

MANITOBA

School Counsellor

FALL 2018

**How to help
kids deal
with anxiety**



Helping kids deal
with death and what
counsellors can do to help

How will the new
legislation of marijuana
impact counsellors



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MESSAGE FROM THE PRESIDENT OF MSCA

Jennifer Stewart

**Welcome to the 2018/19 school year!
I hope it is filled with lots of fun, excitement, and learning.**

Our executive for the 2018/19 year is as follows:

President: Jennifer Stewart
President Elect/Social Chair: John Hasenack
Secretary: Jennifer Streilein
Social Media Representative: Shamain Hartman
Professional Development Coordinator: Danielle Savage
Awards Coordinator: Carolynne Pitura

Board members for 2018/19:

RTSD – Pam MacDonell
Seine River – Kelly Burtnyk
WSD – Megan Donald
Seven Oaks – Tamara Briggs
Louis Riel – Paulette Sabourin and Natasha Herring
Mystery Lake – Cheryl Steeves
DSFM – Nicole Gautron
Garden Valley – Raffaele Bagnulo
PRSD- Donna Pritchard

On October 19, 2018 we will be hosting our MTS PD day at the Victoria Inn Conference Centre. Dr. John Koop Harder will be presenting on the Trauma Informed Care and Grief. Dr. Koop Harder has contributed to the book *Insights into Counselling* put out by the CRTI and wrote the chapter on grief. We look forward to you joining us for this dynamic and educational day.

We are launching our own MSCA book club this year. The first book we will be discussing is the *Insights into Counselling* that we are using for our MTS PD Day. If you are interested in joining our club, please email president.msca@gmail.com. Hope to see you there!

Fall is here and this is always a time of pumpkin spice everything; especially if you are a fan of lattes. Change is in the air! We are back to routine and settling in to the school year ahead. Fall is a time of leaves letting go from the trees and crisp cool nights. Let us take some advice from the leaves and make sure to let go of what doesn't serve you this year.

The executive of MSCA wish you all a wonderful year ahead. ♦



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DEEP BREATHS

How to help children deal with anxiety

BY SHAYNA WIIWIERSKI

There are a lot of things that school-aged children get anxious about. Getting good grades, having friends, getting along with their peers... not to mention all the stressors that can occur at home. Since a large amount of time in a child's life is spent at school, it's important to realize when a student is suffering from anxiety and how to help.

Anxiety is the fear that is beyond the actual threat. It is characterized by both a thinking response – a cognitive reaction – as well as an emotional response, which can lead to both physical and emotional symptoms. Anxiety is caused by a number of factors, including a predisposition to it when one is born. Child temperament research has long said that about a quarter of newborn babies are sensitive to noises, lights, and changes. Life events also affect children, such as loss, adversity, and interruptions to parenting.

Michelle Warren is a Winnipeg-based registered psychologist who works with adults, adolescents, and children, and runs workshops in schools on how to deal with children who have anxiety. She mentions that the overall awareness of anxiety disorders has increased in the last 20 years, and that research has been done to determine ways to help. Some recent research has also looked at the content of what kids worry about and it mostly has to do with school or their peer relationships.

“Our sense is that anxiety numbers aren't necessarily on the rise, but they are higher than we ever knew,” says Warren, who suffered from OCD and anxiety as a child herself. “Ten per cent of kids at any given time will be struggling with an

Anxiety is the fear that is beyond the actual threat. It is characterized by both a thinking response – a cognitive reaction – as well as an emotional response, which can lead to both physical and emotional symptoms.



anxiety disorder, but about 20 per cent will have one at some point in their childhood is what we think. It's very prevalent, but I wouldn't say it's on the rise."

There are a number of reasons why this may be the case. In the 2017 article by *The Atlantic*, "Have Smartphones Destroyed a Generation?", author Jean M. Twenge explores the rise of depression in youth due to the rise of smartphones and how being on social media can be bad for your mental health. Twenge says in her article that iGens – those that were born between 1995 and 2012 – are more vulnerable than Millennials, and that rates of teen depression and suicide have skyrocketed since 2011. She puts that in direct correlation to the attachment of smartphones.

Warren agrees that smartphones and social media can be detrimental to your mental health.

"The first few minutes apparently aren't bad for you, but after you're on it for a long time, it's associated with fear of missing out, negative comparisons of yourself to others, and it's associated with a decrease in mood," she says, adding that the ages when kids get smartphones has been decreasing every year. "The age a kid now gets a smartphone or access to a social media account has gone down drastically in just a few years."

Another reason for anxiety is bullying in school or perceived bullying. Girls tend to engage in relational aggression, such as name calling, gossiping, and talking behind people's backs, and boys often engage in more overt forms of aggression. Warren says that children who have anxiety are more likely to be targeted initially. The bullying makes their social anxiety

and their stress levels higher since they are usually more timid to begin with. She recommends that teachers make note of who the potential bullies are and reinforce pro-social behaviours by bystanders. Bystanders, although not bullied, are often affected by the act of bullying and that can increase observers' anxiety.

So how can counsellors and teachers help to combat anxiety? Warren suggests cognitive-behavioural therapy (CBT), which is the most empirically-supported non-medical treatment for anxiety across the life span. CBT helps approximately 70 to 80 per cent of people who receive it, and on average, it takes about 10 sessions to deliver sustainable relief.

One method of CBT that she mentions is effective is mindfulness-based CBT. The idea is to be in the present for a few minutes at a time by using things like our senses or orientating ourselves at the beginning of the day through a breathing exercise.

There are numerous resources out there having to do with mindfulness, as well as apps that offer guided meditation. Warren mentions that in some countries, such as Scandinavia, they are spending a lot more time and more of the regular curriculum teaching kids about emotions, stress, and how to cope.

"Parents often decide whether they are moving, or whether or not they are getting a divorce, or what school children should go to, and so forth," she says. "Kids generally have fewer coping strategies than adults do, so talk to them repeatedly about how anxiety affects them." ♦

KIDS GRIEVE TOO

Helping kids deal with death and what you can do to help

In May of 2015, Mackenzie Harrison was in the room when doctors took her dad, Marc, off life support. When Marc died, 11-year-old Mackenzie had lost her father and her best friend. After he died, Mackenzie's grief consumed her. She felt as if the sun would never rise again; that she would never be happy again. In the weeks and months afterward, Mackenzie faced not only internal challenges working through grief, but also external, from fellow classmates at school who simply did not understand what it was like to lose someone so close to her at such a young age. She had very few outlets to talk about what she was feeling and experiencing.

In the spring of 2018, 13-year-old Mackenzie joined the Teens Grieve Too support group facilitated by Palliative Manitoba staff and volunteers. Teens/Kids Grieve Too (KG2/TG2) is a six-week grief support group for kids who have experienced the loss of someone they love. During this support group, kids are provided with a safe environment to share openly about memories of their loved one(s), learn about the wide range of emotions that are associated with grief and bereavement, develop communication skills to talk about death and dying in a direct way, and work their grief using a variety of mediums, including: art, play, mindfulness, and sharing circles.

During the six weeks, Mackenzie was able to meet kids her own age who had experienced similar losses and could empathize with her emotions. She understood that she



Mackenzie Harrison lost her father in 2015. In the spring of 2018, 13-year-old Mackenzie joined the Teens Grieve Too support group facilitated by Palliative Manitoba staff.

was not alone in her grief and that the difficult emotions associated with the grieving process were normal and needed to be talked about, not suppressed. Many people think that grief will go away over time or that you can simply get over grief. In KG2/TG2, Mackenzie realized that this is one of the many misconceptions associated with the grieving process. In reality, everyone's grieving process is different depending on the type of loss and the relationship that was. By sharing her experiences with peers and listening to their stories, Mackenzie understood that grief can take a lifetime to work through; and that's ok. Upon reflecting on her experiences from the support group, Mackenzie recognized that her self-esteem had been elevated; that she had felt happiness that hadn't been felt since her dad died. We are forever changed when someone we love dies and can never be the same person we were when that person was in our lives. But with support and understanding from peers, kids can find a way to redefine themselves and address grief in a healthy way.

Palliative Manitoba offers free, six-week support groups for kids aged 9-12 (KG2) and teens aged 13-17 (TG2). The age range is flexible for both groups. The next session of Kids Grieve Too starts on October 30th, 2018 from 6:30 to 8:30 p.m. and Teens Grieve Too will be offered in the spring of 2019.

Please contact Palliative Manitoba at (204) 889-8525, ext. 232 to register. ♦

The best sex education **IS THE TRUTH**

Jared Star, training institute facilitator.



Sexuality Education Resource Centre MB (SERC) is a community-based, non-profit, pro-choice organization that provides inclusive, non-judgmental education about sexuality. We believe all people have the right to accurate information on all their choices. One of the many programs and services we are proud to offer is the SERC Training Institute, which specializes in providing accurate, up-to-date and evidence-based training and consultation about sexuality and reproductive health for service providers from all sectors, including education.

With decades of experience in teaching sexuality and working specifically within school environments, the SERC Training Institute is well positioned to support teachers and counsellors in their work. With events specializing in youth sexuality, cultural diversity, and supporting sexuality in developmental/intellectual disability services, counsellors stand to gain knowledge and up-to-date clinical approaches to engage and support diverse youth.

"Sexuality can be intimidating for service providers to integrate into their work," says Jared Star, SERC's training institute facilitator. "The best part of my job is watching workshop participants become more comfortable with the topic while gaining a sense of confidence that what they do going forward will make a difference!"

Three streams offer multiple access points for training: full-day public workshops in Winnipeg and Brandon, on-site customizable training for teams and organizations, and presentations to bring the latest evidence to the field. Each workshop and presentation offers service providers the opportunity to build their knowledge, increase their comfort with respect to sexuality, and to grow in their capacity as professionals doing such important and invaluable work.

Participants learn in a supportive environment through various methods, including interactive discussions, group activities,

case scenarios, and exercises that are engaging and directly transferrable to organizational settings. Most importantly, our training events are fun!

Information on future training events and opportunities is available at www.serc.mb.ca/institute. You can request training by filling out our online contact form.

Another great program offered by SERC in partnership with Clinic Community Health is Teen Talk. A youth health education program, Teen Talk works across Manitoba to provide services to youth from a strength-based, harm reduction, preventive education perspective.

There are three program areas: Workshops for Youth, Peer Support/Peer Education, and Teen Talk North Service Provider Trainings. Peer Support/Peer Education provides youth with skills and information to educate and provide resources to their peers/classmates.

When asked what was the most helpful part of Teen Talk North's Service Provider Training, one participant said, "The most helpful is the activities to promote dialogue for youth to understand themselves, to help them get comfortable talking."

Teen Talk focuses on issues under the broad topics of sexual health, mental health (including substance use) and healthy relationships, linking youth to resources in their community. Teen Talk believes that by providing youth with accurate, non-judgmental information, they can make healthier decisions and choices for themselves.

For more information and free access to Teen Talk's Peer Support Manual, Service Provider Manual, and Teen Talk Tools and Activities, visit www.teentalk.ca.

If you have any questions about how SERC can support you in your work, you can contact us anytime at info@serc.mb.ca. To access free resources and accurate sexual health information, visit www.serc.mb.ca. ♦



HUMAN TRAFFICKING – It's happening on our watch

BY SHON LOUISE McLAREN, M.A.

DEFINITION: Human trafficking involves the recruitment, transportation, and/or harbouring of persons for the purpose of exploitation, typically for sexual exploitation or forced labour. Traffickers maintain control over their victims through the use of force, fraud, coercion, deception, and/or threats of violence to the victim or someone known to them.

(Canadian Crime Stoppers – It's Happening Here!)

Human trafficking (the selling of humans) is big business worldwide, second only to drug trafficking and the illicit sale of armed weapons. According to the United Nations, of the \$32 billion made per year from human trafficking, \$15.5 billion is made in industrialized countries. This includes Canada, including urban, rural, and northern Manitoba.

Schools in Manitoba need to be on high alert. Historically, as in present day, it is the pillars of society along with organized crime rings who run the bulk of this activity. However, with the digital and social media age, it is becoming easier for the average person to exploit others. Traffickers fraudulently use social media accounts of the friends of the person they are stalking to set up face-to-face meetings. In-person meetings happen everywhere, including coffee shops, malls, sports events, faith institutions, and schools. People can and do go missing after such meetings.

Children and youth are particularly vulnerable, especially those struggling in or with relationships, as persons wanting to exploit others are experts in gaining trust. After trust is attained through various luring techniques – drugs, gifts,

relationship, trips, etc... The trafficker moves the one who is being lured into exploitative situations.

The stakes are high. Between \$250,000 to \$350,000 per year can be made from one exploited person. Most traffickers exploit two or more persons at one time. As Don Bouchard, ex-trafficker now rescuer and educator on human trafficking in Manitoba, states, "Human trafficking in a school situation can be quite subtle. For example, you can have what starts off as a very real friendship, but then slips into human trafficking due to lack of finances." There are many different scenarios. One thing is for sure, if your school or community has a drug problem you will have an exploitation/human trafficking problem. The two go hand in hand.

Signs

Young persons in Manitoba who have escaped this negative activity want you to know the signs of someone who is being trafficked.

- Changes in appearance – more dressed up, more make-up
- Usually does not identify as a victim
- Name of their trafficker could be tattooed on their neck or other part of their body

Children and youth are particularly vulnerable, especially those struggling in or with relationships, as persons wanting to exploit others are experts in gaining trust.

- Suddenly high a lot of the time without the means to pay for a substance
- Suddenly possesses expensive items they would not normally be able to afford
- Suddenly possesses a pre-paid Visa card
- Signs of malnutrition (always hungry)
- Someone usually does the talking for them
- May start talking differently – more friendly, flirtatious
- May talk of upcoming “road trip” with “friends”
- Fear of authority figures

What can we do as counsellors?

- Make relationship building a priority (see Mary Hall's article in the fall 2017 issue of the *Manitoba School Counsellor* on page 6).
- Know and be actively engaged with your school's counter exploitation protocol.
- Encourage dialogue about human trafficking and drug trafficking.
- Encourage youth in mapping out values important to them.
- Be helpful and non-judgmental towards students who are suspected of being involved.
- Plan training seminars for teachers, students, and parents. (One high school in rural Manitoba has already slotted two one-hour sessions with the RCMP EPPS* unit and their local Counter Human Trafficking Team through Tracia's Trust – a government-sponsored initiative).
- Decide to participate on the legislated Manitoba Human Trafficking Awareness Day, which falls on the Thursday of the second full week in March, this year March 14th, 2019.

Lastly, share this article with others. Lives could depend on a collaborative proactive stance.

**PROTECTING STUDENTS IS A COLLABORATIVE EFFORT.
TOGETHER IS STRONGER.**

Shon McLaren is a professional trauma/addictions counsellor and former teacher/principal who has worked internationally and locally on counter human trafficking activities for over 30 years. McLaren sits on two Manitoba human trafficking response teams and is the executive director of Inner City Women's Ministries International. She may be reached through www.icwmi.org.

This article is dedicated to victims and survivors of human trafficking within Manitoba.

*Exploited Persons Proactive
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ARE WE FUELING THE FIRE OF back-to-school anxiety?

BY LYNN LYONS, LICSW



All around me, I hear the rumblings of a new school year heading toward us. The atmosphere changes as anticipation builds. Back-to-school rituals begin.

This fall, there's one ritual I want parents, educators, and school counsellors to notice and change: the need to make sure everything is ready and smooth and comfortable. I propose a more flexible stance that allows children to grow without our constant fixing. I want them to learn the process of managing the inevitable discomforts that come with transitions and beginnings.

I understand the motivation to prepare and fix. Parents and educators want to survive those first hectic weeks and help the transition into fall. Preparation is key, but over-preparing is problematic. We don't want anything to go wrong. The goal? No distress. No angst. No worry. Unfortunately, this practice of smoothing the way for children is backfiring dramatically. In fact, such efforts may actually be fueling the flames of back-to-school anxiety. Why? Because as we move in to create certainty (using our substantial experience and skill to ease the way for students), we are preventing them from developing the skills that are critical to developing confidence, connection, resilience, and problem-solving. Too much stepping in by adults hampers the opportunity for kids and teens to practice skills that correlate with the prevention of depression and anxiety.

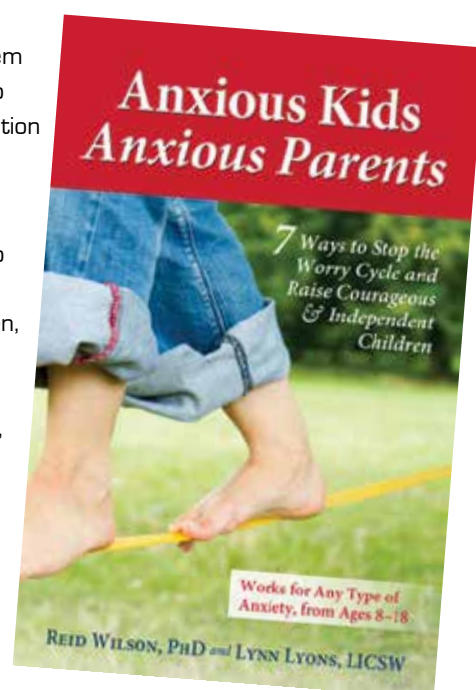
Allowing kids to "work it through" is akin to practicing an instrument. We don't expect them to do it perfectly and active repetition is key. The trouble starts when we attempt to do the practicing for them, hoping we can somehow guarantee a flawless performance by taking over. This makes no sense when learning an instrument or a sport, but we justify it when assisting children with things like emotional management, compromise, and social navigation.

This shift is not one of neglect or dismissal, nor of passivity. Quite the opposite! Instead, school counsellors, teachers, and parents must actively look for opportunities to let students struggle enough to experience success on the other end

of the problem, and adults must actively model doing the same. For example, a recent study looked at the development of depression in adolescent girls. The research found a correlation between how mothers talked to their daughters about problems they were having and the subsequent development of depression. When mothers suggested problem solving and social connection (versus distraction or avoidance), their daughters were far less likely to ruminate. Rumination, a cognitive pattern of getting stuck in negative thoughts, has long been known as a risk factor in depression. Encouraging girls to DO more to address problems or struggles (which means moms will do less for them) is key.

As the school year begins, we can expect bumps. A return to old struggles may re-emerge as well. Social and academic challenges, tucked away for the summer, are cued and ready to go. Adults can help normalize these struggles, but "helping" a child by consistently alleviating or getting rid of his emotions/distress sends the message that such emotions are problematic. The message I give to the families I treat: the problem with anxiety is not its existence; the problem often lies in our attempts to eliminate it and the expectation we shouldn't have it.

Kids find their own paths when we show them how to adapt and adjust. Support them, laugh with them, listen, and then model problem solving for both students and their parents. Flexibility, emotional management, and the ability to step back from one's own thinking are skills to be taught and learned, and missteps are a valuable part of the experience. ♦



No better time to make a pivot to tech

Technicians and technologists work at the frontiers of Canadian industry, where exploration and discovery are changing the way we live and work. They are integral players in virtually every aspect of a technical organization's operations, including project management, design, engineering support, research and development, sales and marketing, operations and production, management, and human resources training and development.

Their combination of focused theoretical knowledge and sophisticated practical expertise guarantees that technicians and technologists make a difference in nearly every facet of their business. If it's made, designed, or researched in Canada, chances are it passed through the highly skilled hands of a technician or technologist.

Interested? If you want to become one of Canada's technology professionals, here are some questions you should ask yourself:

- Am I good at math and science? Do I enjoy these courses at school?
- Am I creative? Do I enjoy tackling new challenges, figuring out problems, or making things work better?
- Am I a team player? Do I like working with other people?
- Do I have good communications skills?
- Do I like working outdoors?

If you answered "yes" to some or all of these questions, a career as a technician or technologist may be just what you're looking for.

What's next?

First, do as well as you can in your

elementary and high school math and science courses!

Second, select an applied science or engineering technology program at a Canadian community college or post-secondary technical training agency. You can speed up the process of becoming certified by graduating from a post-secondary technical program that is nationally accredited. There are over 240 nationally accredited post-secondary technical programs in Canada, so you have a lot of great choices.

School counsellors should note the variety and diversity of disciplines available when highlighting the following technician and technologist careers:

- Architectural
- Environmental
- Geomatics
- Municipal
- Structural
- Communication technology
- Electrical
- Electronics
- Instrumentation
- Mechanical

National Skilled Trades and Technology Week (NSTTW)

CTTAM partners with Skills Canada Manitoba to promote awareness around the many career opportunities in skilled trades and technology in Canada. During NSTTW, organizations from across Canada get involved for a week in a hands-on way to promote skilled trades and technology careers to youth, parents, and the public.

The Model Wind Turbine Competition



is open to Grade 9 and 10 students across Manitoba who have an opportunity to use their knowledge, skills, leadership, teamwork, and ingenuity to design and build a working model wind turbine in a one-day competition.

Teams of four students from the same school will design and construct a working model wind turbine. The students will be given specific materials to construct the wind turbine and will have approximately two hours of building time at the competition site. However, teams may not pre-construct a model wind turbine to use during the competition.

The model wind turbine will need to be solidly constructed and able to generate electrical power, which will be measured. Wind simulation will be created by a fan situated at a measured distance from the wind turbine being tested.

Model wind turbines are judged in three categories: (a) design, (b) construction, and (c) voltage-generating capacity. Each wind turbine design and construction is judged by a panel of expert judges. Turbine voltage-generating capacity is measured electronically and competitively in a progressive play down. Three trophies are awarded, one for each category.

For more information, please go to www.skillsmanitoba.ca/program, or contact Skills Manitoba by email, skillsmb@skillsmanitoba.ca.

THE 'BLUNT' FACTS

Will new cannabis legalization impact my role in the school?

BY LINDA MILLAR

Technically, the new cannabis legislation being implemented in October this year should impact very few of your students, as the legal age for use in Manitoba is 19.

Practically, however, it probably will.

Here are the facts:

- 4.2 million or 14 per cent of Canadians aged 15 years and older reported some use of cannabis products for medical or non-medical use in the past three months. More than half (56 per cent) of those users indicated that they used some form of cannabis "daily" or "weekly".
- One-in-three cannabis users obtain their supply from family or friends.
- Drivers who use cannabis daily or weekly are more likely to drive within two hours of using cannabis.

National Cannabis Survey, Statistics Canada 2018

So, what can you do to prepare?

In addition to the myriad of issues teens are already facing, you may encounter new challenges that directly relate to cannabis. You may get a lot of questions from young people, parents,

and other staff members about how to handle a possible increased interest in cannabis use.

Here are some important guidelines:

1. Check with your local school board to see what new regulations might exist in terms of the legalization issues within your school domain. Is there anything new? Do they mesh with your existing policies?
2. What do you know about medical marijuana? What are your school district procedures for distribution, use, and privacy? Do you feel comfortable discussing the differences between medical marijuana use and under the legal age consumption of recreational cannabis?
3. Have you had a staff meeting to discuss potential issues with the new legislation? Do you have a plan?
4. What resources do you have that are accurate and current? Do you have a local community service officer that works with your school? Are you connected to community health services?

**TALKING
CANNABIS
WITH YOUR TEEN
CAN BE LEARNED.**

DrugFreeKidsCanada.org



Among Manitobans, 16 years old is the most common age to try cannabis for the first time.

(<https://makeconnections.ca/wp-content/uploads/2018/01/LGA-2017-Manitoba-Cannabis-Survey-Report.pdf>)

"When asked what works best, teens say, 'We want real information and we want evidence we can use – we don't want to just know the worst outcome'. And when it comes to cannabis, there is a real gap [in information]," says Rebecca Haines-Saah, an expert on youth substance use from the University of Calgary's school of medicine.

Help is here

Here is a document that may help you. Drug Free Kids (DFK) is a Canadian non-profit organization dedicated to helping parents learn about drugs and how to talk to their kids about them. We believe that educating and informing parents, caregivers, and adults who work with kids can make an important difference in helping to reduce drug abuse and addiction.

In addition to producing award-winning public service messages, DFK has collaborated with Health Canada and the Canadian Centre on Substance Use and Addiction to produce a free brochure entitled, Cannabis Talk Kit - Know how to talk with your teen.

This kit can be downloaded free of charge or ordered through Drug Free Kids Canada.

Another really useful tool is the DFK Drug Guide for Parents. This free downloadable resource is a comprehensive source of drug information that includes descriptions, street names, the health risks, and what teens might have heard about them in order to help you understand the consequences of their use by youth. Post it in your office, the school reception area, and every classroom, and have copies available for students, staff, and parents.



There is no way to predict if cannabis use is going to change in your school or neighbourhood due to legalization. However, it is important to be prepared to address some challenging situations that may arise in a new cannabis landscape.

One piece of advice that resonates with experts everywhere is an area where school counsellors excel – active listening. By opening up the doors to meaningful conversations with students about cannabis and other drugs, young people will receive the right information to be able to make safe and smart decisions about their lives now and in the future. You can help – So can DFK.

For more information, tips, tools and strategies, go to Drug Free Kids Canada, www.drugfreekidscanada.org.

Linda Millar is a contributor to Drug Free Kids Canada, and an education consultant with over 40 years of experience. She has authored several teacher resources in the fields of substance-use prevention, media literacy, childhood obesity, and mental health. ♦

21.7 per cent of Manitoba non-users of cannabis say they might try cannabis and 5.9 per cent say that they will definitely try it once legalization takes effect.
(<https://lgamanitoba.ca/documents/2017-manitoba-cannabis-survey-report.pdf>)

Exploring your career options in Manitoba

BY ALEXA KNOX, MANITOBA CAREER PROSPECTS COORDINATOR



Did you know that Manitoba is a leader in the aerospace industry worldwide? That we manufacture and export incredibly unique products around the globe? Or that the arts and cultural industry is so vibrant and diverse in Manitoba, we are referred to as the 'cultural cradle of Canada'?

Did you know that the tourism sector in Manitoba includes hotels, restaurants, airlines, recreation & entertainment, travel services, and retail? Tourism attracts over 500,000 tourists to our province each year. All of these businesses have various types of jobs, from entry level to senior management. In fact, major hotel and restaurant managers can earn six-figure incomes.

Our province is rich with career opportunities and there's no better place to set down roots and watch your future flourish (or that of your child or student). Our standard of living is high, cost of living is low, and we have sports, recreation, tourism, and culture second to none in the world.

From the time we can all remember, someone has always asked, "What do you want to be when you grow up?" Children, teens, and even adults are often influenced by their surroundings and sometimes unaware of the numerous and unique jobs all around them. Manitoba Career Prospects is a resource for students, parents, and educators on the wide variety of jobs available in our province.

Manitoba Career Prospects is a provincially funded program that represents the sector council program and industry-based organizations. The Manitoba Career Prospects website provides services including a career exploration portal, several job boards, and the ability to book industry-specific career presentations and tours.

Educators are encouraged to not only use the website to its



The Manitoba Career Prospects website provides services including a career exploration portal, several job boards, and the ability to book industry-specific career presentations and tours.

full potential, but to book a speaker, a tour, and/or a career fair display. Manitoba Career Prospects is helping to bring industry directly into the classroom. The Career Exploration Portal, available at www.manitobacareerprospects.ca, allows a user to search and explore the many rewarding and enriching career opportunities available in a multitude of industries in Manitoba. The website is also host to numerous highlighted employers in each industry, giving an idea of jobs they typically hire for, and what a successful candidate would look like.

Manitoba Career Prospects is also represented at career fairs all over Manitoba to bring awareness of the various careers in the various industries throughout the province, as well as all the free services available through the program.

Whether you are a student wondering what career path to take, a parent looking for their child, or an educator looking for their students, Manitoba Career Prospects has something for you. ♦



Manitoba is rich in career opportunities.
We're here to help you help them explore the options.



EXPLORE
career opportunities in
Manitoba

The Manitoba Career Prospects Program gives you and your students the ability to connect and engage with industry professionals in one-on-one scenarios. Use our website to explore some of the careers available in a variety of industries.



CONNECT
with Manitoba's leading
industries

- **Request a speaker** to come to your school
- **Schedule an industry tour** so they can get a first hand look at different work environments
- **Book our display** for your school, or
- **Arrange an informational interview**



ENGAGE
with employers and
industry representatives



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EXPLORE • CONNECT • ENGAGE

We're here to help you help your students find rewarding careers in Manitoba. Visit our site: manitobacareerprospects.ca

EDUCATION *with impact*

At The University of Winnipeg (UWinnipeg), students arrive with diverse talents, and leave ready to impact their field – whether in arts, science, business, kinesiology, or education. Along the way, they discover how to best utilize their strengths, often leading to unexpected career paths. For three recent graduates – Megan Rutherford, Raven Rickner, and Kiernan Gange – the “aha” moment came at different times, but each found success with the help of dedicated faculty, research opportunities, and an intimate learning environment. Learn more about UWinnipeg’s programs at uwinnipeg.ca.



Megan Rutherford’s journey to quantum chemistry started in a roundabout way. After initially declaring as a biochemistry major, she took time off school to travel and work with exploited youth in Manitoba. She returned to UWinnipeg and took a course in atoms, molecules, and spectroscopy.

“This introductory course in quantum chemistry opened my eyes to an entirely different way of viewing the world,” said Rutherford. “It was then that I gained valuable laboratory experiences as I took more and more chemistry courses.”

Following this path allowed her to engage in several high-profile research projects as an undergraduate student. In 2017, she took an opportunity to study crystallography and large-scale facilities in Grenoble, France. While abroad, she was invited to participate in a two-week internship at the Institut Laue-Langevin, a world-class neutron scattering facility.

“These events helped to mould me into the student that I am today, and gave me the tools that I need to pursue a career in a field that I may never have even known about had I not attended the University of Winnipeg.”

Raven Rickner had always been interested in people – the way they behave, the way they think, and the way they interact. She decided to study psychology at UWinnipeg because it blended her interests in art and science.

“For me, psychology is the perfect combination of scientific integrity and human observation,” said Rickner. “It’s a field that offers so much diversity in a variety of areas. As a result, getting a degree in psychology can consist of so many different disciplines.”

UWinnipeg’s psychology program gives students an interdisciplinary experience, with courses on social, developmental, and clinical psychology.

“The degree itself forces you to take a variety of courses in these areas so that you can experience psychology in a well-rounded way.”

Rickner plans to take a year off to work on academic projects and prepare for graduate school. In the future, she’s considering a career in industrial-organizational psychology – a field that focuses on workplace productivity and mental well-being among employees.

“As an advocate of mental health awareness, I’m incredibly interested in workplace experiences. I think it’s important to understand the ways in which people best work happily and effectively in order to create more positive work environments.”





Kiernan Gange came to UWinnipeg with little direction, but continued taking economics classes because he appreciated his professors' abilities to explain difficult concepts – particularly when it came to his second-year microeconomics class.

"[It] was the hardest course I had ever taken," said Gange. "Having such a great and supportive prof in a class that I found so difficult made it possible for me to do well in the class and made me feel proud of myself in a way that I had never experienced."

Prior to university, Gange said he rarely put effort into schoolwork. He now appreciates working hard and enjoys pushing himself to improve his writing and mathematical abilities.

"I am forever thankful for the faculty at [UWinnipeg] who encouraged me to challenge myself and take difficult courses instead of settling for mediocrity or doing the bare minimum to get by."

Gange now plans to pursue graduate studies in economics. His main goal is to contribute to research around economic conditions in Indigenous communities in Canada, particularly in regards to poverty and economic outcome gaps.

"I want to play my part in the reconciliation of Indigenous and non-Indigenous communities."

Gange's favourite part of studying at UWinnipeg – aside from his professors and the university's strong sense of community – was being part of an organization that's a positive force in Winnipeg's core. ♦



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- › Dancing
- › Film and theatre production
- › General arts administration
- › Media production
- › Advertising

UWINNIPEG.CA

Driving change to double the number of women in the engineering profession

BY L. STEPNUK, B.SC. ENG.



Attaining 30 by 30

In December 2017, Engineers Geoscientist Manitoba put almost \$800,000 towards funding 30 by 30, the ambitious goal of having 30 per cent of newly licensed engineers be women by the year 2030. Currently that number sits at just over 15 per cent and is fairly consistent across the country. Since then, the association has gotten busy hiring staff, conducting research, consulting stakeholders, and launching a marketing campaign.

Initial insights and initiatives

One Canadian research study found that there “appears to be a disconnect between the decisions some students make at the secondary level, and their post-secondary goals”. Where around 90 per cent of girls surveyed planned to pursue some science during their post-secondary education or were considering a career in science, only 60 per cent planned to enrol in at least three science and math courses in high school.

So why the disconnect?

Girls are gradually nudged away from engineering; this starts early and cumulatively leads to low interest in a career in engineering. This is affected by many culprits, including parents, teachers, guidance counsellors, peers, media, a deficit of role models, faculty staff, and employer culture and policies. Obstacles range from subtle and suggestive, to intentional and systemic. All of them have a cumulative effect on the confidence, inclination, and will of girls to pursue an interest in science, technology, engineering, and mathematics (STEM). Overtly, most people are advocates of girls in STEM, but unconsciously, we collectively steer them away. Many girls are led to believe they aren't made for math and hard sciences, like physics, mechanics, electrical, and computer design. Also, engineering work cultures and policies haven't adapted quickly enough to be welcoming to more women.

How do we bridge the gap?

Feminist talk

The 'Dear 2030' campaign aimed at the middle school students of Manitoba was launched this past spring. The campaign consisted of petitions to Manitoba's 10 largest employers of engineers asking what they are going to do to attain 30 by 30. Petitions were sent to over 350 schools in the province.

Some have asked how this campaign will encourage girls and young women to not only consider engineering as a career, but take the necessary pre-requisites to apply to the faculty.

A 2012 study found that "learning about feminism and endorsing gender equality were positively associated with girls' motivation in math and science" and that "exposure to feminist and gender-egalitarian attitudes may help to inoculate girls against sexist messages regarding women's achievement in math and science fields". Therefore conversations amongst students, teachers, guidance counsellors, parents, and school administrators about the barriers women and girls face advancing into and persevering in the engineering professions may be a strategy to ultimately balance the gender ratio of engineers.

Making a difference

Relatedly, studies show that girls are interested in social engagement and making a difference. In fact, when talking to girls, showing how engineering is a helping profession that deeply impacts society and communities is strongly recommended. It's why Engineers Geoscientists Manitoba is facilitating this call to action by students to those holding the most influential engineering positions in the province. Girls can make a difference in the profession right now. Then maybe, they'll consider joining it.

Creating a spark and connecting the dots

Can guidance counsellors continue these conversations with students in their offices?

Yes.

Awareness of the barriers causing a significant gender imbalance in a profession that shapes our environment, health, safety, energy sources, water, food, transportation, communications, and relationships could not only be the impetus needed in industry, but the spark needed to keep girls interested in pursuing their post-secondary science dreams and putting engineering on their radar. ♦

Use dear2030.ca as a reference to discuss the 30 by 30 campaign.

— ENGINEERING IS FOR GIRLS

Girls are imaginative and creative, and excel in communicating, problem solving, and analytical thinking. That's why a career in Engineering is a path worth exploring.

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FOR MATERIALS & INFO ABOUT A CAREER IN ENGINEERING, VISIT ENGGEOMB.CA, OR SEE DEAR2030.CA FOR INFO ABOUT OUR CAMPAIGN TO CHANGE THE GENDER RATIO

 **ENGINEERS
GEOSCIENTISTS
MANITOBA**



How to provide additional SUPPORT FOR STUDENTS

Access is a pathway to success at U of M



Far left: Carly McLellan is a Cree Métis Professional Health Program (PHP) medical student from Thompson, Manitoba.

Top right: Jesse McGregor is an Indigenous student of Cree ancestry from Grand Rapids, Manitoba and is entering his second year with the U of M Access Program.

Bottom right: Osama Jarkas is a Métis Professional Health Program student and 2018 graduate from the U of M's College of Medicine.

Access programs at the University of Manitoba provide holistic support to Indigenous, newcomer, and other U of M students, empowering them on their path to success.

Many counsellors have already discovered an excellent way to provide additional support for their students planning to study at the University of Manitoba (U of M). They recommend the Access programs.

Access programs at the University of Manitoba provide holistic support to Indigenous, newcomer, and other U of M students, empowering them on their path to success. Access student supports include academic advising, personal counselling, a financial advisor, free tutoring, and smaller classes taught by Access instructors. Many students have appreciated the personal connections made in the Common First Year Program, as well as the opportunities to participate in Learning Labs, pursue personal development, and appreciate cultural wisdom. The programs' Indigenous Unkan's (grandfather's) door is always open.

Access programs include: University of Manitoba Access Program (UMAP) for students pursuing just about any degree, the Health Careers Access Program (HCAP) to prepare Indigenous residents of Manitoba for entry to health-related professions such as medicine and dentistry, and the Professional Health Program (PHP) for HCAP students already enrolled in a health professional program.

Access has been there to support students for over 40 years. Students connect to the Indigenous community in Migizii Agamik (Bald Eagle Lodge) on the Fort Garry campus and through Ongomiizwin Education at the Bannatyne Campus.

Access is family

Jesse McGregor is an Indigenous student of Cree ancestry from Grand Rapids, Manitoba and is entering his second year with Access.

"I love university. It is better than high school. If you have a bad experience in high school, you can give up on yourself. Everyone has their own potential. They have to seek it out. Sometimes they just need a little help," says McGregor.

In Access, McGregor has made friends, strengthened his study skills, and found somewhere to belong. He says the people are like family, and, in Access he has the support he needs. "The staff help you get through problems and personal struggles. They always find solutions. Their first priority is you."

They can do it

Carly McLellan is a Cree Métis Professional Health Program (PHP) medical student from Thompson, Manitoba. She attended the Health Career Quest Summer Camp, designed to encourage northern Indigenous Grade 11 students to explore health careers at the U of M. McLellan ultimately joined the Health Careers Access Program and became a camp counsellor.

"That camp changed my life. I met an Indigenous medical student and realized I could do it too. I always wanted to go to university. I saw the path. I decided to do it," says McLellan. "I want to see students, northern Indigenous high school students believe they can be physicians, dentists, nurses. If others can do it, they can do it. They have the strength. I don't want them to ever doubt that."

Dream come true


Osama Jarkas is a Métis Professional Health Program student and 2018 graduate from the U of M's College of Medicine. Originally from Fort McMurray, Alberta, Jarkas always

wanted to be a doctor, and now he has made his dream come true, with the support of the Access programs.

"I am so happy and grateful to be graduating," says Jarkas. "For me, Access was like a home away from home. I spent lots of time there, studying and taking naps. They were very

supportive. In times of happiness and success, they were some of the first people I spoke to. They were also there for me during challenges and hardship. We would sit down together and find a way to get through it. They were there for me unconditionally. They very much felt like a family." ♦

**Learn more about the Access programs at
<https://umextended.ca/access>.**




"I wish I'd have known about the Access Program... when I was in high school!"

The Access Program provides an important path through university with the support to empower students to succeed:

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- Personal counselling
- Limited bursaries
- Adjustment to university life

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 **UNIVERSITY OF MANITOBA** | Extended Education

Canadian Mennonite University (CMU) announces new bachelor of science degrees



Starting this fall, CMU will offer four new bachelor of science (BSc) degree options as part of its academic programming.

Starting in fall 2018, Canadian Mennonite University (CMU) will offer four new bachelor of science (BSc) degree options as part of its academic programming – General (three-year), Mathematics (three-year), Biology (four-year), and Mathematics (four-year).

The BA Mathematics degrees will remain, with no change, serving students looking for more flexible elective space. The addition of a BSc to CMU's offerings is not only a response to growing demand, but is a natural fit, given the university's mission.

"CMU's teaching, research, and service equip women and men for lives of service, leadership, and reconciliation in church and society. These commitments also imply a role for the natural sciences and mathematics within the curriculum at CMU," said Jonathan Dueck, CMU's vice-president, academic. "Indeed, faculty have expressed that 'developing science is

connected to the heart of the CMU project,' as described by our mission statement."

The CMU BSc will be unique in its inclusion of a broad interdisciplinary base, helping students to see the beauty and complexity of the world from various perspectives within science, biblical and theological studies, humanities, and social sciences. The goal is to create critical thinkers, trained in diverse ways of thinking and knowing.

Communication skills developed at CMU will enable them to bridge gaps to other fields and be understood by scientists and non-scientists alike.

Guided by nurturing PhD professors who are active researchers in their own fields, students will gain hands-on experience in the process of scientific inquiry and, as a result, become creative, lateral thinkers who will be resilient and

adaptable as advances in theory and technology change how science is performed.

Candice Viddal, assistant professor of chemistry and physics, asserts science is not distinct from the liberal arts, but a part of them.

"At its heart, science is an expression of curiosity, the objective of which is to explain how the natural world works, and the place of humanity in it. However, science is often discussed almost interchangeably with the technologies science has given birth to; and science education with direct training for careers that make use of these technologies: in engineering, health, agriculture, and informatics, among many others," says Viddal. "Notwithstanding the importance of preparing students for the technical demands of their vocations, the underlying purpose of science is understanding, rather than control. If curiosity and a sense of wonder and humility are at the heart of science education, the technical and critical skills needed for careers in scientific fields will follow."

A CMU BSc will provide the well-rounded foundation that will inspire and equip our future scientists to make a positive difference in the world.

For more information, visit cmu.ca. ♦



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MFNERC publishes new children's book: **A moving story about how a First Nations boy escapes the residential school system**

The Manitoba First Nations Education Resource Centre (MFNERC) is pleased to publish *The Boy Who Walked Backwards*. Written by Ben Sures and illustrated by Nicole Marie Burton, this is a touching story about a young Ojibway boy, Leo, and his family in Serpent River First Nation.

Sures has spent much of his adult life as a touring and recording singer and songwriter. He has nine full-length albums that have garnered awards. CBC listeners know him for work on numerous programs including, most recently, *The Irrelevant Show*.

The songs Sures writes for adults have a childlike quality, so it makes sense that he's now written a book for children. *The Boy Who Walked Backwards* was originally conceived as song, but Sures thought it would also work as a storybook. He wanted children to know the story of Leo Day.

The story relates how Leo's life turns to darkness when forced to attend residential school. When Leo goes back home for Christmas, he uses inspiration from an Ojibway childhood game to deal with his struggles.

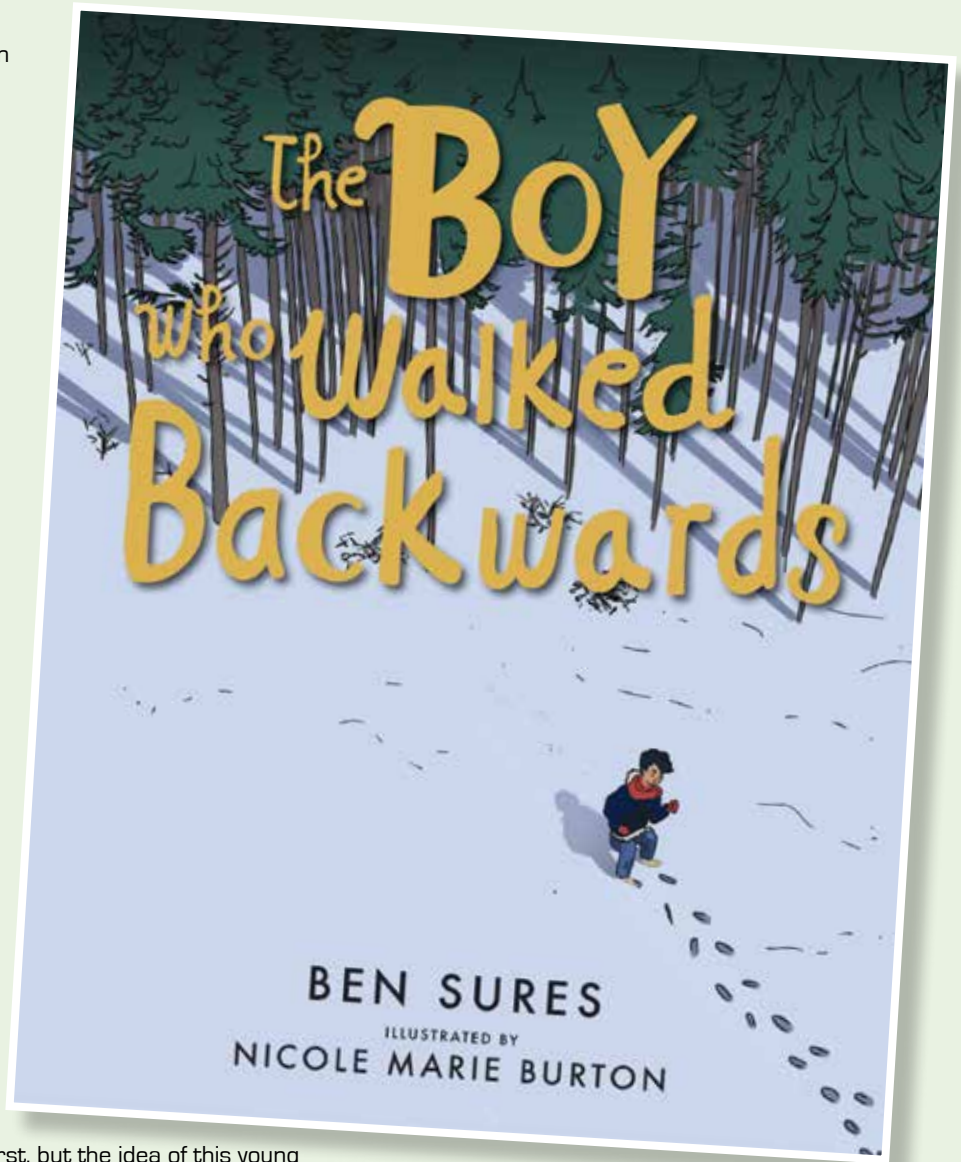
"When I first heard the premise for this story from Leo's daughter, I knew it had to be shared," Sures explains. "The song came first, but the idea of this young boy using only his instincts and smarts to get out of a bad situation just had to be a storybook."

The Boy Who Walked Backwards is Sures first published work. It has laid the groundwork for more stories, maybe even more Leo stories.

"I love the idea of a child reading a story that they can picture themselves in, where they feel like they can triumph using nothing more than the tools they were born with," he says.

The book is available online at mfnerc.org/product/the-boy-who-walked-backwards/.

Mfnerc.org/the-shop/ is an online bookstore featuring a collection of books, posters, multimedia projects and other materials that give attention to First Nations cultures, histories, and languages. MFNERC also provides certain resources free of charge to First Nations educators working in Manitoba. ♦



First-year students find community and career paths at Providence

The first year of university is vital. It can also be intimidating, exhausting, and anxiety-inducing. Providence University College, situated on a picturesque, rural campus just outside Winnipeg, is passionate about helping students navigate that first year – about providing intellectual, physical, and spiritual settings conducive to community formation; about creating opportunities that forge career paths.

Providence is a Christian university that brings students of different cultures, backgrounds, beliefs and faith traditions together to learn, grow, and worship in community. And the experience begins from day one.

Upon arrival at Providence, new students are introduced to campus, to professors, and to each other through a unique and friendly Welcome Week. They enjoy movie nights, bonfires, fireworks and a kick-off concert that in years past has featured The City Harmonic, The Color, Scribe and Jordan St. Cyr.

Naturally, the start of classes introduces them to the academic routine of higher education, but the school's small class sizes, rigorous standards, and engaging faculty ensure that new students immediately receive quality education in their areas of interest while participating in other subjects they weren't previously familiar with, but suddenly find fascinating.

"When I first came to Prov I had actually never heard of psychology," says Shayna Staerk, a 2018 Providence graduate. "I took some intro courses, and I took Intro to Psychology because I thought it might be interesting, and I ended up just completely falling in love with the subject."

Staerk, who also played volleyball with the Providence Pilots and competed in four national championships in the United

States, graduated with a bachelor of arts in psychology. "A lot of my courses made me want to actually go and do something out in the world," she adds.

Her experience – from arriving on campus and exploring numerous subjects, to graduating with a degree in a stimulating field – is a familiar one. And she can also look to Providence alumni for examples of fellow graduates who have put their education to work all over the world.

At present, Providence alumni are employed at tech start-ups in Germany, embassies in Eastern Europe, TESOL placements in Southeast Asia, counselling services in Western Canada, and churches right here in Manitoba.


This province's government house leader is a Prov alum; other graduates have been nominated for Juno and Canadian Screen Awards. Another is working for peace in Myanmar and has met with Barack Obama and Aung San Suu Kyi. Still more are operating auto



Providence University College is a Christian university that brings students of different cultures, backgrounds, beliefs, and faith traditions together to learn, grow, and worship in community.


body shops, doing television news, and starting flour-milling businesses.

From that nervous first year of university, and even that uncertain first day, there is a sure and certain path to success for Providence students. ♦



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UCN deals with a changing northern Manitoba

University College of the North (UCN) is developing new partnerships and programs as Manitoba's north evolves into a stronger economic driver. In the summer of 2017, UCN appointed Doug Lauvstad as its new president and vice-chancellor and new directions were put in place. The top challenge was to move UCN towards increasing responsiveness to the education and training needs of northern Manitoba.

UCN has reached out to local and regional sponsors to gain new levels of understanding and partnership between the sponsors of our students and their requirements.

UCN has taken an active approach to student recruitment, as well as refocusing our registration and admissions area to better engage and support new and existing students.

UCN is in the process and developing new programs to meet the needs of northern Manitoba. The Primary Care Paramedic certificate program was launched this month. Public Administration, Power Engineering, and English as an Additional Language are also in the works, as well as Line Cook and Aboriginal and Northern Tourism. UCN is also working towards partnerships with other institutions to deliver a community economic and social development degree, master of education, network communications technology, and others.

UCN has created post-secondary access centres in two communities for students requiring access to pre-post-secondary education and training to respond to the reality of lower-than-average education levels, which act as a barrier to further education and job skills training. UCN believes it is well positioned to create pathways for adult learners into post-secondary education or into employment.

UCN is also embarking on establishing ourselves as a digital learning hub, working with the Information Communication

Technology Council of Canada, the Information and Communications Technology Council of Manitoba, North Forge, and others to ensure UCN has the capacity and tools to provide Indigenous and northern learners with the skills and knowledge they need to participate in the new economy.

As you are aware, all colleges in Manitoba were reviewed in the winter of 2017. Eleven recommendations were received by UCN which will lead to a "new" UCN that is focused on supporting northern Manitobans in social and economic development of our region. To that end, we have set four broad goals which are guiding our strategies and actions:

1. Student Success: Enrolment, retention, graduation, employment.
2. Engagement: Engage with industry, communities, responsive, relevant, innovative.
3. Indigenization: Content, relevance, increase scholarship.
4. Governance: Governance, leadership, administrative systems.

UCN is optimistic that the next years will be characterized by more students, more programs, more partnerships, and more relevance to the needs of our Indigenous and northern students and communities.

With a mandate to serve northern and Aboriginal Manitobans, UCN has main campuses in The Pas and Thompson and operates 12 regional centres in communities throughout the province, nine of which are located within First Nations communities. UCN enrolls approximately 2,000 students per year in adult learning, certificate, diploma, and undergraduate degree programs. ♦



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COMING full circle



**“I do everything I do now
because Booth UC prepared
me for what lay ahead.”**

Faven Mergia graduated from Booth UC in 2014 and was valedictorian at her class convocation.

Faven Mergia was once a stranger to Canada and to Booth UC. Now as a Canadian citizen and a Booth UC graduate, she is paying it forward.

It's no accident that Faven Mergia enrolled in the social work program at Booth UC. Born and raised in a refugee camp in Kenya, she came to Canada when she was 14.

“Ever since I was little, I've wanted to get into a career where I could help and support people,” she explains. “Our family received significant help in the refugee camps from social workers and community workers, so I knew that that was something I wanted to do, my way of paying it forward.”

The place to be

Mergia's parents were Ethiopian refugees who settled in Kenya and immigrated to Winnipeg in 2006. She attended Daniel McIntyre Collegiate Institute and then the University of Winnipeg, but soon discovered Booth UC offered a social work program. Her mind was made up almost from the moment she walked through the door.

“I was impressed,” Mergia says. “The people at the front desk were friendly, and everyone I met was nice. It didn't feel like some huge institution; it felt warm and personal. That's when I knew this was the place where I wanted to pursue my education.”

Everything about her three years at Booth UC was amazing for Mergia. She loved the smaller classroom settings, but the professors stood out.

“If I had questions or wanted to discuss a point made in class, they always made time for you,” she says. “You felt like you actually mattered.”

That extended to Booth UC's staff.

“From the librarians to the reception desk to the computer lab, everyone made me feel like I was an actual person.”

Off-campus, Mergia was involved with Winnipeg's Ethiopian community. She was a tutor at Peaceful Village, an after-school program that works with young newcomer and at-risk youth, and she mentored high-school students.

Top priority

Mergia graduated in 2014 and was valedictorian at her class convocation. She had hoped to take some time off, but she was almost immediately offered a part-time position at The Salvation Army's Barbara Mitchell Family Resource Centre, where she had completed practicums during her Booth UC time. There, she facilitates a fine arts class for L.E.E.P., an employment preparation program for newcomers.

“I write emails, prepare presentations, network, supervise, and mentor staff,” she says. “I do everything I do now because Booth UC prepared me for what lay ahead.”

Mergia is also a team leader at Peaceful Village. Her new responsibilities include mentoring Booth UC students doing their own practicums, just as she was once supervised.

Last year, Mergia was awarded the Strive for Excellence award at the first-annual Ethio-Canadian Charitable Promotional Awards held by the Ethiopian community of Winnipeg. Recently, she received the Emerging Leader of the Year Award at the African Community Awards and was accepted into the master's program at Athabasca University.

“Faven is highly regarded by the Ethiopian community in Winnipeg and a true example of an individual who is able to overcome hardship and reach her dreams,” says Professor Bonnie Bryant of Booth UC's social work program. “In her work with newcomer youth and as a strong advocate for social justice, she lives out the school's vision – ‘Education for a Better World.’ ”

“I'm trying to treat people as I was treated, with kindness and generosity and respect,” Faven says. “That's my priority now.” ♦





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"As a student at BoothUC, I had the opportunity to learn and engage with my peers and professors. I was able to further my studies in business and get the perks of learning in a small classroom setting. It's something that I've truly enjoyed."

Faith Uminga (BBA/19)

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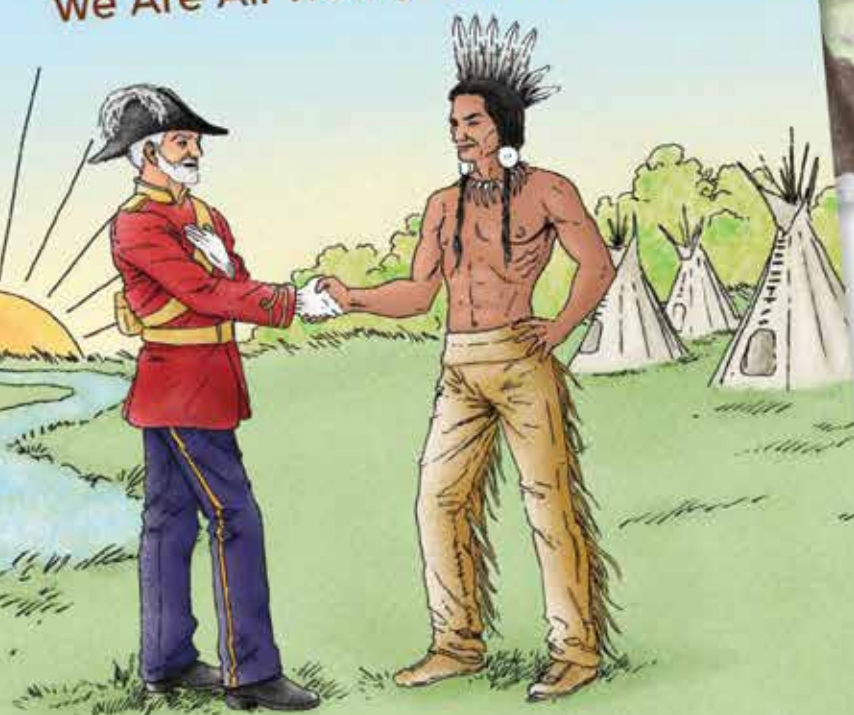


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