

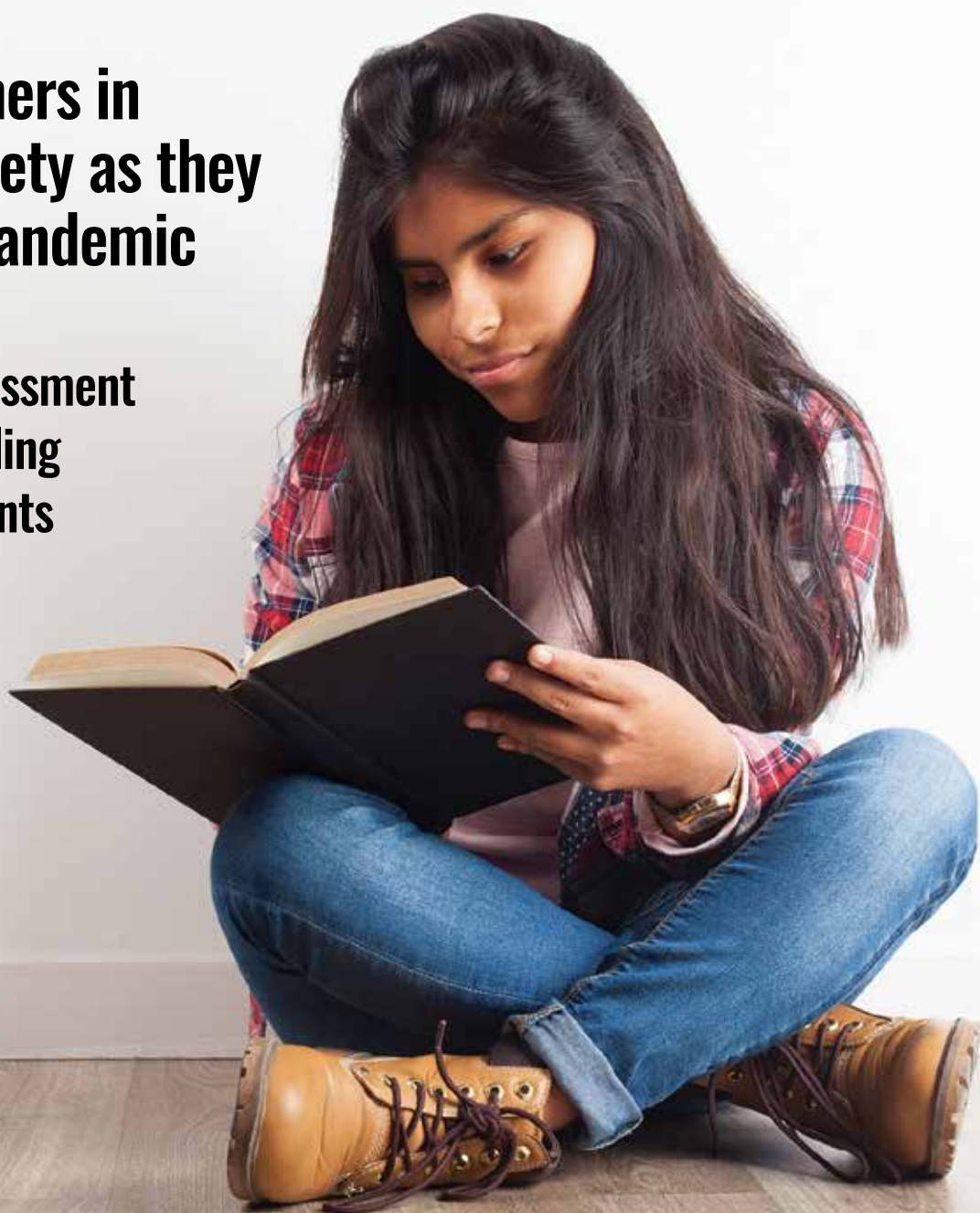
# MANITOBA *School Counsellor*

FALL 2021

**Tips for teachers in  
handling anxiety as they  
return post pandemic**

**A Four Level Assessment  
Model in counselling  
Indigenous students**

**Vaccines,  
COVID,  
and back  
to school**



*“I don’t think I would be where I am today without the supports of the Access Program. Access is really good because it establishes a community within a larger whole.”*

**Brandon Wosniak**, UM student,  
Métis living in Winnipeg

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## MESSAGE FROM THE PRESIDENT OF MSCA

### *Jennifer Stewart*

I hope everyone has had a great start to this 2021/22 school year. I know there continues to be many changes and stresses of the unknown due to the continued pandemic. Making sure we are spending time taking care of ourselves is essential in order to continue to do this hard work we do daily. Thank you for all the time and dedication you give to your students and community. I hope you are able to spend time with people you love and care about experiencing as much joy and fun whenever and however you can.

MSCA wants to thank you for being a part of this group. We are hopeful that we can return to coming together in person and sharing laughter and conversations soon.

I would like to introduce you to our executive for this school year.

President – Jennifer Stewart

Vice-President – Jennifer Streilein

Secretary – Tashia Herring

Treasurer – Carolynne Pitura

Public Relations Chair – Shamain Hartman

Professional Development Chair – Tamara Briggs

Membership Chair – Karen Bees

Awards and Scholarships Chair – Laurie Curry

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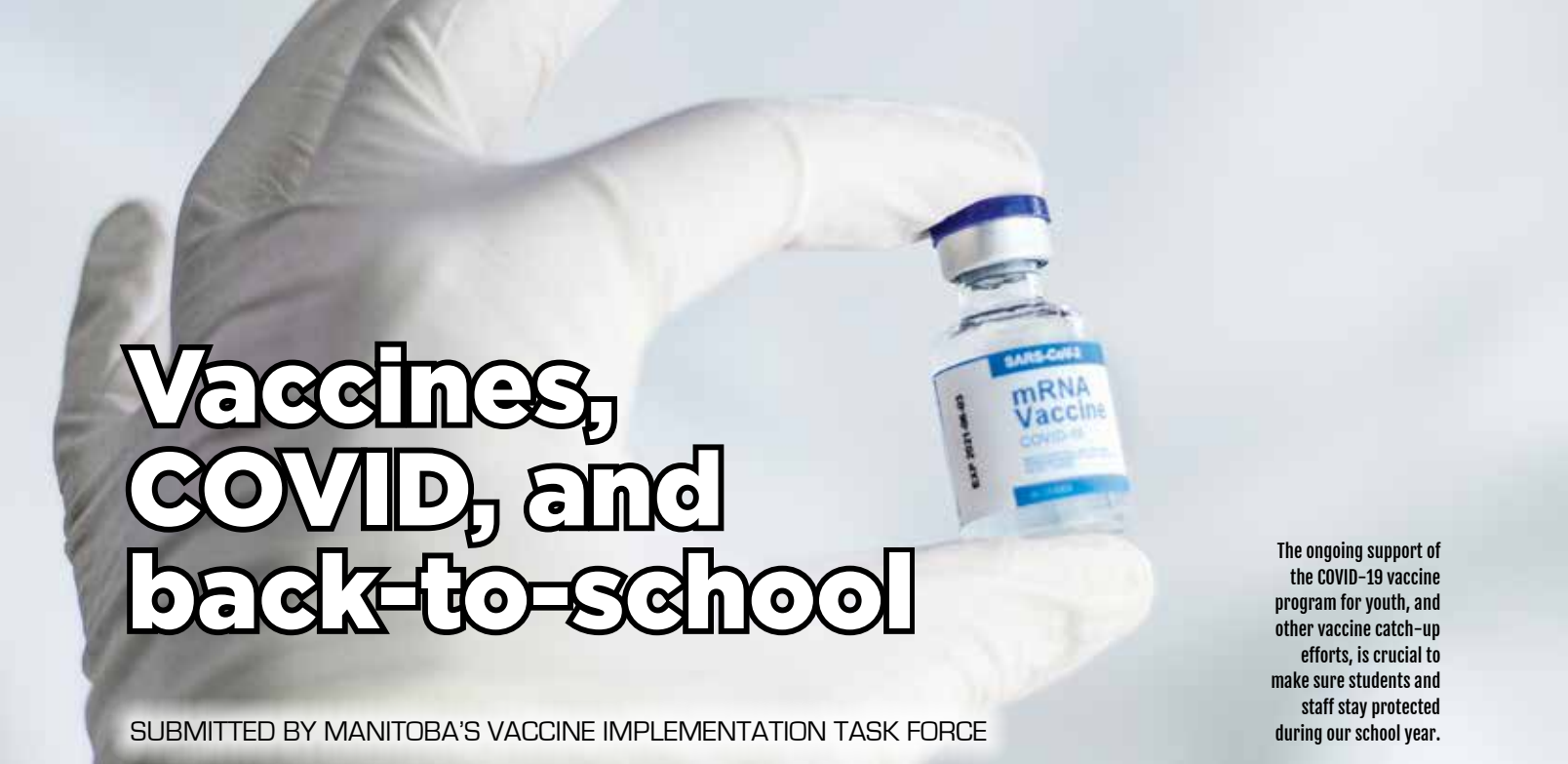
Journal Editor – Jan Stewart

Members at Large – Nicole Roche and Danielle Savage

Please feel free to contact myself at [president.msca@gmail.com](mailto:president.msca@gmail.com) if you have an ideas you want to share or questions.

Wishing you all a safe and healthy school year. ♦





# Vaccines, COVID, and back-to-school

SUBMITTED BY MANITOBA'S VACCINE IMPLEMENTATION TASK FORCE

The ongoing support of the COVID-19 vaccine program for youth, and other vaccine catch-up efforts, is crucial to make sure students and staff stay protected during our school year.

Throughout the COVID-19 pandemic, everyone has had their mental health and wellness tested. The stress and worry of the future, family losses, a shift in familiar habits – all of these things continue to take their toll on many people. Manitoba's students are no different.

The pandemic completely shifted the way they had to learn and attend school in just a matter of days. This has not been easy, but one of the ways we can support the mental health and wellness of children is through the safe return to school this fall. We commend our teachers for the great job they did in transitioning students to online learning, but we recognize that students and teachers alike are excited about getting back to in-person classes.

Learning in a familiar environment, surrounded by friends, classmates, teachers, and others who actively engage in their education is invaluable to the learning abilities and mental wellbeing of students – the pandemic proved that to us like never before.

In-person classes will allow students to socialize face to face again, while also having access to valuable resources

such as our teachers and guidance counsellors. Teachers and counsellors alike know that students will need their support as we transition back to in-person learning, and we are confident that they are well positioned to help students with concerns or stresses related to their return to classes or about the pandemic in general.

In order to make our return to school successful, we need to ensure it is safe. One of the best ways we can support this safe return to the classroom is through immunization. The ongoing support of the COVID-19 vaccine program for youth, and other vaccine catch-up efforts, is crucial to make sure students and staff stay protected during our school year.

While Manitoba continues to vaccinate youth and school staff, everyone should also continue following the fundamentals that help slow the transmission of COVID-19. This means frequent hand washing, covering your cough or sneeze, and staying home when you are sick.

In order to further reduce risk and keep our return to the classroom as safe as possible, the Manitoba Government has mandated mask use

inside any public buildings, schools included. Further to this, the Manitoba Government has also mandated vaccines for all teachers and school staff, to ensure the return to the classroom is as safe as possible.

With this in mind we have to remember that sometimes, despite all of our collective efforts, children may still get COVID. This is just the nature of being in a pandemic, and it is important to not blame the children or staff when this happens.

We also know that there will be some students who will not be vaccinated, perhaps for reasons out of their control. It is important that students remember not to single someone out over vaccine status, and that we all must treat each other kindly and work together to fight COVID-19.

We know all students and staff are excited to get back to school to see their teachers and their friends. We hope this upcoming school year is a terrific one, it feels long overdue. Be kind to one another, support and encourage one another, and do your part in protecting Manitoba from COVID-19 by getting vaccinated. ♦

# T.I.P.S.

(Teachers Inspire Pupil's Success) for teachers in handling anxiety as they return post pandemic



A great self-care tip for students is to implement a 15-minute worry time throughout the day. This is something that can be done at home or at school.

Prepared by SHELLEY HENRY  
B.P.E., Post Baccalaureate  
Diploma-Educational Psychology,  
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Edited by KENDALL MACLEAN  
public education coordinator,  
contributions by Mary Williams,  
executive director at ADAM

As a registered charity, ADAM (Anxiety Disorders Association of Manitoba) offers peer-based services for adults who struggle with anxiety. Our programs and services include individual peer support, a peer-support phone line, virtual presentations for a variety of audiences, in addition to our ongoing support groups and time-limited group programs. Throughout the pandemic we have been offering a cost-free six-week program called the Anxiety & Worry Support Program, which, based on the principles of cognitive behavioural therapy (CBT), has been very successful in helping Manitobans learn tools and techniques to cope with their anxiety.

Although our programs and services are largely for adults, we are always happy to offer advice or guidance to those who are working with youth experiencing anxiety.

First and foremost, we know how essential it is to create an environment where people will feel comfortable sharing their feelings. Take the time to build relationships with your students, as you have done in the past, and be on the lookout for candidates you have not yet worked with. As you know, being open and non-judgmental is key, as is knowing when to carefully ask respectful questions to someone who may not be forthcoming. For some students and adults, anxiety can be obvious, but others may hide their anxiety very well. It is important to not assume that because a student seems well adapted to returning to school that everything is fine.

**This is how it works: choose a 15-minute period each day to set aside. When a worry or fear pops up throughout the day, take a moment to acknowledge it, then put it aside and into your “worry box” where it stays until “worry time”.**

Students need to know that they are not alone in what they are feeling. Validate your students' feelings and listen genuinely. Tell them that they are not alone; share some statistics if appropriate. Help them to name/label what they are feeling as anxiety. This externalizes the anxiety and helps young people understand that there is a distinction between them and the problem. You might be surprised how much these two little tips help.

At ADAM, we also emphasize the importance of self-care for our clients. Children, although under the care of their parents, teachers, family members, kinship, or foster caregivers, can learn self-care skills at a young age. One great self-care tip is implementing a 15-minute worry time throughout the day. This is something that can be done at home or at school.

This is how it works: choose a 15-minute period each day to set aside. When a worry or fear pops up throughout the day, take a moment to acknowledge it, then put it aside and into your “worry box” where it stays until “worry time”. During “worry time” you focus completely on the worries inside the “worry box”. This helps to compartmentalize worry, gives us time to do some research to find the facts, and usually teaches us that we don't actually have 15 minutes' worth of worrying to do when we're forced to focus on it. You may even want to make or decorate a worry box with your student(s) and have them write their worries down. When they're finished focusing on that worry they can rip it up and/or recycle it. You may wish to have an entire worry box dedicated to pandemic-related worries which you can go through together. The pandemic can be used as a teaching tool to talk about resilience – one of the core tenets of learning to cope with anxiety and life in general!

Another important self-care tip for youth with anxiety is making sure that there is time available for relaxing activities when needed. Simple suggestions for schools include putting on some quiet music and having students lay their heads on their desks to listen; reading time; stretching; or going for a walk.

We also encourage teachers and counsellors to have students journal about their feelings or experiences. This may be particularly helpful in relation to their experiences with the pandemic.

Ultimately, our best advice is to be realistic about expectations, both yours and the students – as this has been a year and a half of many changes for all. Be patient as the children gain trust and relearn routines. Stress the importance of following routines, encourage participation and discourage avoidance (this is the most common behaviour when a child is struggling with anxiety) (Dr. John Walker, Patrick McGrath Coaching for Confidence Helping Parents Help Their Children, 2014). Although the children may be anxious, they can still accomplish schoolwork, be a good friend, and be part of a learning community.

Our services at ADAM are free of charge, although donations are gratefully welcomed. We have an educational and communications coordinator should you wish to book an in-service presentation for your staff to learn more about anxiety. Please check out our website at [adam.mb.ca](http://adam.mb.ca), Instagram (@anxietydisordersmb) and Facebook page (@anxietydisordersassociationofmanitoba) for more information about our services and other resources geared towards children.

Watch for our upcoming Coaching for Confidence Program, which is for parents, teachers and daycare workers to teach adults how to best give support to children with anxiety. The program will be available virtually in the fall of 2021 and comes with a participant manual (available for a fee of \$25).

Your job was challenging enough before the pandemic and will likely be even more so as students return to in-person instruction. The staff at ADAM wish you a wonderful school year, filled with stability, fun, camaraderie, and growth for you and your students. Students thrive under strong leadership. Have confidence in yourself and students will reach out to you. And don't forget to practice positive self care! You and your students will benefit. ♦



# A Four Level Assessment Model in counselling Indigenous students

How can school counsellors working with Indigenous students provide support and what factors should be considered when a student presents stress symptoms or asks for help?

BY DON ROBINSON, B.S.W., M.S.W | DAKOTA OJIBWAY CHILD AND FAMILY SERVICES  
AND ROSALYN BOUCHA, MA MAWI WI CHI ITATA CENTRE, INC.



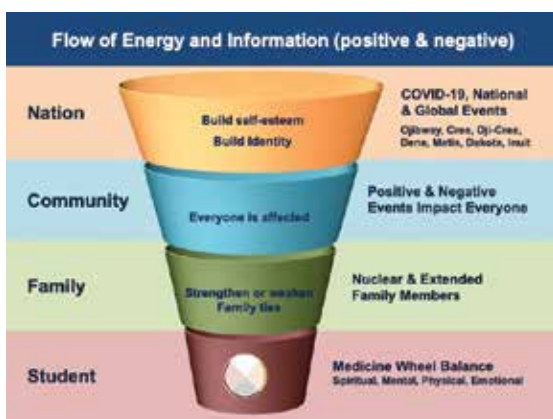
The pandemic has been challenging for all sectors of society, creating unprecedented levels of stress and anxiety. Students, families, teachers, and all nations have dealt with the responsibilities of schooling with reduced supports and resources.

## Nation

Apply a holistic perspective that considers the historical impacts on different nations (Ojibway, Cree, Oji-Cree, Dene, Metis, Dakota, and Inuit) and communities.

The pandemic has been challenging for all sectors of society, creating unprecedented levels of stress and anxiety. Students, families, teachers, and all nations have dealt with the responsibilities of schooling with reduced supports and resources. In addition, the news of the 215 graves in Kamloops, B.C. has rippled through the world triggering complex trauma responses.

"In Manitoba; Sagkeeng First Nation, Sioux Valley Dakota Nation, and Long Plain First Nation have begun searching for the children who didn't return home," says Robinson. "It is important to know that many communities from other areas of Manitoba attended these schools. Indigenous and non-Indigenous students respond to these events and often need to discuss them in class or in individual sessions."



Don Robinson is originally from Bunibonibee First Nation with over 35 years of experience in social work. He looks to the Four Level Assessment Model as a tool for counsellors to develop a holistic approach in their relationship with students, families, communities, and the nation to which they belong. This model also helps provide information on the culture, values, and traditions of the student receiving support.





Connect with student and community resource teams when events happen within the community to partner on strategies to support those affected.



Connect with the family, community, and learn about the nation to which the student belongs to know the student, their strengths, and areas where they need support.

## Community

Connect with student and community resource teams when events happen within the community to partner on strategies to support those affected.

A community recently lost a 16-year-old in a car/pedestrian crash. The death affected everyone in the community and triggered historic grief from other deaths and residential school experiences. Robinson provided support to the community following the tragic incident.

"I dedicated my time to working with the resource team and supporting their work. I met with staff individually for private sessions and presented to the entire school team on complex trauma and acknowledged their dedication," says Robinson. "I was able to sit with classrooms of students most impacted where they were able to express sadness and grief. Students were invited to connect with the school counsellor should they want to talk more. I also met with the young man's family and other community members who requested individual sessions. The visit concluded with a community feast."

## Family

Connect with the family or network of support and collaborate with other community resources to best address the students' needs.

A seven-year-old was weeping in class and trying to run away. Robinson was called to the school to meet the counsellor, father, and student. The father related he had been a single parent since his spouse died in a car accident six years prior. He had begun living with a woman two years ago but had now separated.

"I began to meet the boy for individual play therapy sessions in a space at the school where he was able to process through play the losses he was feeling. He lost his home, a nurturant figure whom he was close, and his grieving father," says Robinson. "I also began meeting with the father for grief counselling and supporting his parenting as he deeply cared for his boy. School staff were better able to support the family once they knew their situation."

## Student

Connect with the family, community, and learn about the nation to which the student belongs to know the student, their strengths, and areas where they need support.

"Claire Wilson wrote an excellent book in which she addresses children's biggest concern, 'Am I safe and how can adults help a child bring out their best.' She states that a grounded, calm adult is key to helping students deal with stress and anxiety,"

says Robinson. "This is true for school counsellors, teachers, resource supports, parents, and caregivers."

*Don Robinson, B.S.W., M.S.W, is originally from Bunibonibee (Oxford House) First Nation and is a graduate from the University of Manitoba with a Bachelor of Social Work (1991) and a Master of Social Work (2001). He has over 35 years of experience in the social work field as a family support worker (Mamawi Wi Chi Itata Centre), inpatient social worker (Children's Hospital), mental health clinician (Manitoba Adolescent Treatment Centre), and a therapist in private practice. He has travelled extensively throughout Manitoba and across Canada delivering professional development training and healing workshops.*

*He is currently employed as the customary care coordinator with Dakota Ojibway Child and Family Services. He brings a unique cultural perspective on healing, intergeneration trauma, cross cultural awareness, family therapy with Indigenous families, training and learning, traditional ways of healing, and family group conferencing. He has learned from elders and knowledge keepers about the traditional ways through participating in ceremonies, fasting, sweat lodge, and the Sundance. ♦*

# Student mental health and wellness at UWinnipeg

BY JORI THORDARSON, PHD



Post-secondary institutions offer a critical, formative environment in which mental health can be promoted and where students can be encouraged – without stigma, shame or blame – to proactively address their mental health needs. Studies have shown that the needs of university students are growing in both frequency and complexity, requiring post-secondary institutions to collectively step up to support them. Statistics Canada has found that individuals aged 15 to 24 are most likely to suffer from selected mental health illnesses; one in five report symptoms of substance abuse and mood and anxiety disorders; and suicide is the leading cause of death

in Canadian youth (defined as 10 to 24) after motor vehicle accidents.

At UWinnipeg, supporting mental health initiatives and the overall wellness of our students is anchored within the highest levels of governance of our institution, including the board of regents and our senior executive team. Our faculty, staff, and student body have also been vocal in the need to increase awareness of mental health needs and implement enhanced supports within the university.

In December 2020, Dr. Jan Stewart, the deputy provost and associate vice-president academic of the UWinnipeg, established an 18-person

advisory group to collectively guide the research, policy, and program analysis that seeks to inform the development of a comprehensive and holistic Student Mental Health and Wellness Institutional Action Plan for UWinnipeg. We wanted this action plan to truly reflect the needs and perspectives of our diverse student population and so the majority of advisory group members are current UWinnipeg students. The advisory group meets monthly and the contributions and voices of our students lead our discussions.

Our first step was to approve a terms of reference to inform the advisory group's approach and ensure we operated in accordance with a consensus decision-making process, upholding the importance of equity, diversity, social justice and individual autonomy, integrating an intersectional approach in our research and analysis, while valuing the unique voices, experiences, and perspectives of people with mental health struggles. This approach helps us operate with effective, respectful, and inclusive modes of communication to ensure all voices are heard.

Next, we completed a literature review and environmental scan which helped us to understand trends of reported student mental health needs, as well as innovative and intersectional approaches to enhancing student mental health. To support our efforts to better understand our own institutional context and the needs of our specific





student body, we applied for the Bell Let's Talk Post-Secondary Fund, which is geared toward assisting universities with implementing the National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students. Once notified that we were the successful recipient of this award, our advisory group opted to use a portion of this funding to support two student research assistants to assist with project activities, including data analysis and summarizing research studies and reports. A portion of these funds were also used to fund a UWinnipeg graduate student position to assist the advisory group in applying an Indigenous lens to the development of the action plan.

We subsequently completed an internal audit in accordance with the principles articulated in the

National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students released by late 2020 and the first of its kind in the world. The findings of this audit are being analyzed in the context of findings from three surveys we have conducted – the National College Health Assessment Survey, the Canadian Campus Well-Being Survey, and an internally administered student survey which aimed to better understand the emerging mental health needs of our students specific to their experience during the COVID-19 pandemic.

As we begin a new school year, we are excited to commence integrating our research findings into a holistic and intersectional Student Mental Health and Wellness Action Plan, with a focus on key priority areas

including: Intersectional Mental Health Literacy and Education; Student Voice and Engagement; Well-being, Skills Building, and Resiliency; Early Identification and Proactive Programming; Crisis Management; University – Community Partnerships; Review and Alignment of Institutional Policies, Procedures, and Processes; and Implementation, Oversight, and Evaluation. It is our hope that the UWinnipeg's Student Mental Health and Wellness Action Plan will feature a student-led, inclusive and holistic approach that truly reflects the needs of our diverse population.

*Dr. Jori Thordarson is a senior analyst in the Office of Institutional Analysis at the University of Winnipeg and co-chair of the President's Advisory Committee for Mental Health and Well-being at the University of Winnipeg. ♦*



# FEELING EMPOWERED

[jack.org/summit](http://jack.org/summit)

## Connect 4 HOPE Youth Summit.



## The Hope North Life Promotion Network hosted virtual summit this past April

A virtual summit earlier this year attracted youth and adults from Thompson, Man.

The Hope North Life Promotion Network is a northern Manitoba network that empowers youth, as well as plans mental health awareness and prevention strategies and initiatives within their schools and their communities. They host a yearly regional event that attracts youth and adults from all over the northern region of the province, and that includes a youth summit that brings youth together to network, plan, and discuss life promotion activities in their homes, schools, and communities.

On April 28th they launched this year's Hope North Youth Summit 2021: Connect for Hope as a virtual summit to be in compliance with current COVID restrictions. The event was designed to build connections, decrease the stigma associated with mental health, increase help-seeking behaviour, and build peer supports that promote mental health and wellness in Thompson.

All schools logged on to this virtual event through the WHOVA conference app. Students who participated were required to be at school where they could be monitored by teachers, counsellors, and mental health support staff.

The event came about after R.D. Parker's SOS (Students Offering Support) group attended the Breaking Barriers summit in Winnipeg in February 2020. SOS, which is a mental health awareness group in R.D. Parker Collegiate, became inspired and wanted to take the idea and bring it to northern Manitoba. After the COVID-19 pandemic hit in March 2020, they were unable to plan the event, however, the SOS leaders at R.D. Parker Collegiate took primary leadership in planning the event for this year, with support from the Hope North Life Promotion Network and Jack.org.

"SOS has been running at R.D. Parker Collegiate for eight years, and two years ago, they became a local chapter of Jack.org," says Treena Kuhl, school counsellor. "There

was huge disappointment when the annual event could not occur last year. A few of the SOS students are graduating, so this was going to be the last year that they could make their dream of hosting the summit come to life with their partners at Jack.org and the Hope North Network."

The April 28th conference was planned virtually and coordinated by the SOS group at R.D. Parker Collegiate, in collaboration with the Hope North Life Promotion Network and Jack.org. The event received monetary support, as well as volunteer support from the Northern Regional Health Authority, Jack.org, and the local Boys and Girls Club.

The five-hour event was emceed by two members of the SOS group (Aarti and Pooja Ghai). The first session was a Jack.org presentation with Arnella Myers and Lindsay Curree and then the keynote speaker was Tracy Leost. The SOS group had the privilege to hear Leost speak at the Jack.org Breaking Barriers Summit in February 2020. Her speech inspired the group and their members connected with her immediately. She was chosen because of her strength and resilience as an Indigenous youth overcoming barriers, which she shared in her own personal story.

The event also included two break-out sessions: Social Media Influences on Mental Health – The Good and the Bad; and Power and Privilege – Recognizing That Not Everyone Starts at the Same Place But Can Still Reach Their Goals. Foley says that these sessions were both moving and inspiring and that students challenged the presenters with intriguing questions.

The end of the summit featured a question and answer period which involved the speakers and some community members involved with the Hope North Life Promotion Network, including the RCMP, the Northern Health Authority, and Hope North Recovery Centre for Youth. The

event also included lunch and pizza, which was delivered to each school in advance.

Attendance was virtual with participation from five-out-of-six elementary schools and some students from the R.D. Parker Collegiate high school within the School District of Mystery Lake. There were also students from the local Francophone school, La Voie du Nord. There were 221 students in total that participated, as well as approximately 30 adult participants (consisting of support persons, teachers, and counsellors). The age range was 13 to 18, however, most attendees were in the 13 to 14 year age range.

Overall, the event received great feedback with some recommendations for future summits. Since this was the first virtual conference that the Hope North Life Promotion Network has hosted, they did have some concerns, such as a limited number of volunteers. They depended heavily on their SOS youth members to emcee the event and had other SOS members monitor the chat rooms and chat boards throughout the summit.

“One positive outcome of a virtual set up is that we were able to identify some students in need of support that may not have been identified through other means,” says Krista Kristjanson, school counsellor. “The chat function also allowed the students to connect with each other throughout the summit. We also had students express interest in organizing groups within their schools to address mental health initiatives.”

The Hope North Life Promotion Network usually plans several events throughout the year, with SOS focusing on school-based initiatives. The network consists of multiple community organizations and its size has had as many as 50 active members. The events they put on were limited this year due to the pandemic, but the goal of the summit was to allow some face-to-face interaction and host the guest speakers in Thompson. That was not possible for this year as they had to follow public health restrictions, but regardless, organizers said it was a good event and that participants left feeling inspired.

“Participants left the virtual summit empowered to design and implement projects of their own that would promote mental health education and wellness,” says Elizabeth Lychuk, Hope North Life Promotion Network chairperson. “We learned so much from this event and hope to build on this experience to do bigger and better summits in the future. The SOS students felt that they achieved their goal to bring mental health awareness to the youth from the youth.” ♦



The April 28th conference was planned virtually and coordinated by the SOS group at R.D. Parker Collegiate, in collaboration with the Hope North Life Promotion Network and Jack.org. Seen here are some SOS/Jack.org members.



Main emcees Aarti and Pooja Ghai (twins) who were the chapter leaders for SOS/Jack.org. These students had to stay at home and virtually run a summit from their bedrooms, monitoring chats and emceeing. Under the many obstacles they encountered, they conquered and felt pride in their accomplishment.



# WE ARE IN THIS TOGETHER

BY DARLENE ROSS (B.A.B.ED)

## GREETINGS:

Anishinaabemowin – Aaniin/Boozhoo; Anisinineemowin – Wajeeye;  
Dakota – Ho/Han; Denesuline – Wotziye/Edlanet’e; Ininimowin – Tansi!




First Nations schools continue to evolve within this ever-changing world to assist with student behaviour challenges, relocation, and stress and anxiety. Teaching approaches need to involve First Nations communities and include relationship building and collaboration to achieve successful learning environments.

All Canadians need to learn the history behind First Nations education, such as day schools and residential schools. This historical tragedy is a hidden truth. Educators need to understand the rightful history of North America. Unfortunately, First Nations history is not readily available in the education system and its curriculum.

A challenge in First Nations education is the lack of high schools on reserves. Wapaskwa (“white bear” in Cree) Virtual Collegiate has been operating for over a decade. This online school environment allows students to further their education without having to leave their homes and community. Too many students have left their homelands





Having a strategic and proactive approach is a core way of working with students attending First Nations schools.

## Isolation continues to be an issue, physically, emotionally, and spiritually. Cost of living and lack of adequate services can result in anxiety and other difficulties.

for education to become one of the missing and murdered youth “statistic”.

Having a strategic and proactive approach is a core way of working with students attending First Nations schools. This approach involves planning with teachers, parents, counsellors, school social workers, and spiritual helpers, along with other required services. Creating effective teams to help students face challenges positively will help them through life changes.

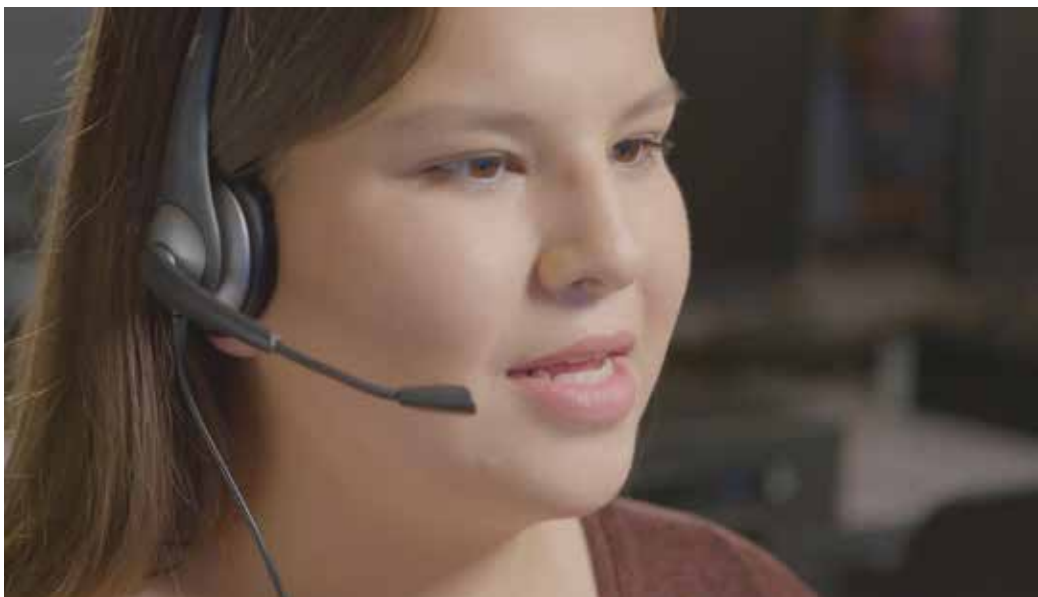
Challenges some students face can make it difficult for them to participate and collaborate effectively or feel a sense of belonging. Isolation continues to be an issue, physically, emotionally, and spiritually. Cost of living and lack of adequate services can result in anxiety and other difficulties. The foster care system, marginalization, and labelling cause additional

challenges. Educators need to be aware of such root issues to assist students appropriately.

Those in First Nations education are looking at other strategies to improve the education system. Guidance curriculum/counselling offered to

students teaches conflict resolution skills and life/work planning and helps identify student success issues.

The First Nations education system will continue to serve students and ensure they thrive with all working together. ♦







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# Back to class for the ACCESS PROGRAM

In fall 2021, Access welcomes one of its largest groups ever



The holistic supports provided by the Access Program have effectively guided students throughout the entirety of their academic career.

BY DIEDRE A. DESMARAIS, PHD, AREA DIRECTOR, ACCESS AND ABORIGINAL FOCUS PROGRAMS, UM

Access Program personnel have worked hard over the years to redesign the program to enhance the capacity for students to build a community where they come to know each other, building supports through friendship and common goals of academic achievement. Greater than 80 per cent of Access students are Indigenous, therefore respecting Indigenous ways of knowing are of primary importance and reflected in all aspects of the program. Holistic supports guide the students' academic path through to their attainment of a degree, and building community begins in the students' first year experience.

Students newly accepted into the Access programs at the University of Manitoba share a common first year and register in classes that are smaller than regular university sections and

taught by Access faculty. Wrap around supports are built into this first-year experience through workshops, and students who need or want extra academic attention can also request tutorial assistance. A valued member of the Access team is a grandfather (Indigenous elder) who guides both student and staff in all cultural and spiritual activity. Wellness specialists are also part of the Access team and students can access these supports in times of emotional struggle. Overall, the holistic supports provided by the Access Program have effectively guided students throughout the entirety of their academic career.

Unfortunately, the capacity to build community was impeded by the sudden constraints executed by the Coronavirus pandemic and restrictions were necessarily enforced by all academic institutions.

The University of Manitoba Access Program (UMAP) and Health Career Access Program (HCAP) suffered the universal consequence of an unforgiving Coronavirus that required students, faculty, and staff to isolate in spring 2020. With little notice, all administrative and academic activity pivoted to remote learning environments, and in heroic fashion, students, faculty, and staff rose to the challenge.

The Access Class of 2020-2021 experienced their first year of university remotely, making it difficult to establish friendships and come to know Access faculty and staff in-person as they would normally do. Remote learning came with unique complications because many Access students reside in northern locations where broadband Internet connections are often challenging.

We look forward to meeting these young students and are grateful that they chose to spend the next four years with us, building the excellent community we are so proud to be a part of.

This issue became more problematic for some students who did not have computers or had technological tools that required upgrading. In some instances, students were able to receive financial assistance from the university and/or their communities, but this did not happen for all.

Access faculty were required to teach all courses online while assisting students with technology problems and also protecting the integrity of course content communicated to their students. Students who expected the exciting interaction of face-to-face learning and access to the rich resources available in libraries and labs experienced their first year through web platforms like Zoom and felt isolated in their homes.

The class of 2020-2021 was denied the vibrancy of student life and the isolation inherent to this experience was burdensome to both students and faculty. The anxiety threshold for students, faculty, and staff was tested; isolation exacerbated the negative impacts of the COVID-19 crisis on campus life. During this time, the Access wellness specialists paid particular attention to the mental health needs of students while reminding colleagues that self-care was of primary importance during stressful times. There is no doubt that the isolation and changes to academic life forced on the Access community due to COVID-19 were



The Migizii Agamik – Bald Eagle Lodge, which houses the Indigenous Student Centre, Access and Aboriginal Focus Programs, and more.

mentally and emotionally draining, and undoubtedly affected student academic outcomes.

The saying “this too shall pass” aptly describes the sliver of hope delivered with the announcement by our university president, Dr. Michael Benarroch, who says that in September we will begin a measured return to campus life and smaller classes will be allowed to resume on campus. In spite of all the difficulties we have experienced due to the pandemic, the 2020-2021 Access

students rose to face these hardships and continue on into their second year of academic study.

In fall 2021, Access will welcome one of the largest group of students to ever apply for acceptance. We look forward to meeting these young students and are grateful that they chose to spend the next four years with us, building the excellent community we are so proud to be a part of.

For more information, please visit [umextended.ca/access](http://umextended.ca/access). ♦

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# TRY THE TRADES

## Addressing barriers in construction recruitment

The construction industry is unique in the variety of skills and talent required across the scope of the trades. Given the chance and the right information, there is huge opportunity for prospective apprentices to find their 'fit'.

Diversity plays a critical factor to the sustainability of construction businesses. While over 34 per cent of Manitobans identify as Indigenous or Métis, the construction workforce participation is only 11 per cent. At four per cent, workforce participation by women is dramatically below the gender's population share. As Manitoba continues to experience low apprenticeship completion rates, innovative recruitment techniques will play a major role in meeting future workforce demand.

In construction trades, national completion rates continue to hover around 50 per cent and fewer students are starting apprenticeship programs, complicating the challenge of finding qualified skilled trade workers. With the amount of financial resources put into career awareness to get workers on the tools, 50 per cent is a terrible return on significant industry investment. So, what are the main apprenticeship barriers and how can we overcome them?

The efficacy of the traditional career fair and school presentation model has not been successful in providing consistent trades career awareness. When asked about the

trades, the average high school student would likely list carpenter, plumber, electrician, and struggle to name many others. Meanwhile, there are over 30 different job titles throughout several trade types such as becoming an insulator, operating engineer, or millwright. It is essential to communicate these career options so more diverse groups can start to picture themselves working in the trades.

Recruitment must focus on interest and aptitude. Students need to be made aware of the academic requirements for a specific trade as early as possible and resources must be available to support apprentices facing academic barriers in their training to prevent participants from failing or dropping out. For example, the level of math, literacy, and communication skills required for the trades is often vastly underestimated.

Changing recruitment patterns means a significant shift in training delivery – particularly improving programs to identify suitable candidates for apprenticeship at an earlier age. Hands-on immersion will be required to validate suitability for a specific trade before the student commences a formal apprenticeship.

The Manitoba Building Trades Institute (MBTI) has developed an original trades exploration and recruitment program called Try The Trades with these parameters in mind. Set to open in September 2021 – or as soon as



Instructor and student on a crane simulator at the Try The Trades exhibition hall.

COVID-19 restrictions will allow—the Try The Trades experience has been carefully designed to be more inclusive and be less malecentric, with instructor teams featuring skilled tradeswomen with industry.

An in-person visit to the Try The Trades exhibition hall is further supplemented with online tools, increasing access to information and skills upgrading. Prospective students (youth and adults) can visit [www.trythetradesmb.ca](http://www.trythetradesmb.ca), an online career portal website with quizzes, video, and in-depth trade cards detailing the trade and education requirements. From this platform, participants will be able to create an online account with general trade resources and content to trades identified as suitable for them. The last step in the Try The Trades program is a free online Learning Management System with skill assessments and self-guided study targeted to an individual's trade of interest.

With innovative approaches to recruitment and more attention to targeting in-depth exposure, awareness, and preparedness, we can increase entry and retention into the skilled trades. We hope MBTI's Try The Trades program will become a key asset in addressing the skilled labour shortage in Manitoba's construction industry in the years to come.

Learn more and book a tour for your class at [trythetradesmb.ca](http://trythetradesmb.ca). ♦



# TRY THE TRADES

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# MBTI

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# MITT creates fast track to cyber security expertise with CyberWave



MANITOBA INSTITUTE OF  
TRADES & TECHNOLOGY



CyberWave



As schools come back into session, the popular question in every classroom is, “what did you do this summer?”

Our response at the Manitoba Institute of Trades and Technology (MITT)? We unveiled CyberWave, a cyber security centre of excellence for our province.

After several months of development, CyberWave officially launched this past August, ushering in a new era of online security training at MITT.

The establishment of CyberWave comes at a critical time for the digital world. COVID-19 pushed people to remote work, which increased the proliferation of devices and the sharing of more sensitive information. In fact, a July 24, 2020 Canadian Press article showed that online sales had increased by over 110 per cent compared to May 2019. This is a new normal. Palo Alto Networks estimates the pandemic has created a global rise of over 400 per cent in e-crime since January 2020.

As a result, guarding against cyber threats has become imperative and employers have identified integrating

cyber security into their business strategies as a key priority. Individuals with the skills to detect, respond and protect sensitive data are among the most in-demand across the country. Labour market projections by ICTC predict Canada will need to add 40,000 to 53,000 cyber security professionals to its workforce by 2023.

In response, CyberWave's focus is delivering six micro-credentials beginning this fall. Micro-credentials are relatively new for Manitoba post-secondary education but are taking off in popularity as they provide a quick path to certifications in a particular field. Through CyberWave at MITT, learners can acquire specialized skills employers are looking for, including:

- Certified Penetration Testing;
- Certified Ethical Hacker;
- Certified Network Defender;
- Certified SOC Analyst;
- Certified Threat Intelligence Agent;
- Certified Incident Handler; and
- Certified Secure Computer User.



Micro-credentials are relatively new for Manitoba post-secondary education but are taking off in popularity as they provide a quick path to certifications in a particular field. Through CyberWave at MITT, learners can acquire specialized skills employers are looking for.

"Meeting the demand for highly-trained professionals in cyber security is job one for CyberWave," says Kathy Knight, dean, ICT Programs, and executive director of CyberWave at MITT. "Our roster of top industry professionals sharing their knowledge and experience as instructors means we can provide access to lucrative, sustainable careers for those seeking new career pathways and enhance the skills of trained professionals already making a difference in the sector."

These certifications complement the full-time study opportunities at MITT through the Cyber Defence and Cloud Administration, and Network Systems Administrator diploma programs.

As is the case with all program areas at MITT, CyberWave has built their portfolio in coordination with industry-leading partners. For example, CyberWave has teamed with EC-Council, a globally recognized leader in cyber security credentials, to deliver this suite of in-demand

specializations. The participation of local and national industry leaders, from organizations such as Hilltop Partner Network and Online Business Systems, share their specialists to guide learners through an immersive training experience. For those interested in a career in cyber security, CyberWave offers direction on where to begin. First, in co-ordination with EC-Council, an aptitude test is available to assist prospective students in selecting the micro-credential to match their current level of skill. Also, learners may sample course offerings through a First Look session.

"There are many pathways into cyber security. Whether you're ready to embark on a new career or advance your professional skills, CyberWave connects you to the industry-recognized skills you need for today's cyber security jobs," Knight says.

To learn more about CyberWave, visit [cyberwave.mitt.ca](http://cyberwave.mitt.ca). ♦



### Help your students plan their career or education path at MITT.

Our programs are developed with industry and most have graduates career ready in a year.

MITT offers more than 25 post-secondary programs leading to diplomas and certificates in the areas of health care, human services, business and information technology, and skilled trades, with many of our skilled trades programs accredited by Apprenticeship Manitoba.

And our student success and career development advisor teams are available by phone, email, or virtually to help students achieve their academic and career goals.

Learn more  
**[MITT.ca/start](http://MITT.ca/start)**

# RRC POLYTECH

## harnessing innovative spaces, programs to prepare students for the future

BY TODD LEWYS



As Red River College Polytechnic moves forward from the aftermath of the COVID-19 pandemic, it will expand its efforts to offer the cutting-edge education, work-integrated learning, and applied research opportunities that students and industry have always looked to in Manitoba's only polytechnic to deliver.

This forward-looking approach to post-secondary education will allow RRC to continue creating an environment where students transition directly and seamlessly to careers. Those transitions are made possible through the many hands-on learning opportunities offered through a range of degree, diploma, certificate, and apprenticeship options — all while helping to fuel innovation in Manitoba through industry-ready applied research.

"Even before the pandemic, changes were happening in the local and global economy," says RRC president Fred Meier. "Advances in technology were impacting economies, causing disruptions in labour markets. The pandemic just increased the speed of those disruptions."

Today, nearly 20 months after the pandemic began in March 2020, the world is more technology-driven than ever. Consequently, those looking to find employment need the skills and knowledge to get hired and use that



RRC recently unveiled its Exchange District Campus expansion, which builds on the work being done across Manitoba to prepare students for the future of learning, and enhances RRC's already central role downtown.





Red River College's (RRC) Innovation Centre, which is set to open in 2021. Artist rendering by Diamond Schmitt Architects.

Today, nearly 20 months after the pandemic began in March 2020, the world is more technology-driven than ever.

technology in an effective and efficient manner.

"We support and educate our students to meet the demands of employers, today and beyond," says Meier. "To do that, we have a plan in place that will allow us to change and adapt so we can provide students with the support and education they will need as we build for the future."

Not only will students need to know how to interpret and use technologies, such as artificial intelligence, they will also need the requisite human skills to effectively serve as part of a team.

"While technology skills are important, so too are human skills such as problem solving and collaboration," Meier says. "We are hearing from employers about how imperative these skills are, and as we

adapt and evolve our way of teaching and learning, they're being reinforced in our programs."

RRC has also seized an opportunity to transform its delivery models to meet the current workforce's need to upgrade skills without taking time away from their jobs.

"In the past, most people received their education at the beginning of their career," says Meier. "Now, individuals are upskilling and re-skilling throughout their careers to respond to workforce changes and advancements. There's a demand to deliver content in bite-sized pieces of learning. People can now go online and access RRC micro-credential modules and courses to update their skills or to take the training they need to advance or change careers."

Also helping to drive RRC's commitment to making education more accessible, flexible, and innovative? The recent opening of its new Exchange District Campus expansion, which builds on the work being done across Manitoba to prepare students for the future of learning, and enhances RRC's already central role downtown.

"This expansion will enable us to transform the delivery of education," says Dr. Christine Watson, RRC's vice-president, academic and research. "It's a beautiful facility that will give students different kinds of interactions, and will create a community where people can come together and celebrate each other, with a real link between community and industry. It will be a nexus where people can gather to solve problems."

That type of environment is essential, says Meier.

"New and transformative spaces — like the EDC expansion and the Skilled Trades and Technology Centre at our Notre Dame Campus — are about ensuring we have the state-of-the-art facilities and programming in place to position us for the future of learning," he says. "They help us stay ahead of the curve and anticipate the needs of industry so that our grads are entering the workforce with the skills and knowledge they need to help grow and strengthen our economy and move our province forward."

*Repurposed from the Winnipeg Free Press Education Supplement, September 2021. ♦*

# EXPERIENCE CREATES CONFIDENCE

If you regularly meet with students who are looking to be more engaged, but who also experience some level of anxiety from reaching out to others or speaking in public, this student's story may prove helpful.

Kyla Smorang came to the University of Winnipeg after graduating from Westwood Collegiate, a school of about 500 to 600 students, where she recalls being so nervous before a presentation in English class that she was in tears.

After recently completing her undergraduate degree with majors in psychology and conflict resolution, this fall she is entering a graduate program in school psychology. Smorang attributes her successful application to her extensive volunteering and employment while at the university — in addition to a lot of hard work and strong academics.

During a first-year class, she overheard another student mention he was a student ambassador with the Student Recruitment department. Despite a tendency for shyness, Smorang spoke with him and then decided to also apply for the position.

Starting that little conversation had a big impact.

By the start of her second year, Smorang was welcoming students at the fall orientation and giving tours to large groups. She continued to expand her role as a student ambassador (SA), including presentations at high schools, data entry, and as many other opportunities as she could find over the next few years.

"I've grown a lot [while at the university], and becoming a student ambassador was the starting point," she said. "I've met many friends as a direct result [including several international students]."

She got involved with the local student-led chapter of World University Service Canada (WUSC), first as a volunteer and eventually into executive positions, including co-chair, responsible for planning events and fundraisers.

The organization, which works to sponsor refugee students into Canada and university study, was another stepping stone for her interest in education and her pathway to graduate study.

After three years of working as an SA, Smorang became a part-time member of the Student Recruitment staff, including a term as the office assistant.

She found more employment opportunities as a research or teaching assistant for her major subjects, and was a proctor for exams. As a result, she had many



**After recently completing her undergraduate degree with majors in psychology and conflict resolution, Kyla Smorang is entering a graduate program this fall in school psychology.**

conversations with professors who helped guide her towards further opportunities in her areas of focus.

What advice does Kyla have for others who feel the same way as she once did?

"As terrifying as it may seem," she said with a laugh, "Try and get involved. The person sitting next to you in class could make a very significant difference."

She also took a chance by venturing out on her own to student events, only to find that she recognized "tons of people" from classes once she got there.

"Second-year-me would not have done that," she said, adding that the events turned out to be a good way to meet others with similar interests.

Those looking for ways to be more involved can look for program-related student groups, or just watch out for a helpful student ambassador who's ready to answer those important questions the first days on campus. Who knows where that conversation may lead?

Learn more about the University of Winnipeg at [uwinnipeg.ca](http://uwinnipeg.ca). ♦



**Student ambassadors, including Smorang, at the U of W.**





By the start of her second year, Smorang was welcoming students at the fall orientation and giving tours to large groups. Seen here is Orientation 2018 and Kyla Smorang is standing far left.

## Choosing a program is the first step toward making their dream a reality.

At The University of Winnipeg, students arrive with different talents and passions, and leave ready to make their mark on the world. Our small class sizes means their success matters. Our dedicated faculty will help students discover their strengths and provide them with the opportunity to participate in world-class research and learning activities.

See how studying at UWinnipeg has helped students pursue their passions and work toward their career goals:

[uwinnipeg.ca/impact](http://uwinnipeg.ca/impact)



THE UNIVERSITY OF  
WINNIPEG





Dr. Aaron Klassen, assistant professor of sociology at Booth UC.

# Taking a transformational approach to urban studies

According to the United Nations, approximately 55 per cent of the world's population currently live in urban areas or cities. This figure is set to rise to 68 per cent over the coming decades. While this kind of statistic may appear mundane, the implications of such a vast transition to urban living are far-reaching.

Often, as in many Canadian cities, including Winnipeg, urban regions are marked by complex social diversity, striking contrasts of wealth and poverty, and a challenging array of planning and environmental dilemmas. Therefore, as more and more of the world moves to urban living, knowing how cities function, their social, economic and political complexities, the current and future concerns of their residents becomes more and more important.

This is where Booth UC's new Community and Urban Transformation (CUT) program comes in, yet with a slightly different focus.

"We are emphasizing a transformational approach," explains Dr. Aaron Klassen, assistant professor

of sociology. "Not only will we be encouraging students to study and experience cities, to understand issues like poverty and health, we want them to be able to contribute some kind of change."

Urban studies is a vibrant and growing area of study in many universities. Booth UC's CUT program is a four-year, interdisciplinary Bachelor of Arts degree. Courses such as the Social Life of Cities, the Indigenous Experience in Winnipeg's Inner City, and Perspectives on Theology of Social Justice cover a myriad of topics. There are also applied options which allow students to work in the field in various communities of Winnipeg.

"Being located in the heart of downtown Winnipeg gives Booth UC a particular advantage for an Urban Studies program," says Dr. Michael Boyce, VP academic and dean. "If your starting point is a complex inner-city neighbourhood as diverse as ours, you can't help but learn from such a dynamic environment."

Winnipeg's inner-city is home to many people, neighbourhoods, cultures,

and communities. Yet, it also faces many poverty-related conditions like lower graduation rates, higher unemployment, homelessness, and systemic barriers. Children and youth make up a large portion of the population, as do Indigenous, recent immigrant, and low-income families. CUT program students are challenged to think critically about the political and economic decisions being made that directly effect the inner-city.

"It's pertinent," concludes Dr. Klassen. "In the last 20 years there's been so much development, and while development is good for the city, a lot of times it's being done in the guise of making things better, but we need to stop and ask who that 'better' is for?"

Booth UC's CUT program aims to connect students with the people and organizations who live and work in the inner-city, teach students about the stereotypes, barriers, and marginalization experienced by the community, and give students opportunities to build relationships and help bring about change and reconciliation. ♦

# WHY BOOTH UC?

Because I want to transform my city



COMMUNITY AND URBAN TRANSFORMATION  
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BOOTHUC.CA

EDUCATION FOR A BETTER WORLD



# Calling on counsellors to help us find the next Loran Scholars

BY HEATHER SPRATT



I have been involved with the Loran Scholars Foundation for nearly three decades, both as a selection volunteer and staff member, and it continues to be an honour to identify and support talented Canadian students. Within the last five years, 10 students from Manitoba have become Loran Scholars. Finding Loran Scholars each year is a national undertaking that begins with ensuring the application gets in front of the right students. School counsellors play the single most important role in identifying these promising young people and instilling in them the confidence to apply.

The Loran Award is the country's largest and most comprehensive four-year undergraduate merit-based award. The award is unique in that it's not a reward for past accomplishments, but an investment in a potential future path of high impact. We do not provide a scholarship in the traditional sense of simple funds to support students through school. While Loran Scholars do receive annual living stipends and tuition waivers at partner universities across Canada, it is its enrichment

opportunities that set it apart, including mentorship; funding to access summer experiences in Canada and abroad; forums and scholar gatherings; and an engaged and supportive alumni network. Our mission is to support these students in realizing their full potential and promote their growth as leaders who are committed to giving back.

We are interested in the students who see problems as challenges to be addressed and have the inner-directedness to tackle them. They are humble with big hearts, they shun the status quo, and are meaningful risk-takers, team builders, and believers in a brighter tomorrow. Think not just of the student who is at the top of their class, but of the student who will come back to their high school reunion in 30 years and will have made a profound impact within their community. As counsellors know, these are not necessarily the same people!

School counsellors are integral to the identification of these amazing young people, who often don't self-identify as 'scholarship material'. One of Loran's first scholars, who went on to lead the foundation for 13 years, fully credits

her school counsellor for tapping her on the shoulder and insisting she apply. The child of factory workers and new Canadians, she never would have done so without her counsellor's encouragement. This is a story we hear time and again.

The students this program seeks may not see anything special about what they are doing, they just do what needs to be done. This is where you come in. These students may need you to tap them on the shoulder, hold up the mirror to who they are, and encourage them to apply for the Loran Award. You play a critical role in connecting these students with a community that will continue to encourage them to realize their full potential, for their benefit and the benefit of our collective future.

A vote of confidence from a school counsellor can propel a student to do great things, whether as a Loran Scholar or not. Your faith in them matters.

Our application period opens after Labour Day weekend and this year you are free to encourage as many applicants as you wish to apply before 8 p.m. ET on October 13, 2021. With a single application stream, you no longer have to limit your sponsorship to three candidates so you can support as many students as you see fit through the application process. For the most up-to-date information and how to apply, please visit our website at [www.loranscholar.ca](http://www.loranscholar.ca). I would also welcome any personal communications via email at [heather.spratt@loranscholar.ca](mailto:heather.spratt@loranscholar.ca) or by phone at 416.646.2120 ext. 224. ♦



# New initiatives lead to meaningful agency for CMU's Indigenous community

## On-campus advocacy and action for Indigenous students and staff

BY BRADEN SIEMENS

How do Indigenous students experience CMU? What does it look like to be a community engaged in ongoing reconciliation and to be on-campus allies with Indigenous students and staff? As questions such as these begin to saturate the classrooms, seminars, offices, and public spaces of the CMU community, initiatives to further welcome and include Indigenous voices are gaining momentum. One leading voice in these initiatives is that of Christy Anderson, instructor and Indigenous engagement advisor, hired in the summer of 2020 to provide institutional support with Indigenous initiatives and teach courses in Indigenous studies.

Anderson, a CMU alumna (2011), recalls her experiences over a decade ago as a student at CMU.

"My experience at CMU was very Christian-centered. There were no Indigenous history classes and no real conversations about colonization," says Anderson. Now, in the spring of 2021, Anderson reports, "I notice already that there is a lot more happening in terms of building more awareness of our shared Indigenous-settler histories and CMU appears to be doing more for Indigenous students in terms of resources and programming."

In addition to offering Indigenous perspectives as a guest lecturer in CMU classes, Anderson is currently facilitating a faculty workshop where CMU professors and student life staff will have an opportunity to learn about anti-racist practices, decolonizing education, and how to become better allies as persons who actively shape students' educational experiences. Anderson explains that "this is an opportunity to have people who are in positions of power work together to speak a common language in which to have conversations about Indigeneity so we can further reconciliation initiatives in our community."

Many, if not most, of the Indigenous initiatives on campus have been put into action by the Indigenous Student Group, whose recent impact on projects such as the new Indigenous Student Lounge, the construction of a tipi on the south campus, and a four-day ceremonial fire in the Assiniboine Forest commemorating MMIWG, have proved transformational for many Indigenous and non-Indigenous members of



Christy Anderson, instructor and Indigenous engagement advisor, was hired in the summer of 2020 to provide institutional support with Indigenous initiatives and teach courses in Indigenous studies at CMU.



Nicole Ternowesky, a fourth-year student in Peace and Conflict Transformation Studies.



Many, if not most, of the Indigenous initiatives on campus have been put into action by the Indigenous Student Group, such as the new Indigenous Student Lounge.

the CMU community. The Indigenous Student Group has continued to be active and meet regularly even throughout the pandemic.

Nicole Ternowesky, a fourth-year student in Peace and Conflict Transformation Studies, shares that “the pandemic put a halt to a lot of our plans we had for the Indigenous group, but when restrictions began to lift, we led a smudge around the fire and were able to lead a beading workshop, we spoke at forum about Indigenous experiences on campus, and were able to gain greater visibility in the student body by becoming an official part of student council.”

Conversations around the construction of a tipi began in 2018 led by Clairissa Kelly, coordinator and student counsellor of the Peguis Post-Secondary Transition Program, and since then has been adopted by the Indigenous Student Group who are bringing the project to fulfillment. The tipi, is said by Charlie Peronto, dean of student life, to “be a place to gather, to be Indigenous-led, to receive teachings from elders, to demarcate a place on campus for Indigenous people, to decolonize our land and space in a way that makes Indigenous

students feel more welcome.” The tipi will also be used for educational purposes, as a space for elders to teach non-Indigenous students about Indigenous history and culture. Anderson expounds that “The tipi is a symbol. It is a symbol of what we value as a community at CMU and a symbol of relations with Indigenous peoples. It really acknowledges whose land the institution is built on. It is symbolic of reconciliation and building, renewing relationships between settlers and the First Peoples of the land.”

The creation of a new Indigenous Student Lounge, painted with the dazzling colours of the medicine wheel and enclosed with a new ventilation system favourable to smudging, will be used as a safe location for students to practice their spirituality, host elders during the winter months, eat lunch, and study. Ternowesky shares, “something that hopefully can come from these types of initiatives is the ability to educate non-Indigenous allies about how to educate others so that the responsibility is not solely on us as Indigenous students. We invite non-Indigenous students to join us, but we also invite them to not be paralyzed by shame or guilt. We ask that they

The creation of a new Indigenous Student Lounge, painted with the dazzling colours of the medicine wheel and enclosed with a new ventilation system favourable to smudging, will be used as a safe location for students to practice their spirituality, host elders during the winter months, eat lunch, and study.

know what happened on this ground in Canada and to work toward doing better.”

While the Indigenous Student Group continues to advocate for institutional supports for Indigenous people on campus, the CMU community is ready to explore what this might look like. In June 2021, CMU partnered with Indspire, an Indigenous national charity that invests in the education of Indigenous students, to maximize funding for Indigenous students at CMU. Indigenous students can apply for two new scholarships through Indspire's Building Brighter Futures program.

The Indigenous Student Group has also petitioned for the hiring of an Indigenous engagement co-ordinator

on campus who will help facilitate safe spaces for Indigenous students. Ternowesky shares that “so often, there is a large burden on the Indigenous students to carry the responsibilities of representation, but students sometimes just want to be students, and while we care so much about advocacy, we will need more structural supports to keep these initiatives going.”

As a community, CMU is looking for continual ways to support Indigenous students on campus. Anderson notes, “CMU has come a long way since I was a student, but this is a journey, not a destination. We still have much work to do.”

For more information, visit [cmu.ca/admissions](https://cmu.ca/admissions). ♦



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# Earn your science degree at PROVIDENCE UNIVERSITY COLLEGE

Providence University College now has more than 20 program options, and our most popular majors are in aviation, biology, business, health science, and psychology.



Providence's science department offers an education balanced in both classroom theory and laboratory learning.

Just 30 minutes south of Winnipeg is a Christian university with approximately 440 students, offering bachelor's degrees in arts (BA), science (BSc), business administration (BBA), and theology (BTh). Providence now has more than 20 program options, and our most popular majors are in aviation, biology, business, health science, and psychology.

No matter your area of study, students will learn to lead with character and knowledge as they're taught by experienced faculty who are both professors and mentors. We offer more than an academic education

but a close-knit community where students can live, learn, and belong. We prepare students for full lives and meaningful careers.

Our science department offers an education balanced in both classroom theory and laboratory learning. We offer two majors – one in general biology and the other in health science. The study of biology introduces students to the wonders and complexities of the natural and physical world. Students will learn and discuss topics and theories in lectures, then observe and experiment in the laboratory and on the field. This program is designed to equip students with scientific knowledge, methods, and critical-thinking skills.

Alternatively, when you choose health science at Providence, you will take foundational courses in biology, chemistry, anatomy/physiology, microbiology, sociology, genetics, biochemistry, and psychology. Taking courses in different health-related disciplines will help you find your passion, and then you will be able to pursue further studies to specialize in the discipline of your choice.

In 2016, we built new science facilities on our Otterburne campus, and offer modern lecture rooms and well-equipped laboratories. As a leading Canadian Christian university, rurally placed and community driven, Providence is uniquely positioned to help transform the aspirations of students into meaningful careers that will make a difference for Christ in a changing world.

Since 1925, Providence has graduated more than 12,000 students. We have distinguished alumni who serve in different health fields, business sectors, non-profits, and ministries in Canada and around the world. Science graduates from Providence have typically taken prerequisites

for further studies and built careers in medicine, nursing, education, kinesiology, and pharmacy (etc.).

### Science offerings at Providence

- Four-year bachelor of science
- Three-year bachelor of science

\*You can choose a general biology or health science major.

Your story starts here.  
Learn more at [prov.ca](http://prov.ca). ♦

Taking courses in different health-related disciplines will help you find your passion, and then you will be able to pursue further studies to specialize in the discipline of your choice.



## WHAT ARE YOU DOING NEXT YEAR?

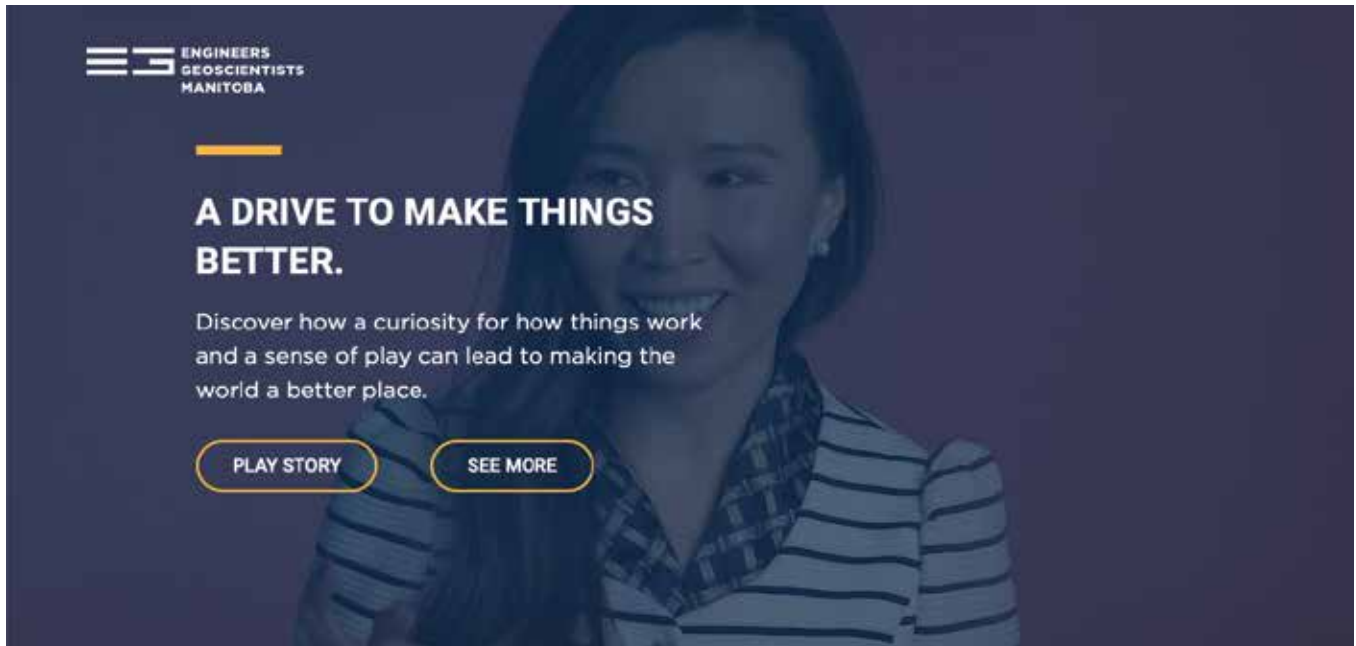


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# BIAS BUSTING

BY LAURA ELLIS, ENGINEERS GEOSCIENTISTS MANITOBA



As students embark on their academic journeys, they'll gravitate towards subjects that align with their personal interests and passions, whether they have come to these by nature or nurture (because our passions/interests are socialized, as well as innate). These interests may change over time as the student grows, learns, and gains valuable life experience, however, outside influences like harmful stereotypes and bias can often dissuade them from pursuing career paths they are most passionate about. This is especially true in STEM subjects – science, technology, engineering, and math – with studies showing that girls, Indigenous and Black students, and students who identify as 2SLGBTQ+ are often nudged away from these fields of study at an early age.

From childhood toys to representation in the media, bias can permeate into our lives and influence our thoughts and actions whether we realize it or not. Implicit bias (otherwise known as stereotyping) comes from the subconscious associations we make about different groups of people. When we don't acknowledge our biases, whether it's in the classroom, at home, or in life in general, we empower the narratives that are reflected

in stereotypes rather than combating them. Bringing these discussions into the classroom can help affirm that students have a safe space to challenge their own assumptions and foster a new understanding about what is possible for themselves and others.

According to 2020 data in Manitoba, only 20 per cent of newly licensed engineers identified as women and 0.5 per cent identified as Indigenous. These figures are concerning because engineers and geoscientists work to protect the public. When we don't have a diverse group of people with different realities, backgrounds, cultures, and lived experiences at the table to make decisions, we all lose out on solutions that reflect the real needs of our communities. Engineers and geoscientists must represent the rich diversity of our province. Understanding bias and how it permeates into our lives is crucial in creating a more equitable future for the next generation of engineering and geoscience leaders, which ultimately creates a better and safer future for everyone.

To rebalance the gender distribution in engineering and geoscience, it is also important to make sure that



students know about the important work that engineers and geoscientists do to ensure people and communities have safe drinking water, safe and healthy housing, schools, and workplaces, good air quality, safe and sustainable transportation, climate change mitigation and resiliency, diagnostic and treatment tools in health care, communication technology that allows us to connect with each other, and the list goes on.

Students also need to know that engineering and geoscience isn't just about science and math! It is about team work, relationship building, strong communication, problem solving, and design to make a world a better place.

Nurturing student interest in STEM can be as simple as engaging in activities that expose them to the people and practices in these fields. The Spaghetti Bridge Competition, part of Manitoba's annual Provincial Engineering and Geoscience Week ([www.EngGeoMB.ca/SpaghettiBridge.html](http://www.EngGeoMB.ca/SpaghettiBridge.html)), combines practical, curriculum-based work with input from professional engineers to test student-built trusses to their maximum weight-bearing

load. With individual prizes and class pizza parties up for grabs, this multi-day competition is a fantastic way to celebrate the importance of engineering in society and remind students about pursuing STEM fields as viable career choices.

Every engineer and geoscientist has a story. While each person's story is different, overcoming bias – whether their own or others – is often a step along the path to a fulfilling and rewarding career in these fields. To help encourage students to bust biases and pursue their interests in STEM careers, Engineers Geoscientists Manitoba's My Story campaign shares real stories from local engineers and geoscientists, told in their own words. These stories highlight their reasons for joining the professions, the obstacles they had to overcome to reach their goals, and the impact their work makes on the world around them. We encourage you to watch these stories and share them with students who are seeking a career where they can influence their community and the world. Visit [MyStory.EngGeoMB.ca](http://MyStory.EngGeoMB.ca) to discover how a curiosity for how things work and a sense of play can lead to making the world a better, more equitable place. ♦



## EVERY ENGINEER AND GEOSCIENTIST HAS A STORY.

Watch ours at  
**[MyStory.EngGeoMB.ca](http://MyStory.EngGeoMB.ca)**

**ENGINEERS  
GEOSCIENTISTS  
MANITOBA**

# Exploring your CAREER OPTIONS in Manitoba

BY JACKELYN TSOURAS, MANITOBA CAREER PROSPECTS COORDINATOR



Manitoba Career Prospects is a provincially funded program that represents the Manitoba 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 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](http://www.manitobacareerprospects.ca), allows a user to search and explore the many rewarding and exciting career opportunities available in a multitude of industries in Manitoba. It

also includes the education required to get these jobs and the colleges and universities in Manitoba that provide that education. The website is also host to numerous highlighted employers in each industry, giving an idea of jobs they hire for and what a successful candidate would look like.

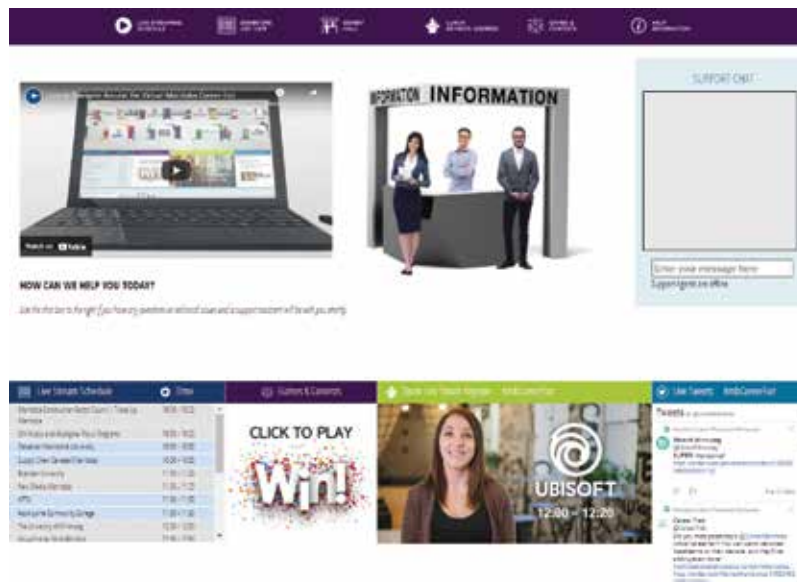
Typically, Manitoba Career Prospects brings awareness of the many different careers available in the various industries in Manitoba at several career fairs, and will continue to do this when feasible, but because the time for large gatherings is still unknown, Manitoba Career Prospects is organizing and hosting its second Virtual Career Fair.

The first Manitoba Career Prospects Career Fair was held on January 20th, 2021 and had 50 virtual booths where 3,000 students, parents, and



educators virtually entered the various booths and spoke to industry and post-secondary education representatives.

The second Manitoba Career Fair is scheduled for January 26, 2022 and whether you are a student wondering what career path to take, a parent looking for their child, or an educator looking for their students, the Manitoba Career Fair and Manitoba Career Prospects has something for you. ♦





# VIRTUAL CAREER FAIR

January 19, 2022  
9:30 am - 3:30 pm

SAVE  
THE  
DATE

Save the Date for the 2<sup>nd</sup> annual Virtual Career Fair in 2022. Last year's event was a huge success with **50 booths** and **over 3000 attendees!**



**EXPLORE**  
career opportunities in  
Manitoba

**The Manitoba Career Prospects** Program gives you and your students the ability to connect and engage with industry professionals. 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** to 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



**MANITOBA CAREER PROSPECTS**  
EXPLORE • CONNECT • ENGAGE

We're here to help you help your students discover the various careers available in Manitoba. Visit our site: [manitobacareerprospects.ca](http://manitobacareerprospects.ca) for **videos, resources and more!** **PLUS make sure to save the date for our Virtual Career Fair!**





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# We Are a Polytechnic

Thanks to the research conducted at Red River College Polytechnic – and the way we teach, learn and deliver programming informed directly by industry – we hold a unique position within the province's post-secondary landscape.

Simply put, we are **Manitoba's polytechnic** – the only institute of applied research and work-integrated learning in the province, and one of only 13 polytechnics in Canada.

At RRC Polytech, we combine classroom theory with applied learning, giving high school students access to flexible learning pathways and real-world experience. We offer a range of degree, diploma and certificate options, and our collaboration with industry leaders means students enter the workforce prepared to meet its demands head-on.

Learn how your students can benefit from an education at RRC Polytech.

**n Front of What's Ahead**

**[rrc.ca/counsellor](http://rrc.ca/counsellor)**