to smooth out the bumps and protect them from stress. We lovingly want to prevent our kids from the pain of failure, anxiety, and mistakes. We want them to be calm, happy, and confident. But parenting, it seems, has become one more course in our culture's pervasive elimination diet. Is this elimination approach helping? Not really. While we have focused on getting rid of stress, worry and failure, rates of depression and anxiety have reached an all-time high, and continue to grow, particularly among teens and young adults.

What can we do instead? Accept stress and learn to manage it rather than eliminate it.

Recent research has shown that how we interpret anxiety and what we believe about it makes a difference in how we handle it – and thus how it handles us. If someone is feeling symptoms of anxiety in anticipation of a test or a performance, and is told that those symptoms are helpful, he or she will perform better.

Thus as children and teens step into new experiences, they benefit from the suggestion that they are supposed to feel some anxiety. We help children when we normalize the feelings and the sensations. Expect them. Embrace them. Instead of supporting the immediate desire to resist and eliminate, recognize and promote the perspective that those nervous feelings will actually help them move forward and face challenges.

This lines up with my approach to anxiety that teaches kids to be

on offense rather than defense. I strongly reject the idea that adults or children must focus on getting rid of anxiety, worry or stress. The dangerous message that calmness and confidence are the prerequisites for moving forward has become all too pervasive, and we are seeing the results: more and more children that are emotionally ill-equipped when dealing with disappointment, failure, or unexpected hurdles. Handling uncertainty and discomfort are keys in developing problem solving and flexibility, two components of the inner confidence we hope for our children. The goal is not to remove the hurdles, but to teach children how to navigate them. ♦

Upcoming Events with Lynn Lyons, LICSW

**Managing Anxiety at School and Home:
An Active Approach to Interrupt the Worry Cycle**
Tuesday, February 14 – Tuesday,
March 21, 2017 | Online Course

**The Ontario School-Based Mental Health Conference
with Ross Greene, PhD**
Wednesday, May 3 – Friday,
May 5, 2017 | Toronto, Ont.

**The Saskatchewan School-Based Mental Health Conference
with Ross Greene, PhD**
Wednesday, May 10 –
Friday, May 12, 2017
| Saskatoon, Sask.

*More information and registration,
visit www.JackHirose.com.*

The Access Program

Lighting the path through university

Full-time studies are challenging. Lectures, term paper deadlines, exams, and the many other rigours of education can be overwhelming. However, for some students, life presents challenges that make it all seem impossible. However, their hopes and dreams don't have to fade, because the Access Program from the University of Manitoba will always light their path.

That path will lead them to the supportive place, people, and programs that will guide them to their goals.

Funded by government support, this free program is offered to any resident of Manitoba, with preference given to indigenous peoples (status, non-status, Metis, Inuit), residents of Northern Manitoba, low-income earners, and newcomers. Applicants must qualify for regular University of Manitoba entrance, or be mature students who are 21 or older and are admissible to University 1.

Once enrolled, Access students always have a welcoming place in Migizii Agamik. The building design reflects the traditional teachings of indigenous peoples of the area, and is designed to provide a home-away-from-home feeling for all of its visitors. Access student, Cameron Longo expresses this feeling when he says "Just being in this building is just amazing. It has so much to offer to indigenous students and people in Access. It's a place where you feel like you belong."

The people of Access ensure that students feel a sense of support. It's evident when Access student, Erin Cunningham says, "We all kind of look out for each other, and we cheer each other on. It's a family. It's a home-based community."

There are many faces of support. Bonds are formed with other Access students who have similar backgrounds and experiences. In addition, students can also rely on the support of Elders in residence, student advisors, and administrators to help them on their academic journey.

With several academic, personal, and financial programs, the challenges of full-time studies are lessened. According to Access student, Art Sateana, "the amount of support that academic and personal counsellors bring to the table is quite astounding. They're there to help you succeed. All they want you to do is succeed."

Individual academic advising, tutorials, and regular consultations with academic advisors help with some of the scholastic challenges students discover along their path. Personal help can be found in individual and family counselling, housing assistance, childcare assistance, university/urban adjustment assistance, communication and personal development workshops, and career counselling. There is also limited financial support available to Access students.

When students need the supportive place, people, and programs along their path, Access lights the way. ♦

Officially opening in June 2008, Migizii Agamik welcomes all visitors to provide a supportive sense of place.

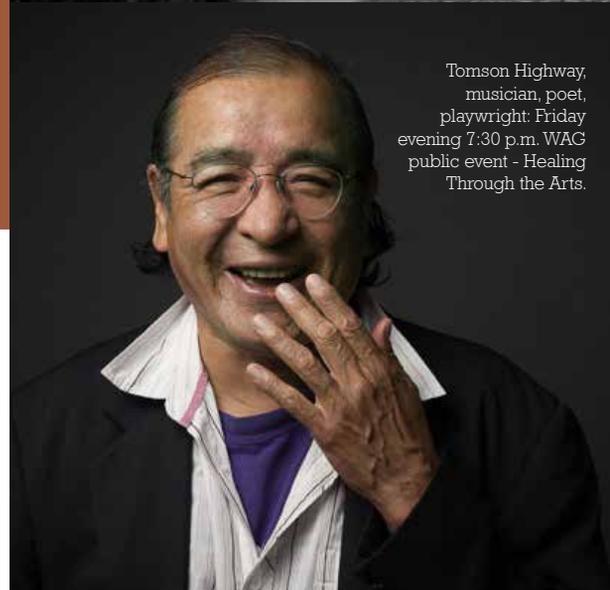
Access students gather within Migizii Agamik to find the place, people, and programs to aid their journey to academic success.



THE SILENT T IN TRUTH AND RECONCILIATION: TRUST



KC Adams, artist and keynote speaker: Friday 1 p.m.



Tomson Highway, musician, poet, playwright: Friday evening 7:30 p.m. WAG public event - Healing Through the Arts.

BOOZHOO! TANISI!

What might lead an indigenous person to forgive the wrongs of the past and trust that things might be different in the future? How might non-indigenous people respond to the calls to action in ways that build trust and deepen understanding?

The dance of reconciliation is one of forgiveness and it's committed partner trust. Deep compassion, humour, and understanding are some of the rhythms inspiring the dance. To provide a dynamic venue for the exploration of and participation in the dance of the 94 Calls to Action, the International Expressive Arts Therapy Association (IEATA), along with the Winnipeg Holistic Expressive Arts Therapy Institute (WHEAT), present the 12th biennial IEATA Conference "Indigenous Roots of the Expressive Arts: Transformation, Social Justice and Social Change" in Winnipeg September 27th-October 1st. Specialists in the therapeutic use of the arts will be coming from around the globe to share and build understanding

through dancing, drumming, singing, and art making. This conference will be unlike many as we have fun while learning strategies and perspectives on healing through the arts.

The seed for the conference was planted in one of Kate Donohue's Winnipeg workshops entitled Shattering the Temenos, wherein we explored the conditions and effort required to rebuild trust after trauma. This seed was watered with a trip to Hong Kong by Tanissa Martindale - formerly of WHEAT Institute, a traditional sweat with lodge carrier Brian McLeod, and several exchanges with Elder Harry Bone, who consistently breaks our hearts open with stories, including ones of racism, which became catalysts for social justice action and educational reform - as Elder Bone consistently transmuted pain into wisdom. A hawk led Victoria McIntosh and Darci Adam down the highway heading east to meet with Elder Dave Courchene to discuss his understanding of indigenous perspectives on healing through the arts. Thus our seed began to germinate.

From these conversations has evolved a

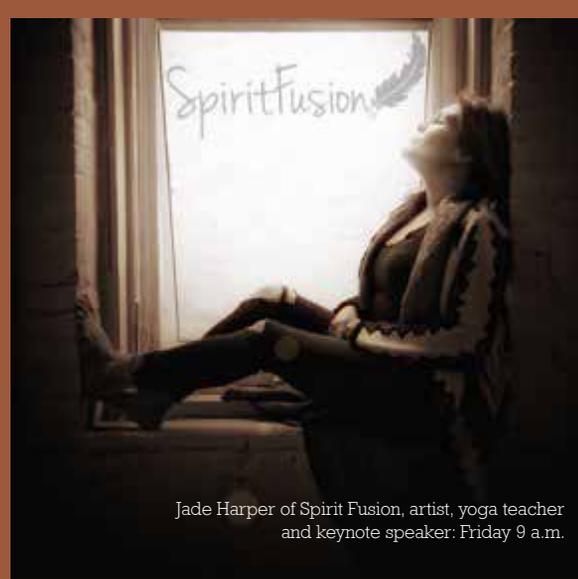
stellar program of five indigenous keynote speakers, including Elder Dave Courchene, artist KC Adams, yoga teacher and artist Jade Harper and Spirit Fusion, art therapist Fyre Jean Graveline, and local academic and activist Niigaan Sinclair.

Pre-conference opportunities could take you to Lower Fort Garry to explore the treaties through art making with cultural teacher and lodge carrier Allan Sutherland, or out to Turtle Lodge to spend the day with Elder Dave Courchene and local artists and cultural teachers. Alternately, local artist/teachers Leah Fontaine and Victoria McIntosh will be offering explorations of local indigenous teachings through art. Grandmother of the Expressive Arts, Kate Donohue, will be collaborating

with local African dancer and musician Casimiro Nhussi and Indian musician and storyteller Nandita Selvenathan to present perspectives on African and Indian indigenous roots of the expressive arts. World-renowned drama therapist and peace builder Armand Volkas will also be here presenting his workshop, Healing the Wounds of History. Powerful, provocative and nourishing would be some ways to describe the catalyzing work of these role models.



Allan Sutherland, treaty relations teacher and cultural teacher. Pre-conference workshop presenter: Wednesday September 27th at Lower Fort Garry.



Jade Harper of Spirit Fusion, artist, yoga teacher and keynote speaker: Friday 9 a.m.

Conference evenings will offer a tantalizing array of celebrations of indigenous expressive arts and the dialogue and interplay between indigenous and non-indigenous perspectives. Wednesday evening will be an evening of poetry, Thursday evening will be a gallery walk launching at Urban Shaman Gallery and including Ace Art, as well as Gurevich Fine Arts. Tomson Highway will entertain, inform, charm, and no doubt surprise us with his presentation Friday evening at the WAG. And finally Saturday evening we will take the time to honour our Elders with a special event honouring four local indigenous

Elders, as well as four forerunners in the field of the expressive arts.

Our call for proposals will close March 31st, 2017, with notification being sent out by the end of April. Early bird registration will close mid May.

The conference will be held at Hotel Fort Garry with morning pipe ceremony at the Odema Circle at The Forks. Elder Bone will offer prayers in an opening ceremony, which will feature indigenous drumming, and our closing ceremony will be an

interactive drumming circle facilitated by Casimiro Nhussi.

Join us on Facebook at IEATA Conference 2017 to learn basic Anishnaabemowin (Ojibway) and Nehiyaweywin (Cree), and be prepared for a new conversation. Learn and celebrate the power of the expressive arts in building understanding and deeper trust that we might shape more expressive, equitable, and peaceful local and global communities.

Miigwetch! Kinanaskomitin! ♦

QUALICO BRIDGE TO SUCCESS PROGRAM

Creating pathways to Indigenous student success

The Qualico Bridge to Success Program is designed to welcome and support new Indigenous (First Nation, Inuit, Métis) students as they transition into the University of Manitoba by offering pre-orientation programming, academic learning opportunities, advising support, peer-mentoring and social events that will enhance their first-year experience.

UMANITOBA.CA/STUDENT/INDIGENOUS



UNIVERSITY
OF MANITOBA



The Buller School of Business at Providence University College is designed to give students a theoretical foundation and practical exposure to how businesses function.

AHEAD OF THE GAME

BY JERRAD PETERS AND NIKLAAS SCHALM

Buller School of Business students benefit from hands-on experience

USER EXPERIENCE



As part of their uniquely hands-on business education, Buller School of Business (BSB) students play an online strategy game in which they compete against nearly 3,000 teams from other schools. The purpose — to take part in a virtual industry and make decisions about strategy, production, marketing, compensation, and social responsibility.

“This past year, one of our teams achieved a Global Top 100 ranking,” says Dr. Jeremy Funk, director of the Buller School of Business, located at southeast Manitoba’s Providence University College. “Our business program is designed to give students both a theoretical foundation and practical exposure to how businesses function.”

It’s the practicality of the program that has demand for Buller School of Business graduates outstripping supply.

BSB students have managed a campus coffee shop, provided administrative support to Ten Thousand Villages, operated an E-Waste Recycling project, and overseen a biomass brokerage. (Providence is 75 per cent energy self-sufficient, thanks, in part, to biomass district heat.)

Additionally, BSB courses are delivered in a brand-new, state-of-the-art facility that includes linked seminar hubs, boardroom-style classrooms, a landscaped courtyard, and a “smart” lecture theatre. Herb and Erna Buller, after whom the BSB is named, are North

American business leaders, having owned the likes of Kitchen Craft of Canada and Norcraft Canada.

“Providence desires to be identified among Canada’s foremost Christian universities,” explains Funk. “In order to be part of that vision, the Buller School of Business wants to attract students who are keen to learn and develop business skills that will help them be successful in the marketplace.”

Previous business graduates have been hired by companies including Viterra, Cargill, BSI Insurance and the Winnipeg Folk Festival. Other Providence graduates have worked all over the world in the corporate sector, for other post-secondary institutions and as part of tech start-ups.

Each and every one of them found themselves ahead of the game. ♦



AHEAD OF THE GAME

Job are waiting for Buller School of Business graduates!



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Asper students pose outside the New York Stock Exchange

Asper finance students take a bite out of the Big Apple



BY JUDY WILSON

A group of nearly 20 Asper School of Business students traveled to New York this January for a five-day tour of the city known as the financial capital of the world.

David Stangeland, professor of finance and head of the Department of Accounting and Finance at the Asper School — and one of the trip's organizers — says the annual trip “exposes students to the full variety of jobs and functions in finance, including many career possibilities you just don't see in Winnipeg. It really opens their eyes to what's out there waiting for them.”

The highlight of the trip was a series of visits to some of the world's leading financial institutions, including Bloomberg, Ernst & Young, Citigroup, the Federal Reserve Bank of New York, Brookfield, and JPMorgan Chase.

Each visit gave them an inside look into how the academic finance and investment knowledge they're gaining from their bachelor of commerce (honours) degrees are used in the real world.

The travelling biz kids belonged to either the University of Manitoba Finance Organization (UMFO) or the University of Manitoba Investment Group (UMIG), two Asper student groups.

Kole Kisil, UMFO's president and one of the students on the trip, plans to work in investment banking, then move on to private equity. He's willing to relocate anywhere in the world where opportunity lies — and the trip to New York has given him new focus.

“I learned a lot about where these firms are going in the future,

which will definitely shape my job search plans.” Kisil says he was also able to forge some professional connections at several of the firms he visited, and came back inspired to “strive and succeed on the level required to excel in New York.”

Third-year finance student Melisha Mendis says the trip gave her a unique opportunity to learn first-hand from leading finance professionals.

“They were very eager to engage in conversations with us. We also met some U of M grads at our meetings, and it was very interesting to hear about their journey, and what their academic and professional careers looked like.”

Major advantages

Most of the students on the trip were close to graduating from Asper’s BComm(Hons) degree program. All were majoring in finance — one of 13 major programs offered at the school. The finance major provides a broad understanding of stock and bond markets, foreign-exchange markets, commercial banks, investment banks, the Bank of Canada, and the US Federal Reserve. Students use tools such as case studies and spreadsheets to apply finance theory to real-world issues and questions.

Courses in the finance major include Corporate Finance, Investments, Financial Modeling, Behavioural Finance, Options and Futures, Investment Banking, Security Analysis, Financial Markets, and International Finance.

If these names sound intimidating, Mendis would agree that finance is not for the faint of heart. “You have to be ready to hit the ground running. Your grades will be a function of the time you put into your work.”

Stangeland says the kind of students who succeed in the program and thrive in a finance career have one thing in common, “They’re very good with numbers. They aren’t intimidated by math, statistics, and economics. They have analytical minds and can keep track of constantly changing details.”

Top prospects

Graduates of Asper’s finance program go on to become commercial bankers, portfolio managers, investment bankers, stock brokers, and financial planners. Or they pursue careers as financial research analysts, corporate finance executives or financial management consultants.

“In addition to Winnipeg, many of our students find jobs in Toronto, Calgary, London, and New York,” says Stangeland. “The breadth of courses we offer makes our program competitive with any business school in Canada.”

Asper finance students have access to 12 Bloomberg terminals, state-of-the-art computers that provide instant access to the world’s financial data. These terminals are standard industry tools.

“Apart from giving our students valuable experience using them before they graduate, the Bloomberg terminals also furnish our



Asper finance student Melisha Mendis tames Wall Street’s famous charging bull statue.

students with information that helps them prepare for case competitions and class assignments.”

Winnipeg’s finance community takes an active role in the program. Finance leaders and professionals often act as guest lecturers and mentors to Asper students in the program, and the Great-West Life Assurance Company sponsors the UMIG student group, which supports the stock market competition, networking events, workshops, and lectures throughout the year. Mendis says the two finance student groups, UMIG and UMFO, offer networking opportunities and workshops that “add tremendous value to your prospects for students willing to get involved.”

The Asper School has a Career Development Centre dedicated to connecting finance students with internships and jobs. Through the Asper Co-operative Education Program eligible finance students can earn 12 months of paid business and finance work experience before they graduate, which positions them to succeed in highly competitive finance opportunities in wealth management, investment banking and equity research.

And for students looking for that extra boost to their finance career, Asper now offers a new one-year Master of Finance program that prepares students to write the exams needed for a CFA (Chartered Financial Analyst) designation — a globally recognized designation that sets professional and ethical standards for financial services professionals worldwide.

Judy Wilson is the director of marketing and communications at the Asper School of Business at the University of Manitoba. She can be reached judy.wilson@umanitoba.ca, or 204-474-8960. ♦

The Flex-Ed program at Herzing College offers the convenience of online learning combined with the option to work at the campus and receive support from an instructor.



and is most certainly true when it comes to making a long-term commitment that has a significant effect on their future. They also want choices as to how and when they learn or attend classes.

For some of these students, Herzing has an answer. The on-campus college experience has the flavour of an adult learning environment but the setting is fashioned closely to what the student would experience in a high school with small class sizes and one-to-one access with the instructor. We also include free tutoring and learning boot camps to ensure added supports for those students who need it.

At Herzing College we understand that students' needs are evolving, and 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.

Our Flex-Ed program format offers the best of both worlds. Flex-Ed is education your way, offering the convenience of an online learning modality combined with the option to work at the campus and receive support from the 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.

Herzing offers the opportunity for a student to obtain an industry-recognized diploma in one year or less. By increasing their earning potential, many graduates have been able to save money and then opt to pursue a degree program enabling them to further their careers. Funding options are available for both on campus and online program options. For further information, visit our website at herzing.ca/Winnipeg, or contact us at 204-775-8175. ♦

Education on your terms

BY KERRY SWANSON, PRESIDENT HERZING COLLEGE

As educators challenged with advising students on choices for their future careers, you have many options available for most students, but are very limited when the individual is either confused about what they really want to do, or is a student who has been limited by a learning disability of one type or another. There is also plenty of talk today about millennials and their need for unique learning environments that offer them options. At Herzing we believe we have solutions that may in fact address these types of challenges.

Consider the student who is hesitant to make a commitment to a long-term degree program because they are simply uncertain as to whether it is what they really want to do. With the rising cost of

post-secondary education, no one wants to commit to the pursuit of something that may not ultimately lead to finding their passion. The cost can often be a deterrent simply because the time commitment and economics of the whole venture make it seem unachievable.

Then you have the student with learning disabilities who needs added support in order to succeed in the classroom. You are aware that they will not succeed in a large institutional environment where they are essentially on their own in very large classrooms or auditoriums with lecture-based learning and little to no access or interaction with the instructor.

Studies show that millennials have learned to be skeptical of the information provided to them and to question the authenticity of everything. This often leads to indecision



The educational value of ON-CAMPUS DIVERSITY

BY KEVIN KILBREI

Canadian Mennonite University (CMU) is all about fostering community. Small class sizes, social activities, and cozy hangout spots like folio café in Marpeck Commons encourage students to build relationships in and out of the classroom and create a home-away-from-home vibe.

“We want to be a place that invites people in and welcomes them, and we want to be a place that is hospitable to a diverse community,” says Charlie Peronto, residence director at CMU.

CMU isn’t just a haven for young adults of the Mennonite faith tradition. According to Marilyn Peters Kliewer, dean of student life, bringing together students, faculty, and staff from a variety of cultural and theological backgrounds enriches the entire campus.

“I think there’s great value in having diversity here at CMU. It really helps our students to learn, and I think it sets them up to succeed in the midst of our current global reality,” she says. “Everyone benefits.”

Peronto agrees. As residence director, he works directly with residence assistants to ensure that everyone feels welcome on campus, especially the students who live

in residence (close to 200 students in the 2016-2017 school year).

With all aspects of programming at CMU, there is a direct link between what’s taught in the classroom and what’s acted out every day. Diversity adds another layer to how staff, faculty, and students come together to create an invitational and safe community in which all learn from others’ differences in background and perspective.

“To start acting out the things you’re learning in the classroom and having opportunities to put that learning into practice, that’s special,” says Sandra Loeppky, who co-ordinates the commuter, international students, and accessibility programs on campus.

“Having a diverse student population really helps students become better, holistic learners,” says Peronto. “I think when people come from diverse backgrounds, you have different perspectives on things. When we bring those perspectives together in the classroom or at the lunch table or in the lounge, students begin to learn about different ways of thinking and doing. The more voices we can bring together in a learning environment, the better.”

With international students representing each continent on campus, there are

plenty of opportunities for students to connect with different cultures and faith backgrounds, and learn from each other.

In 2015, CMU partnered with Peguis First Nation’s post-secondary transition program for high school students. Led by Clairissa Kelly, the program today is in its second year and helps students navigate city living and post-secondary learning in an innovative way.

“It’s been great to partner with Peguis First Nation to work at reconciliation through education. Seeing our students interact with the transition students and seeing a relationship being built really gives us great hope for this program and its success,” says Peronto. “It really is a cool program and I feel very honoured that we get to work with them.”

While having such a diverse campus can create challenges, Loeppky says it also brings awareness.

“I love the surprise,” Loeppky says, when describing her role at CMU. “I come to work every day with this expectancy because I don’t have a clue what I’m going to encounter. We get to celebrate with students and we get to sit in the depths with them. We are privileged to walk with them in their journeys.” ♦

GENERATING BRIGHT FUTURES

FOR MANITOBA YOUTH

Students can apply for Manitoba Hydro's educational funding program that supports the continuing education of Manitoba students through awards, bursaries, and scholarships.

**Students are a
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AWARDS, BURSARIES AND SCHOLARSHIPS

Manitoba Hydro's educational funding program supports the continued education of Manitoba's students by offering awards, bursaries, and scholarships to those in high school, college, and university who are registered in programs that will prepare them for a rewarding job with us.

During the 2016/2017 school year, we are offering awards, bursaries, and scholarships valued at over \$100,000. Students currently in high school or registering for post-secondary education in September are eligible for more than 50 of those. The high school award application deadline is July 15, 2017.

NOMINATE YOUR STUDENTS

Teachers can nominate their students for the Manitoba Hydro Northern Student (three awards at \$300 each) and the Physics Award (one award valued at \$200). Nominated students must be of indigenous ancestry.

ABORIGINAL PRE-PLACEMENT PROGRAMS

Indigenous candidates who have successfully completed their high school diploma but do not have the minimum qualifications for direct entry into one of our trades training programs can

apply to an aboriginal pre-placement program where they will have access to academic upgrading. To participate, the applicants must have proof of indigenous ancestry, a valid classified driver's license, and one of the following: English 40, Math 40S (applied or pre-calculus), or Physics 30S/40S.

Trainees are paid \$17.80 per hour while they receive their academic upgrading. Once the upgrading is complete, they will participate in fieldwork alongside crews to acquire practical work experience in one of the following trades programs:

- Power line technician
- Electrical technician
- Mechanical technician
- Summer employment

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

Each year, we hire approximately 200 summer students throughout the province in areas such as accounting, engineering, business, information technology, and construction. The summer student employment process begins in January for spring hires.

To apply, students must do the following:

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

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

THE IMPORTANCE OF SELF-DECLARING

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

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

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

For more information or to schedule a classroom Career Awareness presentation, please visit our website at www.hydro.mb.ca/careers/students, or call our employment line at 204-360-7282 or toll-free at 1-800-565-5200. ♦

POWER IN EDUCATION

Manitoba Hydro proudly supports education by offering awards, bursaries, and scholarships to students. To find out more, visit:

hydro.mb.ca/careers/students/





**Impact,
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and more**

The University of Winnipeg

**Why study at the University of
Winnipeg (UWinnipeg)?
Reasons abound, but in short:
it's a place that prepares
learners to make an
impact on their world**

STRENGTH IN COMMUNITY

With a diverse mix of people, cultures, and ideas, UWinnipeg's campus is a place of inclusion. We encourage individuality within an environment that fosters a true sense of belonging. Thanks to our small class sizes, caring professors, and compact campus layout — students aren't just numbers. At UWinnipeg, it's all about the magic that comes from people connecting with other people.

Our community includes international students from around the world, brilliant researchers who come from afar to pursue amazing discoveries, and a wide variety of learners who walk, cycle, and ride downtown each day. This diverse mix provides immense opportunity to share ideas and promote understanding. It also

creates a unique environment in which to make new and lasting friendships.

NEW PERSPECTIVES

Real learning takes place when we open ourselves to new ideas and different ways of thinking. It's the essence of a university experience. We believe deeply in that approach, as it not only enriches our mind—it helps us to grow as people.

UWinnipeg is one of the first universities in Canada to ensure all students have a baseline knowledge about indigenous people and culture. It's a small but important step to help build understanding and promote healing. And we're proud to say the idea came from our students. We've created a growing list of courses that will help students appreciate the contributions indigenous people have made to our world. This, in turn, prepares them to engage in a society where reconciliation with indigenous peoples is an important reality.

ENVIRONMENTAL COMMITMENT

At UWinnipeg, we want to inspire others to do their part when it comes to sustainability, for the sake of future generations. Our campus has grown, but our environmental impact hasn't. That's because we build with sustainability in mind. New facilities — like the Axworthy Health and RecPlex and Downtown Commons — strive for LEED Silver certification or better. Using low-flow bathroom fixtures, energy dashboards, and eco-friendly cleaning products are just some of the ways we stay green.

URBAN STUDENT EXPERIENCE

Our vibrant urban campus is within walking distance of restaurants, shopping, coffee shops, major events, and a range of cultural activities. The central location is easy to access by Rapid Transit — or by bike — and makes UWinnipeg a convenient hub from which to enjoy all that downtown has to offer.

From yoga and track to soccer or weights, we've got a host of options at the Axworthy Health and RecPlex, and Duckworth Centre that help keep you fit and limber.

Students receive a free gym membership, can take part in intramurals, or try the many fitness classes offered. A valid student ID is a free pass to all regular-season Wesmen action, and to access the Bill Wedlake Fitness Centre.

A REAL IMPACT

It might happen in a lab or while working on cutting-edge research to help cure a disease. It could be sparked by a classroom discussion about social justice.

It may start as an idea that takes root at a community event on campus. Whatever the inspiration, UWinnipeg students are being readied to change the world.

In 2017, the University of Winnipeg is celebrating 50 years of nurturing global citizens. UWinnipeg is noted for academic excellence, indigenous inclusion, environmental commitment, smaller class sizes, and campus diversity. Learn more at uwinnipeg.ca. ♦



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Why become a

CPA?



Go ahead and ask a chartered professional accountant (CPA) what profession or career they thought they wanted to embark on when they were in high school. Athlete. Doctor. Politician. And, yes, a few knew they wanted to be accountants too.

When you ask these would-be athletes, doctors, and politicians why they ultimately became CPAs, the answers are almost always the same. Someone finally talked to them about what a CPA is and how accountants really spend their time.

While thoughts of accountants may conjure up visions of dimly lit rooms and dusty old calculators; in reality, accountants work as part of vibrant teams that take on extraordinary and rewarding challenges.

CPAs are at the forefront of helping reduce our carbon footprint and limiting further climate change. CPAs are creators and reporters of sustainable value by searching for ways to find beneficial business opportunities that also reduce our strain on the earth's resources.

CPAs work diligently to reduce and eliminate crime and corruption. Forensic accountants investigate, track, and provide evidence to law enforcement when financial crimes are suspected of taking place.

CPAs work to ensure sports teams stay within a salary cap as set out by the rules of the league they belong to. They work at a management level to verify that professional athletes can be afforded and that ticket sales and merchandise are meeting sales targets.

In Canada, aspiring business and accounting students should consider post-graduate education in the CPA certification program. In addition to working in important and interesting roles, CPAs also enjoy:

Being in demand: CPAs are trained to exceed the Canadian and international market needs of today, and with ongoing learning there's always room for CPAs to expand their value to an organization.

Great compensation: CPAs enjoy a high starting salary and opportunities for advancement over time. According to

the 2015 CPA Profession Compensation Study Report, the average CPA salary in Manitoba is \$100,000.

Long-term growth: A CPA designation can take you from the beginning of your career to the top position in any type of organization, in any sector of the economy. CPAs are taught soft skills such as problem-solving, communication, teamwork and leadership, making them effective senior executives.

To better help you and your students explore the profession of accounting, CPA Manitoba offers the Diverse Careers in Business & Accounting presentation. This presentation was developed for the student perspective and discusses what career opportunities are available, how the profession continues to evolve, and how they can use their education to earn a rewarding career as a CPA.

Help your students determine if they should consider a rewarding career in business and accounting. Contact Mike Cuma at mcuma@cpamb.ca to schedule a presentation on Diverse Careers in Business & Accounting. ♦

QUALICO BRIDGE TO SUCCESS PROGRAM

supports incoming university students

Every year, the University of Manitoba welcomes approximately 500 new indigenous students to its campuses. Students who attend come from both rural and urban locations in order to embark on their goal of achieving their dreams of obtaining a university degree. With determination and motivation, students leave their comfort zones and look to the university to support their goals.

The University of Manitoba strives to be a welcoming place that translates into success for indigenous students. However, the transition to university can be challenging. To help make that transition smoother, the Indigenous Student Centre is pleased to announce a new program.

Thanks to a recent donation from real estate development company Qualico, the Qualico Bridge to Success Program is positioned to ease the transition of indigenous (First Nation, Inuit, Métis) students into post-secondary education at the U of M.

"The University of Manitoba is committed to creating a strong foundation for indigenous students and this program will allow us to promote indigenous student success in meaningful and intentional ways," says Christine Cyr, director of the Indigenous Student Centre, which oversees the program.

The program will offer one-day summer camps prior to the start of the fall term, the Neechiwaken Indigenous Peer Mentor Program, social events, and academic enhancements such as a learning cohort, tutoring, and more. Students will be invited to join the program once they are accepted to the University of Manitoba and will be able to apply online through the Indigenous Student Centre's website.

"The Qualico Bridge to Success Program will enhance the first-year experience for indigenous students and allow us to provide a



University of Manitoba - Bridge to Success



The Qualico Bridge to Success Program eases the transition of indigenous students into post-secondary education at the U of M.

cost-free program with numerous benefits," says student advisor Carla Loewen. "With this donation from Qualico, we'll be able to do more than ever. It's a really exciting time for our incoming students."

The donation from Qualico supports Front and Centre, the Campaign for the University of Manitoba. This \$500-million campaign has five priorities, including indigenous achievement – to make Manitoba a centre of excellence for indigenous education and research, and outstanding student experience – to give all of our students exceptional experiences and support. The Qualico Bridge to Success Program is one example of the many programs the U of M administers to meet these goals.

The University of Manitoba believes an exceptional student experience is built on the foundation of innovative teaching, and encouraging students to learn, thrive, and grow through unique experiential and engagement activities both on and beyond campus. Non-academic programs like the Co-Curricular Record (CCR) support a holistic approach to student development. Through CCR, students can choose from more than 350 activities on campus to grow their transcript of extra-curricular involvement, becoming the leaders they want to be.

To learn more about the Qualico Bridge to Success Program and other innovative programs at the University of Manitoba, visit umanitoba.ca/indigenous or umanitoba.ca/student. ♦

A hometown inspiration

FOR WOMEN IN SKILLED TRADES



Ashley Weber competing in car painting at the Skills Canada National

According to the 10th annual global study conducted in 2015 by the ManpowerGroup, skilled trade positions are the jobs employers have the greatest difficulty filling ahead of such professions as doctors, nurses, and teachers. Here in Canada, a study conducted in March 2016 by the Business Council of Canada via a poll of 90 leading Canadian employers showed that after leadership/management, skilled trades workers were the second highest “persistent shortage” (43 per cent trending to 48 per cent) followed by IT, then engineering and construction. Many young women have yet to explore these rewarding careers as there continues to be a small percentage of women who work in the trades. According to a recent report, the proportion of women who make up the skilled trade workforce in Canada remains at approximately four to five per cent (source: WomenBuildingFutures.com).

Ashley Weber is one of the growing number of young women who is successfully bucking this trend by pursuing a career in car painting.

“I have been interested in working with cars since a very young age,” Weber says during an interview with Skills/Compétences Canada. “In high school, I decided to take a course in auto body as my elective and I had the opportunity to try car painting. From the first time that I held a spray paint gun, I knew that I wanted to be a car painter. When the opportunity presented itself to compete at a Skills Competition, I decided to give it a try.”

She did a lot more than try. After winning at the provincial level in Manitoba, she went on to win gold at the 2016 Skills Canada National Competition in Moncton, New Brunswick. Upon successfully completing her WorldSkills Canadian Trials in mid-January 2017, she is now a member of WorldSkills Team Canada 2017.

Team Canada will be competing at WorldSkills Abu Dhabi 2017 from October 14 to 19 where they will have a chance to become world champions in a variety of different trades. Follow their journey at www.skillscanada.com.

Weber is looking forward to inspiring other young women to pursue a non-traditional career in the trades. “It means a lot to me to be able to show others what I am capable of and to act as a role model for young women. I am proud and honoured to have the opportunity to compete at WorldSkills Abu Dhabi 2017 and to represent my country,” says Weber.

As part of her training, Weber will be attending the 2017 Skills Canada National Competition (SCNC) from May 31 to June 3 at the RBC Convention Centre Winnipeg.

The competition site is open to the public and admission is free. Skills/Compétences Canada could not successfully host this event without the support of its many partners including Manitoba Building Trades who will be on site to meet the expected 7,500 student visitors. Their organization supports apprentices in Manitoba’s skilled trade and construction industry.

We hope to see you there to help support these young competitors. For more information about Weber, WorldSkills Team Canada 2017, SCNC Winnipeg 2017, and WorldSkills Abu Dhabi 2017, visit skillscanada.com. ♦

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According to a recent report, the proportion of women who make up the skilled trade workforce in Canada remains at approximately four to five per cent (source: WomenBuildingFutures.com).



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