

# MANITOBA *School Counsellor*

FALL 2022



**New provincial service  
putting families first**

**Sexual violence online – What youths are facing  
Supporting children in times of global stress**



BOOTH  
UNIVERSITY  
COLLEGE

# Start Here

“I did.”

Mikayla Conci (BBA/22)  
Financial Assistant,  
Government of Manitoba

# MANITOBA School Counsellor

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## IN THIS ISSUE

Message from the president of MSCA, Jennifer Stewart.....	4
Project 11 – Providing a mental wellness foundation for youth.....	5
New provincial service putting families first .....	8
Aurora Family Therapy Centre – Providing cross-cultural therapy from a systemic lens.....	10
Sexual violence online – What youth are facing .....	12
Calling on counsellors to help us find the 2023 Loran Scholars .....	14
<b>HOT JOB:</b> Taking two steps forward, one step back .....	16
Supporting children in times of global stress.....	18
CTTAM.....	20
Delivering education with impact: UWinnipeg prioritizes student success.....	22
The spirit behind Wapaskwa Virtual Collegiate .....	24
Social work student Jael Jeremano appreciates Booth UC's diversity .....	26
Leveraging a trades education .....	28
On-campus life returning to MITT: Changes at Winnipeg college.....	32
Soar above the clouds.....	34
Exploring your career options in Manitoba .....	36
Re-thinking career support for post-secondary learners .....	38
CMU practicum program recognized in international post-secondary context.....	40
The most important statistic .....	42
Help your students find their story with MTYP!.....	44
Index to advertisers.....	46





## MESSAGE FROM THE PRESIDENT OF MSCA

### *Jennifer Stewart*

Welcome to autumn!

I hope everyone has had a good start to the 2022/23 school year. We look forward to hosting professional development sessions in person again this year, and if anyone has any suggestions of PD sessions they would like us to offer, please contact myself, [president.msca@gmail.com](mailto:president.msca@gmail.com), or our PD chair person, Tamara Briggs at [tamara.briggs@7oaks.org](mailto:tamara.briggs@7oaks.org).

I hope that you are all looking forward to MTS PD Day on October 21, 2022. We are so glad to be able to host this event live and in person. Jesse Thistle is our afternoon speaker and I am sure it is going to be an engaging event. The morning will be a self-guided event with yoga, or a walking tour or enjoying the Canadian Museum of Human Rights.

Wishing you a great year ahead and looking forward to connecting together throughout the school year. ♦

# Project 11 – Providing a mental wellness foundation for youth

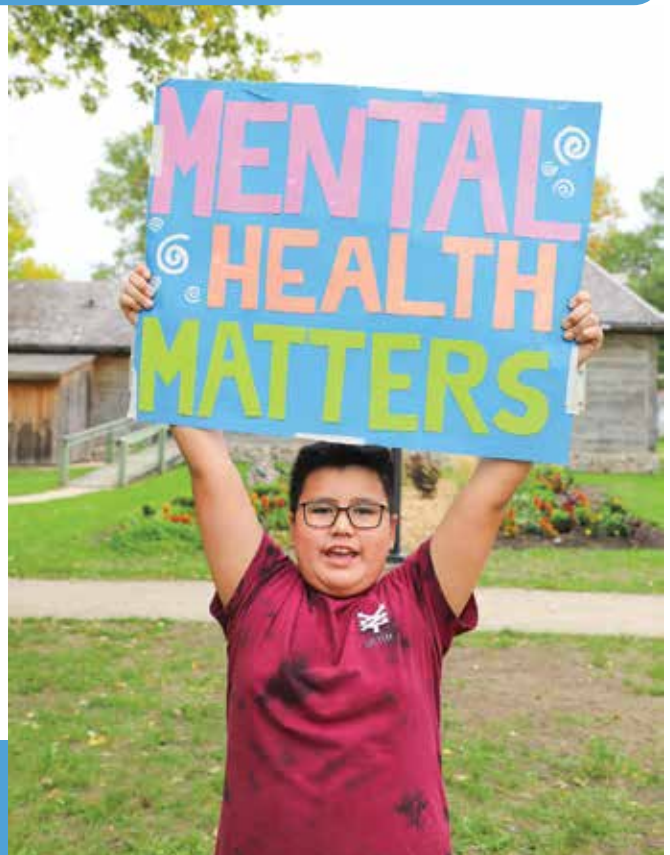


Project 11 has been making the topic of mental health more prevalent in classrooms, emphasizing its importance alongside physical well-being.

Jen Lowry knows what it's like to experience mental health issues in isolation. At the age of 19, a tragic loss triggered the onset of panic attacks and PTSD. While her family did their best to be there for her, they struggled to understand her anxiety just as much as she did.

"It took a few years to find the proper support because no one spoke about mental health as recently as 20 years ago," Lowry said. "I felt like it was something that I was supposed to be embarrassed about."

Now a senior years teacher at École Edward Schreyer School in Beausejour, Man., when Lowry learned that the Project 11 preventative cross-curricular mental wellness program was expanding to senior years teachers and students, she jumped at the chance to participate in the pilot, both as a contributor to its development and as a facilitator in the classroom.



Project 11 incorporates mental wellness concepts and activities into daily and weekly classroom curriculum, normalizing conversations about feelings and stress.





Project 11 is available free to all Manitoba K to 8 educators with the senior years program in pilot.

Since first being introduced to Manitoba schools in 2013, the turnkey program has been making the topic of mental health more prevalent in classrooms, emphasizing its importance alongside physical well-being. The program incorporates mental wellness concepts and activities into daily and weekly classroom curriculum, normalizing conversations about feelings and stress. Lessons, exercises, and discussions grow with students throughout their school career, teaching healthy emotional expression, constructive problem-solving skills, coping strategies, and communication skills that help students to focus on healthy friendships and behaviours, while also fostering a supportive and mindful classroom culture that enhances overall learning.

"The kids feel like they are being heard," said Lowry. "I think it's made the relationships in the classroom much stronger and students are opening up a lot more."

Building on the awareness and foundational knowledge of early and middle years curriculum, Project 11's senior

years program is designed to help students deal with some of the specific stressors that come with the transition to young adulthood. Lowry sees this programming as essential to students' success during what can be a very confusing and demanding time of change and adjustment.

"High school students are facing so many challenges," she said, emphasizing social media as something new that today's youth must navigate on top of academic and post-secondary pressures, school/life balance, and friendship drama, to name a few. "Life is a lot different today than it was when I was a student in this very same school. A lot of the mental health issues that students face can be attributed to social media."

Even though mental health was not a topic of wide – or any – discussion during Lowry's childhood and young adulthood, she did have the support of her family as she dealt with some scary and confusing feelings. But not all kids have people they feel they can talk to or the tools to manage complicated emotions.



“One of the reasons Project 11 is so important is because not every student has a support system at home,” she said. “It’s important for us to help today’s youth understand mental health in the hopes that it will either help them, or that they’ll use that knowledge to help others.”

Lowry shares her own experience with her students as a further example that it’s okay to ask for help when needed – a key takeaway she hopes her students will carry with them.

“I tell the kids my story, and what it does is show them that they shouldn’t be ashamed and that it’s okay to ask for help.”

Project 11 is available free to all Manitoba K to 8 educators with the senior years program in pilot. It’s expected to fully launch province-wide for the 2023-24 school year. Training is provided year-round – learn more at [ProjectEleven.ca](https://ProjectEleven.ca). ♦

**Even though mental health was not a topic of wide – or any – discussion during Lowry’s childhood and young adulthood, she did have the support of her family as she dealt with some scary and confusing feelings. But not all kids have people they feel they can talk to or the tools to manage complicated emotions.**





# New provincial service putting families first

Family Resolution Services (FRS) is a new, one-stop digital first but not digital only, service for Manitoba families who are going through separation or divorce.

FRS delivers client-centred services to help families resolve their disputes outside of court in a collaborative, fair, affordable, and timely manner. We also help with fulfilling the pre-requisites for court if that is needed.

Overall, we want to support family

well-being and healthy relationships.

Our services and supports were designed in partnership with public, private, and community-based service providers in the areas of family law and intimate partner violence. We have also consulted with individuals and families who have lived experience in these areas, so we can best meet the needs of Manitoba families.

FRS works closely with Francophone

community partners to ensure all our services are available in both English and French and meet the unique cultural needs and linguistic rights of French-speaking families.

When families first access our services, they are directed to our three service areas: Early Resolution Supports, Child Support Services, and the Maintenance Enforcement Program. They may also receive specialized referrals to other provincial and community supports.





The work each service area does is based on an understanding of trauma and its impact on people, and an awareness of various backgrounds and cultures. Our staff are trained to recognize and screen all families for intimate partner and family violence. Families who are experiencing or are at risk of violence receive specialized support, safety planning, and referrals to other resources.

### **Early resolution supports:**

- Provides information, support, and referrals for clients who have experienced intimate partner violence and are engaged in family law issues

- Offers mediation and conflict resolution supports
- Provides legal information and step-by-step guidance through court processes
- Conducts family assessments that are ordered by the courts

### **Child support service:**

- Calculates initial and recalculates child support decisions
- Decides when to stop recalculation if a child is over 18

### **The Maintenance Enforcement Program:**

- Works with families to ensure child, spousal, and common law partner support payments are paid and received, based on a court order or agreement
- Delivers out of court options to families to meet their support payment obligations when family or financial circumstances change. This includes stopping enforcement of child support for adult children, granting Administrative Suspensions of Enforcement and accepting Maintenance Agreements to change maintenance obligations for enforcement purposes

On our website, you can find a comprehensive overview of all our services, in both English and French. Visit [www.manitoba.ca/familylaw/resolution/family-resolution-service.html](http://www.manitoba.ca/familylaw/resolution/family-resolution-service.html).

The Family Law Manitoba website provides a list of available private and community-based resources for Manitoba families, searchable

by topic and region. Visit [www.manitoba.ca/familylaw/resources.html](http://www.manitoba.ca/familylaw/resources.html).

An online course called For the Sake of the Children is also available on our website in English and French. This course is designed to help parents understand what they are going through during a separation and to learn more about their children's needs. For the Sake of the Children covers topics like relationships, children's and parents' responses to separation, conflict resolution and parenting during and after a separation.

FRS has partnered with community organizations, like the Winnipeg Children's Access Agency and Brandon Access and Exchange Service, to help families maintain their parenting arrangements while they are experiencing or are at risk of family violence.

We also continue to partner with the community and actively engage with Manitoba families to make sure we are providing trauma-informed, accessible, and appropriate services—all with the goal of helping families resolve conflicts outside of court.

You can contact Family Resolution Services at [getguidance@gov.mb.ca](mailto:getguidance@gov.mb.ca) or at 204-945-2312. Our intake form can be found at [www.manitoba.ca/familylaw/documents/general\\_intake\\_form.pdf](http://www.manitoba.ca/familylaw/documents/general_intake_form.pdf).

If you are interested in partnering with our service or having a presentation to learn more, please email us with your request and the details. ♦



# Aurora Family Therapy Centre – Providing cross-cultural therapy from a systemic lens

BY ABDIKHEIR AHMED, EXECUTIVE DIRECTOR, AURORA FAMILY THERAPY CENTRE

Aurora Family Therapy Centre (Aurora) was founded in 1972 as Interfaith Pastoral Institute housed within the Faculty of Theology at the University of Winnipeg. Aurora is progressive in many ways:

- We offer therapy services on a sliding scale;
- We see clients through several services at no cost, including families involved with the child welfare system;
- Homicide bereavement and unresolved loss – missing persons;
- Through community building groups for newcomers;
- A Psycho-Social Settlement Needs Assessment (PSSNA) program for incoming refugees;
- A summer youth programming for newcomer communities;
- Support our own staff and other agencies through vicarious trauma and resilience programming;
- Engaging high-risk newcomer youth in a highly effective leadership program;
- A Newcomer Collaborative Community Mental Health Service - trauma/PTSD services, and;
- We prioritize relationships with community partners and advocacy for accessible community-based therapy services for all.

Below is an attempt at providing a summary description of our programs.

At our Marriage and Family

Therapy Program, our clinicians work collaboratively with clients to address their concerns. We have been helping people for over 35 years, including those young and old, single and coupled, and families and individuals. Our therapists will work with clients to find a satisfactory solution to their problems. It may be that your problems have their roots in the trauma of grief and loss; the paralysis of post-divorce feelings; past or present sexual, physical or emotional abuse; or other issues that affect your relationships with your partner or children. Your therapist will help you to name the problem that brought you to Aurora and will work with you to set goals and find solutions that work for you.

Our Marriage and Family Therapy



program is aimed at resolving family disconnects. Our most powerful experiences are often with our families. They shape who we are and how we see the world. Our families can have the power to build us up and to pull the rug out from under us. Often, we get the most frustrated with those closest to us, and when we are sad, they are the ones we need the most. Families are under more stress today than ever. Competing needs, schedules, fears, compounded by the impacts of all of that, add up to disconnect us from each other. This has also been made worse by the impacts of the COVID-19 pandemic. Family therapy is a unique opportunity to help families talk and share with each other to help us heal the hurt that has been caused, and to bring closeness back where there has been distance.

Through our Homicide Bereavement and Unresolved Loss Programs we offer ongoing counselling to adults, children, and families of those who have suffered the devastating loss of a family member to human violence. Family members who have suffered such a loss not only are left with the deep grief of an untimely death, but also with frequently traumatic images and memories of how their loved one died. We work in cooperation with Manitoba Justice – Victim Services to offer this program at no cost to the participants.

In addition to our family therapy programs, we run a host of programs for newcomers to Manitoba, all at no cost. We run a Newcomer Collaborative Mental Service that provides long-term individual, relationship, family,

and group mental health support (therapy) to newcomers who have experienced moderate to severe trauma. We provide community-based, trauma-informed and culturally competent supports to newcomers to help promote recovery and resilience. No formal diagnosis is required to access the program, and all newcomers, including refugees and refugee claimants, international students, immigrants (economic, provincial nominee, etc.), temporary foreign workers (TFWs), and naturalized citizens are eligible. Services are done in the clients' language of preference.

Along with the mental health supports, individuals can also receive case management services (support for areas like housing, food security, medical appointments, etc.), referrals to relevant community resources, access to psychiatry and psychology services, and newcomer children and youth can receive specialized care through a partnership with Manitoba Adolescent Treatment Centre.

Support for ethno-cultural and faith groups is also available to help communities learn about the causes, signs, and symptoms of mental health and how to access mental health supports.

Our Newcomer Community Development Program offers group programming to support Winnipeg newcomers in their settlement, mental health, and wellness. Newcomers face many challenges settling in a new country, which can include social isolation, trauma, language, and understanding complex systems.

We work to reduce these barriers and support resilience by providing group programming that reflects the needs of the community. Aurora provides newcomers with a safe space to share experiences and ask questions, connect with the local community, and gain information that will aid in their overall wellness.

Through our PSSNA Program we provide comprehensive mental health assessments for government-sponsored refugees who have recently arrived in Winnipeg. Arriving in a new country can be overwhelming. It comes with navigating unfamiliar systems, learning a new language and culture, and coping with trauma and loss. The program ensures that each newcomer that arrives in Winnipeg has access to the mental health supports they need. The services are offered in the clients' language of preference, participation is voluntary, and we do everything we can to provide informed consent to the clients.

At Aurora we also care for the wellness of people who work directly with vulnerable members of the community through the provision of vicarious trauma training. Our services include mentorship for promoting wellness in the workplace, educational training, and workshops for all levels of service and care providers, and peer debriefing opportunities.

Our program helps foster resilience by focusing on the importance of compassion for self as well as others, and the necessity of taking care of ourselves physically, emotionally, spiritually, and relationally. ♦

# Sexual violence online – What youth are facing

BY THE CANADIAN CENTRE FOR CHILD PROTECTION



Cybertip.ca, Canada's national tipline for reporting the online sexual exploitation of children, has recorded a 150 per cent increase in sextortion reports over the past six months, with 92 per cent of reports coming from boys and young men.

The online and offline world is so seamlessly merged that teen's exploration of intimacy and sexuality is integrated with technology.

Teens' need for social interaction, acceptance, and belonging, coupled with the hallmarks of adolescence – experimentation, sexual curiosity, and impulsive behaviours – is a perfect storm, and why youth are at an increased risk of experiencing sexual violence online.

Teens may send intimate images/videos under the guise of a relationship; other times, they are misled or coerced by someone they met online. While context to the creation of an image/video is important to consider, the real concern is the terror and aggressive threats youth endure when targeted.

## What is sextortion?

Sextortion is online sexual violence and essentially blackmail. It involves threatening to send sexual images/videos of youth to other people, like their peers, family members, or other offenders, if they do not pay the extorter or provide additional sexual content.

Commonly, extorters first contact youth on social media, alleging to be a peer or someone the youth knows. The extorter quickly turns the conversation sexual and moves to a more private platform where they send a bait video, like a pre-taped video of a female youth, to encourage their victim to send one back. After the youth sends a sexual image/video, the extorter threatens to spread the victim's images if they do not comply with demands.

In July 2022 alone, Cybertip.ca received 322 reports of sextortion; half were from youth under 18 years old, and 77 per cent of these incidents occurred over Snapchat and Instagram.



The issue surrounding sextortion is that in an attempt to gain compliance, offenders have escalated the terror and harassment tactics inflicted on youth.

Victims have reported receiving empty boxes at their homes from extorters, confirming the offender knows where they live, threats to send fake accusations about the victim to media, and messages encouraging them to kill themselves, saying their life will be over once the extorter fulfills their threats. Sextorters also threaten their victims into committing degrading acts, which creates more material to blackmail the youth, and controls them with the fear of humiliation.

## What can you do as a school guidance counsellor?

### **Pay attention:**

- A sudden change in a student's general behaviour – seeming “out of sorts”, having difficulty regulating their emotions, isolating themselves
- A student has difficulty concentrating or learning new information, and potentially having a change in academic performance

### **Respond:**

- Let the student know you care about them and you are sorry this has happened to them
- Reassure them that they are not alone or at fault, and things will improve
  - Work towards bringing resolution to what has happened
- Listen without judgement. Allow the student to explain the situation



without interrupting or asking “why” questions

- Stick to “tell me more about that” or “tell me how you responded to that” statements

### **Support:**

- Consistently check in with the student, remind them they will get through this, and involve them in the resolution process
- Do not make unrealistic promises

### **Intervention:**

- Report any case of sextortion to police or to Cybertip.ca through the online report form or the toll-free number at 1-866-658-9022
  - Cybertip.ca can provide practical steps to help regain control over the situation, help get child sexual abuse material or intimate images of a teen removed, and connect students with support services
- Notify parents and help them access supportive resources
  - Provide parents with Online Child Sexual Victimization: Picking up the Pieces. This guide walks parents through how to understand, respond, and support their child who has been victimized

### **Education and prevention:**

- Let students know they can also visit NeedHelpNow.ca. NeedHelpNow.ca helps teens manage the availability of sexual images/videos online and provides support along the way. Students can find resources to learn more about dealing with cyberbullying, recognizing concerning signals that a friend is in distress, and approaching how to help a friend in need.
- Emphasize that students should stop all communication and never comply with extorters' threats. Youth often bargain with extorters to try to manage the situation on their own; however, the scammer always returns with increasing requests for more money or sexual content.
- Remind students that they can come to you or another safe adult at any time if something happens online. You can help.

For more information and resources to address online harm affecting youth, visit Cybertip.ca.

**Cybertip.ca is operated by the Canadian Centre for Child Protection.**



# Calling on counsellors to help us find the 2023 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. It continues to be an honour to identify and support talented Canadian students. Within the last six 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!



## 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.

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 applications are due before 8 p.m. ET on October 12, 2022. For the most up-to-date information and how to apply, please visit our website, [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. ♦



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# Taking two steps forward, one step back

## Engineering diversity and change in Manitoba's students

While there have been improvements in diversity within the fields of science, technology, engineering, and math (STEM), when you look at the bigger picture, things haven't really changed as much as one would hope.

According to a 2015 article from *Maclean's* magazine<sup>1</sup>, "despite an increase in women with STEM degrees, the percentage of women working in the fields has barely changed in almost [40] years. In 1987, 20 per cent of the STEM workforce was women". In 2022, women make up only 23 per cent of Canadians working in science and technology.

Compared to other places in the world, these numbers read as low. In the European Union, women represent 43 per cent of STEM employees<sup>2</sup>, while in India, nearly 43 per cent of STEM graduates are women<sup>3</sup>.

And in Manitoba? Well, things could be better.

According to the University of Manitoba Price Faculty of Engineering, in 2020 just 22.9 per cent (433/1891) of their undergraduates identified as women, while in 2021 that number was only 22.1 per cent (404/1824). In the field of engineering, programs like biosystems and civil engineering boast larger numbers (44 per cent and 30.7 per cent, respectively), while the Engineering Access Program (ENGAP) – which provides opportunities for Indigenous students to succeed in the Price Faculty of Engineering – shows smaller totals of 10.3 per cent of women in the program.

At the end of the day, only 16 per cent of newly licensed engineers in Manitoba are women.

In other areas of equity and representation within the field, the numbers vary.

According to the University of Manitoba Price Faculty of Engineering, 6.4 per cent (121/1891) of undergraduates identified as Indigenous in 2020, while in 2021, that number changed to 6.5 per cent (119/1824). 15.5 per cent (293/1891) of undergraduates were international students in 2020, and in 2021, it went up to 18 per cent (329/1824).

Though these numbers may not be staggering, the small improvements of diversifying the field have been somewhat impactful in one way or another. Though they could always be better.

As students go through their education, they will naturally feel pulled toward some subjects and away from others. Ideally, this should happen with little outside influence, with the student given the chance to question their choices and change their minds as many times as they like, all while feeling supported

**As students go through their education, they will naturally feel pulled toward some subjects and away from others. Ideally, this should happen with little outside influence...**

in their journey. Unfortunately, this isn't always the case.

So, what can we do to make a change?

First, identifying and re-evaluating one's biases can help you help students keep an open mind when exploring their academic options – especially when it comes to STEM.

The lack of diversity in these fields is not due to an absence of ability, but rather due to persisting biases and stereotypes. Numerous other countries – like Malaysia, Oman, Iran, and Saudi Arabia – have higher percentages of women working in engineering. The work you do in your classroom and school will empower students to question what they see in the world and will create a network of students who will change the environments around them.

Second, language matters. Studies have shown that specific demographics, such as girls, Indigenous students, and 2SLGBTQ+ students, are often turned off from STEM subjects at a young age. A common misstep is telling students that if they are “good at math and science”, they'd be perfect for engineering, when in reality, highlighting the creativity and social impact of the field may appeal to a wider variety of curious students.

Guidance counsellors play a critical role in being a part of the change. By supporting and engaging your students and learning more about implicit and explicit bias and

how to counteract its effects (both your own and those of your students), you can be an active participant in creating a more equitable future for engineering and geoscience and a safer, better world for us all.

Third, resources are your friend. On the Engineers Geoscientists Manitoba website under the Equity and Representation tab, you can find many resources, like creative ways to get girls interested in STEM, information on the 30 by 30 initiative, information on Indigenous science and engineering, and details on how to interrupt gender bias in students.

Currently, there's a conversation happening in Canada about the lack of diversity and representation in engineering and geoscience. This lack of diversity and representation

is a problem because engineers and geoscientists work to protect the public. If we don't have a diverse group of people from many different backgrounds and cultures at the table to make decisions, we all lose out on solutions that reflect the needs of our communities. At the end of the day, our members must represent the rich diversity of our province.

<sup>1</sup> <https://www.macleans.ca/society/science/gender-inequality-in-the-sciences-its-still-very-present-in-canada/>

<sup>2</sup> <https://www.randstad.ca/employers/workplace-insights/women-in-the-workplace/women-in-stem-where-we-are-now/>

<sup>3</sup> <https://www.thequint.com/voices/opinion/over-40-of-indian-stem-graduates-are-women-but-what-about-jobs> ♦

# ENGINEERING IS FOR EVERYONE

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**Inset:** Validating emotions without needing to explain everything is an important initial step for helping children make sense of whatever they're feeling.

Creating opportunities for children to express emotions and ask questions can help them sort through the information they may be picking up.

# Supporting children in times of global stress

Children look to the adults around them to help make sense of their feelings and thoughts. When there are stressful events in the news affecting all of us, we can support both ourselves and the children in our care to better manage the impact and avoid being overwhelmed.

Here are five tips and encouragements for adults who are supporting children.

## Listen first

Creating opportunities for children to express emotions and ask questions can help them sort through the information they may be picking up. Let children take the lead in terms of what they need to talk about, and ask some curious questions.

What are they hearing? What are they wondering? What kind of feelings are they having? You don't have to have all the answers, but being accepting of their questions can help create a sense that they're not alone in their thoughts and feelings.

## Your presence and attention are key

In times of worry or fear, your grounded and attentive presence is more important than big answers. You can strengthen this non-verbally by tuning in to the child's facial expressions. Notice their body language, and consider your own by thinking about what helps you feel solid and grounded while you listen. Listen to more than words, and listen with more than your ears.

## Acknowledge emotions with age-appropriate information

Young children might not even know about world events, but they do pick up on emotions and may use their imagination to fill in the story of what's happening. Often their emotions may come out in physical and behavioural responses, such as stomach-aches or anxious reactions.

Remember that school-aged children and older youth talk with other kids, hear things from adults, and may be discussing world events in their classrooms.

Validating emotions without needing to explain everything is an important initial step for helping children make sense of whatever they're feeling. With older children and youth, it might be useful to talk to them about the social and political issues surrounding these events. The key is to create space for them to turn toward their emotions without amplifying them. Then be supportive by shifting their attention toward a sense of safety and security.

## Honesty is helpful

Be careful of false reassurances: "Nothing bad will happen, we will always be safe". Honesty, coupled with a sense of solid support, builds a bigger capacity to tolerate difficult emotions: "I don't know what's going to happen next. Whatever happens, we will figure it out together, and take care of you".

You may be experiencing your own worries and grief. Allowing children to see your authentic emotions and

how you make sense of them also models skills for identifying and understanding the vast range of feelings we all can have.

## Connect with positive actions

Focusing time and energy on positive actions in response to current events can underline the message that we all have a role to play in creating a world we want to live in. Crafting messages of support, expressing gratitude and appreciation within our relationships, and volunteering to help others in need are just a few possibilities of actions that connect to positive values we hope to promote and strengthen.

Anxiety, worry, and grief are natural responses to crises and tragic events. When we create a space in our relationships that is big enough for all of these feelings – as well as our hopes and beliefs about a more positive future – we support ourselves and children in our care to get through this together. ♦

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# CERTIFYING TECHNICIANS & TECHNOLOGISTS IN MANITOBA



The Certified Technicians and Technologists Association of Manitoba (CTTAM) is the regulatory body within the province of Manitoba for engineering and applied science technicians and technologists.

CTTAM is a member of Technology Accreditation Canada (TAC). TAC delivers world-class accreditation for the technology profession in Canada based on best practices and promotes the highest quality of education in engineering technology and applied science.

There are important components to the program accreditation process:

- A. Program background information
- B. Student policies
- C. Program policies
- D. Program and course information
- E. Learning outcomes
- F. Faculty
- G. Facilities, resources, and other student support

Red River College, Manitoba's largest institute of applied learning and research, believes in the importance of

having their technology programs accredited. Accredited technology programs are recognized at the Technologist level, and with two years of relevant work experience, applicants qualify for the CTTAM designation of Certified Engineering Technologist (C.E.T.).

The requirement for certification as a C.E.T. is industry driven. Some employers will require applicants to be certified as a C.E.T., which ensures employers that applicants have had their academics and work experience validated at the technologist level. Employers, governments, educational institutions and the public in Manitoba, as well as across Canada, recognize titles regulated by CTTAM: C.E.T. (Technologist) and C.Tech. (Technician).

CTTAM credentials are recognized across Canada and internationally, making it easy to transfer to another jurisdiction. CTTAM has an agreement with other provincial associations that allows certified technicians and technologists in good standing to transfer to another province and retain their certified status.

More information can be found at [www.cticam.com](http://www.cticam.com) or by contacting Cathy Penner, registration services coordinator, at 204-784-1082, or at [adminassistant@cticam.com](mailto:adminassistant@cticam.com). ♦

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Environmental Engineering Technology	Civil	Technologist
Mechanical Engineering Technology	Mechanical	Technologist
Structural Engineering Technology	Architecture	Technologist
Geomatics Technology	Geomatics	Technologist
Instrumentation and Controls Engineering Technology	Instrumentation	Technologist
Municipal Engineering Technology	Civil	Technologist



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The Certified Technicians and  
Technologists Association of Manitoba

# Delivering education with impact

## UWinnipeg prioritizes student success

UWinnipeg offers students a warm, welcoming atmosphere that helps them learn, grow, and achieve academic and career success.



**Amy Thorkelson.**



**Bedel Shafe'a.**



**Magi Hadad.**

At The University of Winnipeg (UWinnipeg), students receive unique opportunities to participate in world-class research and hands-on learning. These valuable experiences complement the faculty-student connections for which UWinnipeg is known.

With small class sizes, caring and accessible professors, and a community-centred downtown campus, UWinnipeg offers students a warm, welcoming atmosphere that helps them learn, grow, and achieve academic and career success.

### Gaining experience in the field

Amy Thorkelson loves the interdisciplinary nature of Environmental Studies and Sciences. While she's learned a lot in the

classroom, it was her time working in the field that shaped her educational experience.

Alongside Drs. Richard Westwood and Katherine Dearborn, Thorkelson examined the prairie habitat of the endangered Dakota skipper butterfly last summer.

"This was such a great experience. It was like a whole world that I didn't know existed," said Thorkelson. "I learned so much about endangered species research, how field work is done, and the process of publishing academic work."

Being able to work in the field with expert researchers inspired Thorkelson.

She's now looking to apply for

UWinnipeg's Master in Environmental and Social Change program, which can propel her towards a career focused on fighting climate change.

### Supporting non-profit organizations

Like Thorkelson, Bedel Shafe'a can attest to how UWinnipeg faculty can shape students' understanding of a field.

As a recent graduate of the Faculty of Business and Economics, his time at UWinnipeg helped him see how a career in accounting has evolved from the boardroom to boots-on-the-ground, becoming a way to reach out to the public, an instrument for long-term planning, and a resource for those attempting to achieve financial goals.

During his four years of studies, Shafe'a says the real-life experience he gained by working with Chartered Professional Accountants (CPA) Manitoba, as well as UWinnipeg programs, prepared him to succeed in his career.

"Last year, I worked with CPA Manitoba on one of their financial literacy workshops, which teach people how to manage their finances and protect their long-term assets," he explained.

Shafe'a has witnessed firsthand the value of accounting in the community while participating in UWinnipeg's Inner-City Work-Study program.

He worked with a non-profit organization that supports newcomers, refugees, and international students in finding settlement resources in Winnipeg.

He also believes volunteering with student groups is an integral part of student life while pursuing a post-secondary education.

"You meet people who will potentially become your colleagues one day, like-minded people, and connect with them, have events with them," Shafe'a said. "During my time here, I tried to get involved with as many student groups as possible and leave my mark."

### Empowering communities

Also making her mark is Magi Hadad, whose life experiences have shaped how she wants to make an impact on the world.

Majoring in Human Rights and Conflict Resolution Studies, Hadad arrived in Canada as a Syrian refugee.

"My layered experiences as a woman of colour and refugee have sewn

my passion and made my goals of being a human rights advocate and a peacemaker clear," she said.

Hadad says Drs. Shauna Labman and Lloyd Kornelsen have been important mentors, both educationally and personally.

As part of her Human Rights practicum with Immigration Partnership Winnipeg, she has had the opportunity to support advocacy work regarding anti-racism. While she isn't sure what her future holds, she knows she wants to work with marginalized groups.

"My goal is to empower communities and find ways to make our world a place where no one should face discrimination of any form."

Learn more about how The University of Winnipeg delivers education with impact at [uwinnipeg.ca/education-with-impact](http://uwinnipeg.ca/education-with-impact). ♦

## Choosing a program is the first step to turn a dream into 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





# THE SPIRIT BEHIND Wapaskwa Virtual Collegiate

## GREETINGS:

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

The word Wapaskwa derives from the Cree word *Wapusk*, meaning White Bear or Polar Bear. The spiritual interpretation of Wapaskwa is Spirit Bear. The name and logo behind Wapaskwa Virtual Collegiate were chosen because it represents a strong relationship between teachers and students. Our brand represents strength, perseverance, and determination, and we symbolize the ability to adapt and thrive, no matter what the environment.

### Purpose of Wapaskwa Virtual Collegiate


For more than a decade, Wapaskwa Virtual Collegiate (WVC) has partnered with First Nation communities in Manitoba by offering online course options to high school students. Students have been expanding their horizons and skillsets by joining an interactive cohort of First Nation students registered in online classes. A variety of high school subjects are available and delivered online in a safe, secure environment. WVC offers an expanded calendar of courses, some not available at local schools, which ensures students attain the necessary credits

required for high school graduation or post-secondary entrance requirements at either the university or college level.

Our teachers and staff are incredibly supportive in ensuring all WVC students receive the best educational experience possible. Wapaskwa is a place that brings together the very best online educational technology with highly trained and supportive instructors whose goal is to see students succeed. That's the heart of Wapaskwa Virtual Collegiate.

### History of Wapaskwa

Wapaskwa Virtual Collegiate is under the leadership of the Manitoba First Nations Education Resource Centre (MFNERC), which was established in 1999, with a given mandate by the Chiefs of Manitoba to provide second- and third-level education services to 55 First Nations schools in Manitoba. The MFNERC is actively involved in promoting community development by



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**Wapaskwa is a place that brings together the very best online educational technology with highly trained and supportive instructors whose goal is to see students succeed. That's the heart of Wapaskwa Virtual Collegiate.**

providing training and coordinating opportunities for families and other community members. The MFNERC acknowledges education as a shared responsibility among all stakeholders and promotes and encourages First Nations' involvement in all aspects of the development and implementation of educational change.

### **Revitalize and Encourage: First Nations language learning**

Through the Transparent Language Program, students who attend the MFNERC's partner schools are eligible to study Ojibwe and Cree language courses. Indigenous languages allow us to share and communicate our culture, world views, knowledge systems, values, traditions, customs, history, spirituality, and social and political identities to future generations. Our languages are living; they come from the land and they are integral to our sense of self, which is a key aspect of self-determination. There is a sense of urgency to reclaim and revitalize Indigenous languages in Canada as many are in danger of disappearing.

Students learn to converse, read, and write in Ojibwe and Cree by using the language strands: listening, speaking, reading, and writing. The purpose of WVC's Transparent

Language Program is to exercise Indigenous language rights by creating adequate, sustainable, and long-term knowledge and support for our students to reclaim, revitalize, maintain, and strengthen their Indigenous languages and culture. WVC is looking to expand its language development and course offerings.

### **Creating a classroom culture of inquiry**

WVC has undertaken project-based learning (PBL) as a method of teaching and learning. This type of learning aligns well with traditional Indigenous ways of knowing and doing. Its real-world application helps students to become more resourceful in creating questions, researching answers, and presenting their findings or final product to an audience. Students use this method to realize the importance of the skills they are learning in their coursework and to utilize those skills in solving real-world questions and problems inside the classroom, as well as in local-global communities.

The 2022-2023 school year is sure to be a great one and we are hoping that you will join us! Visit the WVC website, [www.wapaskwa.ca](http://www.wapaskwa.ca), for the most current information about course offerings. ♦

# Social work student Jael Jeremano appreciates Booth UC's diversity



BOOTH  
UNIVERSITY  
COLLEGE

"I Belong Here"

Moving to Canada as a mature student with school-age children to support takes courage, vision, and a whole lot of determination. Jael Jeremano has proven to have an abundance of these qualities. Embarking on a four-year Bachelor of Arts degree in September 2019, and recently transitioning to a Bachelor of Social Work, Jeremano has demonstrated a remarkable commitment to both her studies at Booth UC and her new Winnipeg community.

While the decision to move to Winnipeg was "actually quite easy for me and my family", navigating the system was a bit of a challenge.



"Applying for and receiving visas was quite a difficult process to go through," Jeremano explains. "I know someone who applied at the same time and was not approved. I truly believe it is because of God that we were approved."

This strong faith, as well as an established and close-knit Kenyan community in the city, helped Jeremano and her family settle quickly and smoothly.

"We knew other families here. We had the support. We had friends, so settling was easy."

What was more of a shock were the class sizes at Booth UC.

"I came from studying at a large university in Kenya where you are just a number. I could sit in the back of a class of 200 students and just hide," laughs Jeremano. "At Booth UC, there is no hiding. All your professors know you and are happy to talk with you. I found it very surprising. It's a good thing, but it keeps you on your toes."

When asked about other first impressions of Booth UC, Jeremano is quick to mention Sherilyn.

"She was the first person I met, and she was so helpful. We talked and I felt, wow I'm home! It's good," she says. "Booth UC is no longer just a name I was Googling. It's a real place and I belong here."

In addition to the small class sizes and the welcoming atmosphere, Jeremano speaks fondly of Booth UC's diversity. She recalls how in one of her classes of about 12 students, she thought that everyone was from a different country, which was something she had never experienced

Embarking on a four-year Bachelor of Arts degree in September 2019, and recently transitioning to a Bachelor of Social Work, Jael Jeremano has demonstrated a remarkable commitment to both her studies at Booth UC and her new Winnipeg community.





Past winners of the Manitoba Council for International Education's Post-Secondary International Student Award. From left to right: Josh Tampai (BBA/21), Jael Jeremano, Japhlet Lolo (BSW/21).

before. This diversity allows her the opportunity to support other international students whose first language is not English, offering mentoring support as she is able. She also supports the broader Winnipeg community by volunteering for Winnipeg Harvest and working as a STEP Services student for the Government of Manitoba.

"My mom always taught us to think of other people, help other people. No matter what space you are in, do whatever you can do and try your best." This outlook has served Jeremano well, as in 2021 she was awarded the Manitoba Council for International Education's Post-Secondary International Student Award.

"Despite her quiet, humble demeanor, or maybe

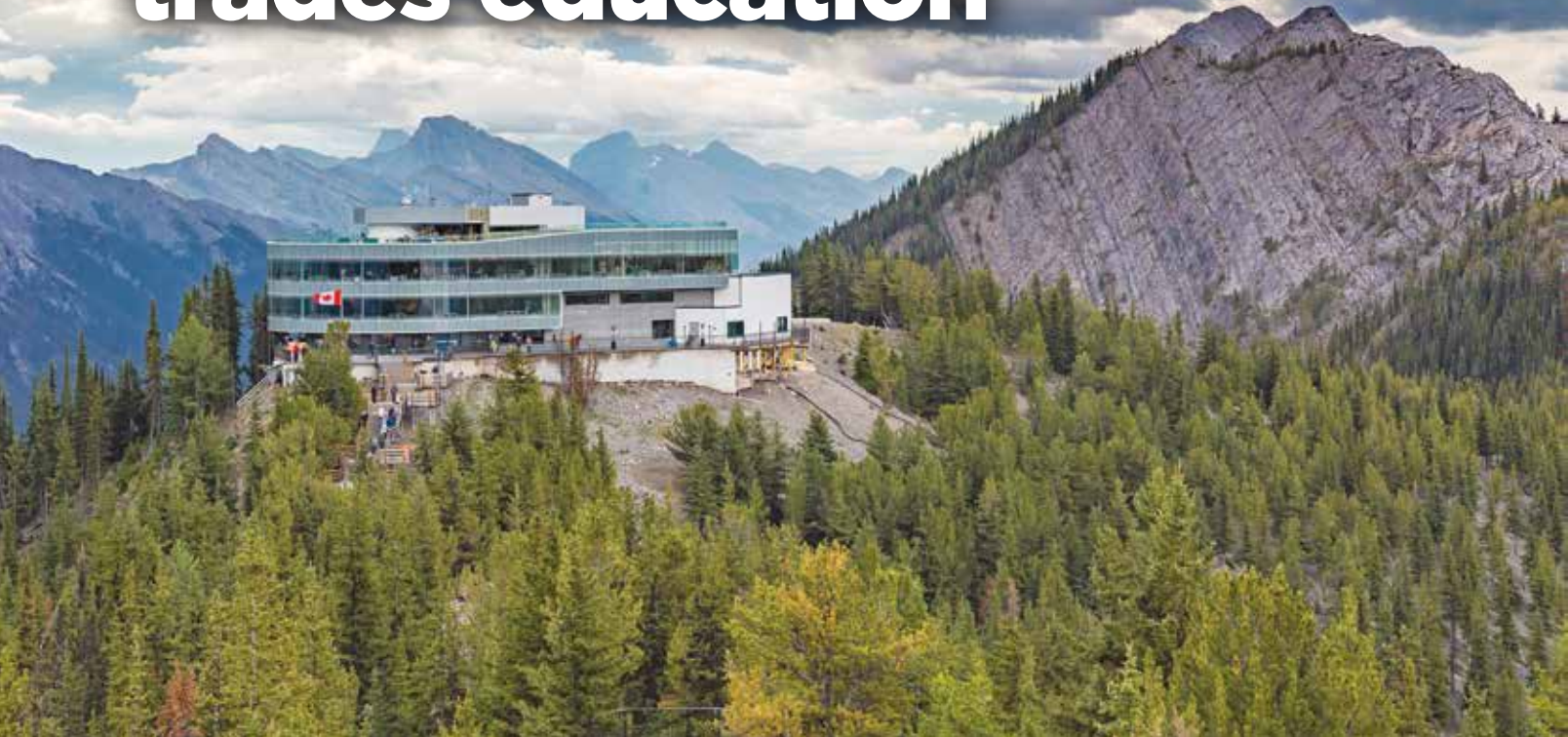
because of it, Jael has become a leader on campus," explains Rhonda Friesen, dean of students. "Her strong commitment to the community and the many contributions she has made in a very short time has made her an exemplar of how international students enrich and strengthen our city and province."

Jeremano continues to credit God with any success she has had.

"I lean on God, and pray about everything, even exams! I believe he cares about everything we go through and we can trust it all in his hands. We can trust an unknown future to a known God." ♦



# Leveraging a trades education



The world is starved for skilled workers. Employment is guaranteed and the cost for the education is minimal, often paid for by the employer.

Why is there such a short supply of skilled workers? Parents have expressed concerns that they do not want a life of physical labour for their children. Counsellors often do not understand and appreciate the career options that are open to skilled workers and only present the initial step, which is usually working “on the tools”.

Trades training can lead to tremendous opportunities in not less than 20 other jobs. Becoming a journeyman is the first step towards multiple possibilities for a lifelong career.

Often people believe if you become a plumber or electrician that is a life choice, and you are limited in your future. Not so.

Trades training is an important first step, but it can lead to other careers in the trade. We recently identified 20 various career options once a worker has achieved a basic skill set. Within those 20 options are entry-level jobs, middle management-type positions, as well as senior leadership options.

For the generation of people entering the trades today, it is expected that they will seek a variety of different roles during their working life.

Step one is to become a recognized Red Seal Journeyman in any one of the 40-plus recognized trades available today. Journeyman status

can be achieved in three years with a combination of short academic periods followed by on-the-job training. Once a worker has achieved journeyman status, they can expect to achieve an annual income in the range of \$90,000 to \$100,000.

Step two is to work to master their trade. No school can teach a journeyman everything, real life experience is invaluable. In the field, journeymen will work with the newest technology and products, and benefit from working side-by-side with more experienced trades people like a foreman, or supervisor and older workers on the crew. Each job will provide the opportunity to gain experience, solve unique problems, and refine their skills.

At this point in a journeyman

roofer's career, they can be making \$100,000+ per year. Not bad considering the education has been paid for by the employer or heavily subsidized by the government. Students who select a university education will spend a minimum of four years in school, paying significantly more money in tuition and fees, and finish saddled with some type of debt. Most will find work, but not in their chosen field. Then they will realize the need to continue to a master's degree to have a marketable skill.

Step three is to advance as far as possible with the employer, becoming a supervisor or foreman, or potentially leaving field work for an office position as an estimator

or project manager. Each step forward provides the opportunity to make more money, learn new skills, and prepare for the next steps a worker may choose to take. If a worker chooses to pursue these jobs, the work will be less physically demanding with more time spent in an office environment.

Step four is to look at the world that surrounds the trade. You can quickly identify a variety of different jobs that leverage off the worker's experience as a journeyman.

There are jobs with manufacturers, distributors, consultants, post-secondary institutions, and public and private property owners. Each one of these potential employers offers several distinct positions.

There are a variety of suppliers who supply a variety of products and each manufacturer hires experienced workers to be technical representatives. This job requires a solid understanding in the application or installation of their product. Journeymen have this important experience. Manufacturers hire skilled workers to provide advice to the end users of their products. In the roofing industry, when a contractor runs into a unique situation and needs expert assistance, they contact the manufacturer's technical representative to provide a fresh perspective and offer guidance. The work is interesting if you like a challenge and enjoy solving problems.

## TAKE YOUR CAREER TO NEW HEIGHTS

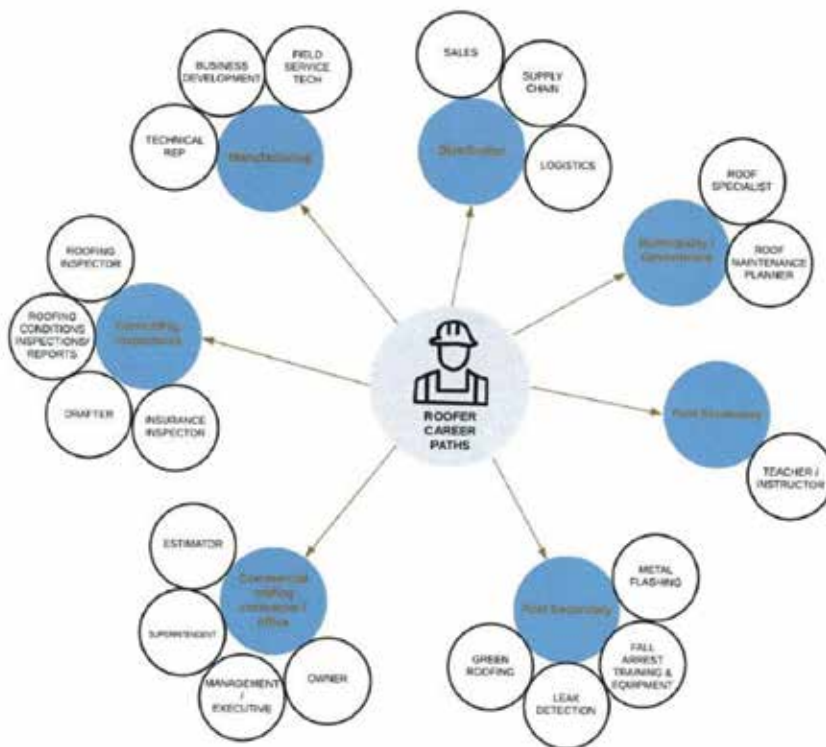


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Large property owners, such as the City of Calgary or the Province of Alberta, hire their own experts to provide oversight on jobs and ensure the projects are completed to a high standard. Journeymen trades people can act in this role using their experience.

When a young person is planning their future, ensuring their career choice has flexibility is crucial. With the deep knowledge within a trade like roofing, moving on to

new opportunities is easy and the innovative approach to acquiring new skills to assist in that transition makes for the most flexibility.

Micro credentialing has become a main stay at technical institutions and universities. Now if you want to advance in your career, you can find short-term programs focused on your exact needs and improve your skills quickly. For example, traditional education in high schools and universities does not address

basic financial literacy. The skill of financial literacy is needed by everyone, particularly one who wishes to advance their career in the construction industry. A short course in financial literacy can dramatically improve career choices. A trade contractor could make the jump into finance or even into the surety world. With their multifaceted knowledge of how projects work and with a little training, they could provide great service to surety companies. This is just one example.

Micro credentialing can also be used to improve a journeyman's understanding of human resources protocols, making the transitioning to hiring, supervising, and training new workers easier.

A trades person may need to have a better understanding of blueprint reading or building codes, and again, a short course focused on that exact topic will provide the pathway to new positions.

Life-long learning has always been required and now it is easier than ever before to build new skills on a solid foundation that starts as a skilled tradesperson. ♦



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# On-campus life returning to MITT

## Changes at Winnipeg college

The Manitoba Institute of Trades and Technology is once again filled with activity.

While elements of MITT's signature style remained over the past two years, many aspects of student life and learning were adapted due to COVID-19.

For the 2022-23 academic year, MITT is embracing blended learning while continuing to focus on hands-on training. Health Care, Human Services, and Skilled Trades clusters will be entirely on campus. Business and Information Technology programs will utilize a blended model and some courses will continue in a virtual setting. This new model of learning provides the best opportunities for the 4,000-plus students training at MITT.

"We craft our programs so they are geared toward student success," says Kathy Knight, MITT's dean of information and communications technology and executive director of CyberWave, MITT's Cyber Security Centre of Excellence. "We want students to be in a position to thrive, create those lasting relationships with their peers, and have access to the guidance and expertise of their instructors. Ultimately, we want to ensure that their overall experience at MITT is positive."

The pandemic taught MITT to use technology in a different way, and that learning will continue to benefit our students going forward.

"During COVID, we procured and employed a lot of technology to accommodate online or remote learning," says Frank Gallo, dean of skilled trades and applied technology. "Instead of using them as dictated by the pandemic, we use them now to flexibly deliver our programs for the success of our students."

"It's taking the best of what we learned. It's never letting a good crisis go to waste," Knight adds. "We learned a lot about what makes sense for program delivery, and we're retaining the best processes so we can deliver the best for our students."

### ***New learning outside the classroom***

In-person work-integrated learning also returns to MITT in full this fall. This includes more than 20 programs with work practicums as part of their curriculum, where students head to local companies for internship positions that run as long as 16 weeks.

What is changing, however, is how students are matched with these businesses. Thanks to new systems implementations at



**For the 2022-23 academic year, MITT is embracing blended learning while continuing to focus on hands-on training.**





## MANITOBA INSTITUTE OF TRADES & TECHNOLOGY

MITT, a candidate will be matched directly with a practicum host. This technology will assist students in finding the best-suited partner for their real-life training.

For other programs at MITT, work-integrated learning will continue in capstone and applied projects. For some students, this means working with businesses that submit project requests to MITT instructors, while others incorporate interactions with the public. The popular Hairstyling program, for example, has a fully operational salon that re-opened its doors to the public this past April, and will once again accept clients in the fall.

Also new for students is a preparatory program, Work Skills Foundations. Formerly, MITT offered Introduction to College and Work for international students, as well as local learners who wanted to orient themselves to their new academic lives. Work Skills Foundations, however, is now integrated into education for all students and enhances the employability skills training that is conducted throughout the academic year. The first iteration of Work Skills Foundations took place this past August, as students took part in 10 online modules.

While Work Skills Foundations took place virtually, orientation mixed digital and in-person deliveries. Virtual sessions were

held several times throughout August and into September, and included information on MITT's student services while also offering virtual cafes which gave students their first opportunity to interact with their new classmates. The in-person sessions, meanwhile, included campus tours and social programs.

### ***Cautionary steps to normal***

With years of experience under its belt, MITT is now prepared to offer exceptional learning experiences whether we continue with the new normal or need to pivot due to changing public health advice.

"We are making sure that students will have a practical experience as they've always had, but we are prepared to be nimble and adjust if needed," says Gallo.

MITT's student recruitment team is ready to speak with you. Contact [recruitment@mitt.ca](mailto:recruitment@mitt.ca) or (204) 989-6452 for program information, academic planning, and funding consultations.

Learn more at  
**[viewbook.mitt.ca](https://viewbook.mitt.ca)**



he pandemic taught MITT to use technology in a different way, and that learning will continue to benefit our students going forward.



In-person work-integrated learning also returns to MITT in full this fall.



Thanks to an in-classroom simulator and wide range of airplanes at Harv's Air, you'll fly a variety of single-engine and multi-engine planes while logging valuable instrument training hours.



As one of the few Christian universities in Canada to offer a Bachelor of Arts (BA) in Aviation, Providence provides a well-rounded education that airlines are looking for, all the while integrating your faith into your studies.

# Soar above the clouds

With more than 300 sunny days a year, Manitoba is an ideal place to learn to fly. Providence University College, in partnership with Harv's Air, is uniquely situated in Southern Manitoba to offer a one-of-a-kind quality aviation education.

As one of the few Christian universities in Canada to offer a Bachelor of Arts (BA) in Aviation, Providence provides a well-rounded education that airlines are looking for, all the while integrating your faith into your studies. You will

do your flight theory and training at Harv's Air (Steinbach) and take undergraduate-level courses on our Providence campus (Otterburne).

"I love the aviation program at Providence," says Kate Hanson, student. "It is very unique in that you can attain a degree while completing different licenses and ratings."

Our aviation degree options include:



Before your first semester starts, Providence holds a week-long Aviation Camp where you'll gain basic ground training and actual flight experience before regular classes even begin.



- BA 4-Year Advanced Major • BA 4-Year Double Major
- BA 3-Year Major • 2-Year Diploma • Minor

Many of our students combine the Aviation major with another university program such as Intercultural Studies or Business Administration for a double major.

Before your first semester starts, Providence holds a week-long Aviation Camp where you'll gain basic ground training and actual flight experience before regular classes even begin. This will prepare you to achieve your PSTAR certification (a student pilot's license) so that flight training can begin on day one of classes.

In your second year, you'll embark on a week-long, cross-country trip. In previous years, students have flown to San Diego and back via the Grand Canyon. With as many as seven planes flying in formation, you'll gain valuable experience and rack up those required flight hours!

Thanks to an in-classroom simulator and wide range of airplanes at Harv's Air, you'll fly a variety of single-engine and multi-engine planes while logging valuable instrument training hours.

Currently, Providence is working on collaborations with



Kate Hanson, aviation student at Providence University College.

major airlines to help meet the critical pilot shortage and provide various employment opportunities for our aviation graduates. Whether you want to be a flight instructor or a private, commercial, military, or medevac pilot, you can gain hands-on training and grow your knowledge in a supportive learning community at Providence University College.

"The people that make up the Providence community are unlike any I've met before," explains Hanson, who is starting her second year as an aviation student. "It is such a welcoming and accepting place that makes you feel right at home." ♦



# WILL YOU TAKE FLIGHT WITH US?



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[Prov.ca/Aviation](https://Prov.ca/Aviation)



# 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.

The goal of Manitoba Career Prospects is to create awareness of all of the various careers available in our own province. Now, more than ever, our youth need to be able to look

forward and see all the opportunities available to them in their own backyard.

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 into these careers 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.

Manitoba Career Prospects brings awareness of the many different careers available in the various industries in Manitoba at several career fairs throughout the province. In 2021, because of the pause on large gatherings, and the continued need for youth, their parents, and educators to be aware of all these different careers in Manitoba, Manitoba Career



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.

Prospects organized and delivered a virtual career fair.

The first Manitoba Career Prospects Career Fair was held on January 20, 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 was held on January 20, 2022 and also had 50 virtual booths, but not as many visitors due to the return to classroom date changing because of the continued restrictions.



In 2023, Manitoba Career Prospects will hold its third-annual Virtual Career Fair on January 26th. It will continue to be the perfect place for students

wondering what career path to take, parents looking for their child, or educators seeking career options for their students. ♦



# VIRTUAL CAREER FAIR

January 26, 2023  
9:30 am - 3:30 pm

SAVE  
THE  
DATE

Save the Date for the 3<sup>rd</sup> annual Virtual Career Fair in 2023. 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



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!

# Re-thinking career support for post-secondary learners

## How Robertson College is reimagining career services to meet current student and workforce demands



ROBERTSON



The Robertson College Winnipeg campus.

Two years after the onset of the pandemic, one thing is clear – there will be no ‘return to normal’. Many of our expectations and behaviours have changed and this applies across the board in all areas of our lives. Learners pursuing education in this era have been faced with many unprecedented challenges, and as the first of these learners enter the workforce post-graduation, they are navigating a recruitment process and employer expectations that are new and often, undefined.

“The past two years have presented many challenges for all of us, but it also gave us the opportunity to

re-examine the type of support we offer to our students,” says Malcolm Kaviratne, manager of the Robertson Workforce Solutions team. “As job seekers, our job expectations have changed, and for employers, their needs and recruitment tactics have also changed. That means we had to listen to our students and our employer network to be able to redefine the support that we offer and how we offer it.”

In addition to the technical training learners receive in their chosen fields, they also receive career training that is integrated into their programs. Students learn to prepare competitive cover letters and resumes, current job search tactics, business communication skills, and even tips on the interview and job offer process.

When the students are ready to begin their job search, they are supported every step of the way by the newly launched Workforce Team – a team consisting of advisors with diverse coaching backgrounds and industry knowledge that provide learners with one-on-one guidance.

“Although finding a job out of college

is exciting, there are elements that can be quite daunting – especially if you have never gone through the process before. That is why the Workforce Team focuses on empowering our learners by helping them build their professional confidence and by supporting them every step of the way in their career journey,” says Rashad Welch, member of the Workforce Team. “It is a tremendous advantage to our students to have the support of this community as they navigate the job market and find meaningful employment.”

While supporting students is their main objective, the purpose of the team is actually two-fold. Behind the scenes, they also work closely with employers and industry to help assist in their personnel needs. These industry relationships ensure students have direct access to employers in their fields – whether that be through meet and greet events, career fairs, or employment opportunities. Combined with up-to-date knowledge of job market trends and insight, learners are able to put their best foot forward during their job search.

The Workforce Team offers assistance



and coaching on resume and cover letter development, interview preparation and mock interviews, and general career consulting. These services are offered free of charge to all students and graduates, with no expiration date. Students also have access to Robertson Career Coach (educationcanadagroup.emsicc.com/) – a career and resource portal that offers live labour market insights and a free career assessment tool to help students determine suitability of programs and career paths based on their interests and skills.

“It is important for us to set our students up for success, now and into the future,” adds Kaviratne. “We want to offer the assistance they need, but also equip them with skills that they can draw on, no matter where they are at in their careers.”

Learn more about Robertson's Workforce Team at [robertsoncollege.com/workforce-team](https://robertsoncollege.com/workforce-team).

## About Robertson College

Established in 1911, Robertson College is a distinguished post-secondary private institution delivering career-focused training and education in the areas of business, technology, healthcare, and community services. Robertson's diploma, certificate, and micro-course offerings are available across Canada through online, hybrid, and in-person learning delivered through our Winnipeg, Calgary, and Edmonton campuses.

Robertson's mission is to empower our students with the most relevant training and up-to-date industry insights to thrive in a modern work environment. ♦



**When the students are ready to begin their job search, they are supported every step of the way by the newly launched Workforce team.**



## Lifetime Career Support for Students



The Robertson Workforce team is dedicated to helping students find success beyond their studies.

From crafting resumes to helping hone interview skills, Robertson offers the extra bit of support you need to stand out in today's competitive job markets.



Visit [robertsoncollege.ca](https://robertsoncollege.ca) for more information.



Christine Kampen Robinson, director of practicum and the director of the Centre for Career and Vocation at Canadian Mennonite University (CMU).

# CMU practicum program recognized in international post-secondary context



Christine Kampen Robinson, director of practicum and the director of the Centre for Career and Vocation at Canadian Mennonite University (CMU), was recently selected to join an elite three-year research seminar focused on work-integrated learning (WIL). The international forum was

hosted and organized by the Center for Engaged Learning at Elon University in North Carolina.

The seminar will gather academics from across the globe to collaborate, investigate, and discuss how to create accessible and high-quality WIL.



"When you put a lot of brains together that have different types of training, you come out with better data, better recommendations, and better outcomes for everyone compared to if we [researched WIL] on our own," says Kampen Robinson.

As someone who has spent years as a career advisor, Kampen Robinson says her enthusiasm for the research seminar comes from her commitment to helping students at CMU find the intersection between their creative passions, career development, and vocational discernment.

Kampen Robinson says CMU is already a step ahead of other institutions in providing students with equitable WIL because of its compulsory career development program. As the only school in Canada that requires every undergraduate student to complete

six credit hours of practicum, CMU is a national leader in WIL programming.

"A big part of being employable and finding a job in the Canadian context is your network, and a significant part of that is social capital," says Kampen Robinson. "So, when we talk about equitable access, it's about sharing that social capital around."

Kampen Robinson adds that when you look at WIL and co-operative programs across Canada, there are few and far between that provide equitable access to WIL.

The evidence-based research seminar will provide data that will be used to support students who may not otherwise have access to WIL. Kampen Robinson says that real change can then occur with that evidence.

"I'm very excited about generating new usable data about CMU's practicum program so that we can improve it and make changes that are necessary," says Kampen Robinson.

Paul Dyck, interim vice-president academic and academic dean at CMU, says, "I'm excited about Christine's participation in this top-notch seminar on WIL. Our practicum program is a key aspect of education at CMU, and this will allow us to share our insights, as well as to hone our program."

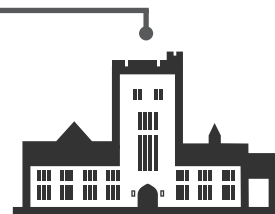
Kampen Robinson says she is inspired by the prospect of helping students across the country by sharing the stories and experiences of CMU students. ♦



## Where teaching is exceptional

### Small university Big opportunities

[cmu.ca/admissions](http://cmu.ca/admissions)





# The most important statistic

BY DOUG LAUVSTAD, PRESIDENT AND VICE-CHANCELLOR OF UCN



We have a unique mandate — offering both university and college programming. We operate in a regional context, providing service throughout the vast area of northern Manitoba...

I've often been asked what's changed at University College of the North (UCN) as we endured the pandemic's disruption and what I "miss most".

To be honest, what I missed most was the graduation ceremonies, our institution's ultimate celebration of achievement. As president, I have the best seat in the house. And, as the graduates cross the stage and I hand them their degrees, diplomas, or certificates, I look at each one and offer congratulations. But I always look to the audience, to the people who gather to celebrate their graduates' achievement. The look of sheer joy, pride, and love on the faces of the parents, spouses, children, family, and friends is very emotional and somewhat overwhelming.

As one of UCN's governing council's chairs said when he experienced this feeling for the first time: "this is what it's all about".

This brings me to the most important statistic, one of the key measures that "UCN is all about".

UCN, like all publicly funded institutions, is accountable and must report on enrolments, retention, graduation

rates, financial performance, and a plethora of other statistical measures. But, we do not quantify the most important statistic: Most graduates are the first in their families to gain a post-secondary credential.

To me, this is the most important statistic because study after study has shown that children whose parents attended post-secondary are much more likely to attend post-secondary (and graduate) themselves.

Study after study has also shown that the more educated a person is, the more likely they are to be employed\* with a direct correlation between income and education levels, i.e. more equals more. And education levels are also directly correlated with social determinants of health.

That one individual, that first family member to graduate, that one who models achievement-oriented behaviour and who is an inspiration and a role model, is transformational for generations to come.

UCN occupies a unique position in the post-secondary landscape. We have a unique mandate — offering both university and college programming. We operate in a regional context, providing service throughout the vast

area of northern Manitoba, where the population is predominantly Indigenous. Though we are a small segment of the provincial system, our impact now and to future generations is huge.

Our last graduations were held in person. I was able to see those proud, smiling faces once again. And whether the graduates realize it or not, they are preparing the same stage for generations to follow.

*\*The 2017 Colleges review noted UCN "is vital to the needs of Northern Manitoba ... strongly anchored and administrated from Northern Manitoba, and that responds to the needs of its communities and employers ... Both college and university programs are crucial to the development of the North..." ♦*



UCN occupies a unique position in the post-secondary landscape.



University College of the North

## Trades are only one of your options.

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UCN.CA





# Help your students find their story with MTYP!

Chirag Naik in *Cranked: The Remix*.  
PHOTO COURTESY SARAH RACE.

Manitoba Theatre for Young People (MTYP) is back with its first seven-play season in three years! The 2022-2023 season is all about students finding their story through plays like *Cranked: The Remix*, *It's Okay to Be Different*, and *ZOOOM*.

*Cranked: The Remix* is about a young man who was a rising freestyle emcee but lost out on his life's passion when he became addicted to drugs. This show follows his journey through

addiction recovery using a live DJ, hip hop, and spoken word. It speaks to teens in an age-appropriate way that is intelligent and unassuming. *Cranked: The Remix* runs from November 8-10, 2022 at the MTYP mainstage and tours to schools across Manitoba from November 14-18, 2022. It is recommended for Grades 7-12.

*It's Okay to Be Different* uses innovative puppetry and original music to tell the stories of children's book author Todd Parr. The show combines the books *It's Okay to Be Different*, *The Earth Book*, and *This is My Hair* to teach students about self-confidence, embracing differences, and about the beauty that is our home, Earth. It runs from January 24-February 2, 2023 and is recommended for students in

preschool to Grade 3.

*ZOOOM* lands on the MTYP Mainstage all the way from Australia! Inspired by the children's book *Harold and the Purple Crayon*, *ZOOOM* features the same premise: a child who makes sense of their world through art. The show combines old school whimsy and state-of-the-art technology to tell the story of a young girl unable to sleep and curious to understand the world around her. It runs from April 26-May 5, 2023 and is recommended for students in preschool to Grade 5.

To learn more about MTYP's season for educators or to book a show, you can visit [mty.ca/educators](https://mty.ca/educators) or contact Jessica McGlynn, school sales coordinator, at 204-954-1704 or email her at [salescoordinator@mty.ca](mailto:salescoordinator@mty.ca). ♦



*It's Okay to Be Different*. PHOTO COURTESY OF MERMAID THEATRE.



ZOOOM.

PHOTO COURTESY OF PATCH THEATRE, AUSTRALIA.



2022/23  
SCHOOL  
YEAR

Chirag Naikin in  
*Cranked: The Remix*  
PHOTO: Sarah Race



Manitoba Theatre for Young People

# FIND YOUR STORY



**CRANKED**  
**THE REMIX** BY MICHAEL P. NORTHEY

Mainstage Performances:  
**Nov. 8-10, 2022**

On Tour:  
**Nov. 14-Dec. 18, 2022**

A play about a rising freestyle MC confronting his demons and recounting his journey through addiction.

MAINSTAGE TICKETS: start at \$8.50

TOURS: 1 Show \$700 – 2 shows/1 location \$1347.50

\*All prices include GST & applicable fees. Your Shows Max Audience Capacity 300.

To book contact Jessica McGlynn:  
[salescoordinator@mtyp.ca](mailto:salescoordinator@mtyp.ca)  
or 204.954.1704.

To see our full season check out  
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# INDEX TO ADVERTISERS

Alberta Roofing Contractors Association.....	29
Booth University College.....	IFC
Canadian Mennonite University.....	41
Certified Technicians & Technologists Association of Manitoba.....	21
Crisis & Trauma Resource Institute.....	19
Education Canada Group Robertson College.....	39
Engineers & Geoscientists of Manitoba.....	17
Manitoba First Nations Education Resource Centre.....	24, 25
Manitoba Institute Of Trades & Technology.....	31
Manitoba Theatre For Young People.....	45
Manitoba Tourism Education College Inc. ....	37
Providence University College.....	35
University College of the North.....	43
University of Manitoba Extended Education.....	OBC
University of Winnipeg.....	23



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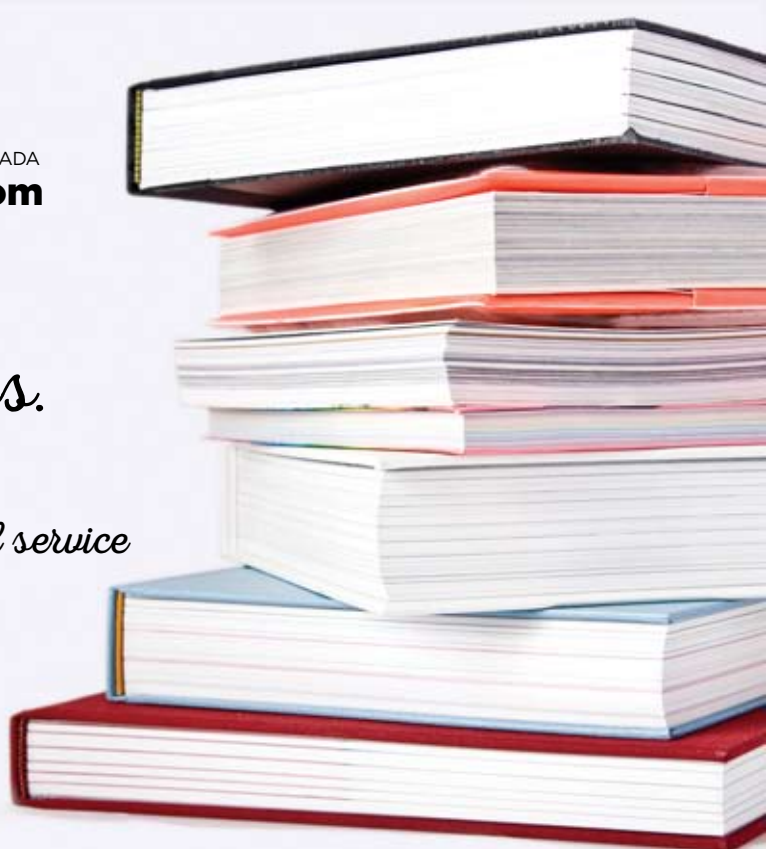
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*“Access gave me the condence to go to university and pursue my dreams. Come to Access. It’s a really good program.”*

**Prairie-Rose Hapa**, UM student  
Dakota from Sioux Valley Dakota Nation

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## The Access Program includes two paths:

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or call **204-474-8000**

