

# MANITOBA *School Counsellor*

SPRING 2023



## **How to support students with ADHD**

**Smudging: An intentional action of journeying together on the path of Reconciliation**

**The importance of Holocaust education in Manitoba**

**Creating safe(r) spaces for 2SLGBTQ+ students**



MANITOBA INSTITUTE OF  
TRADES & TECHNOLOGY

# *START HERE TO GET THERE*

**Help your students find  
their future at MITT.**

MITT offers more than 30 post-secondary programs developed with industry. Paired with robust career and employment supports embedded in every program, our graduates are ready for in-demand careers in less than two years.

- Applied Business
- Design and Manufacturing Technologies
- Health Care
- Human Services
- Information and Communication Technology
- Skilled Trades



Learn more  
**MITT.ca/start**



# MANITOBA School Counsellor

is published by

DEL Communications Inc.  
Suite 300, 6 Roslyn Road

Winnipeg, Manitoba, Canada R3L 0G5  
www.delcommunications.com

President & CEO

**DAVID LANGSTAFF**

Managing Editor

**SHAYNA WIWIERSKI**

shayna@delcommunications.com

Technical Editor

**JAN STEWART**

Sales Manager

**DAYNA OULION**

Advertising Account Executives

**GARY BARRINGTON**

**ROSS JAMES**

Contributing Writers

**ELAINE CONRAD**

**DENE GUILLAS**

**BELLE JARNIEWSKI**

**TANIS McLEOD KOLISNYK**

**MILES TIESSEN**

Production Services Provided By

**S.G. BENNETT MARKETING**

Creative Director / Design

**KATHLEEN CABLE**

© Copyright 2023

DEL Communications Inc.

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

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

Publications mail agreement #40934510

Return undeliverable

Canadian addresses to:

DEL Communications Inc.

Suite 300, 6 Roslyn Road,

Winnipeg, Manitoba, Canada R3L 0G5

Email: david@delcommunications.com



PRINTED IN CANADA | 02/2023

## IN THIS ISSUE

Message from the president of MSCA, Jennifer Stewart.....	4
Smudging: An intentional action of journeying together on the path of Reconciliation .....	5
The power of Holocaust education.....	7
The importance of Holocaust education in Manitoba.....	8
Creating safe(r) spaces for 2SLGBTQ+ students .....	10
University of Manitoba: Access was there for me.....	11
How to support students with ADHD .....	12
The countdown is on for the 2023 Skills Canada National Competition (SCNC)!.....	14
From the lab, to Europe, to Mars – Unexpected journeys of discovery .....	16
In the driver's seat with Brittany Krahn (BSW/22) .....	18
Student gain advantage with MITT's Career and Employment Services .....	20
Two CMU alumni prove the value of creative veterinary care.....	22
Robertson College: Closing the tech talent gap .....	24
Earn your business degree at Providence University College .....	26

## INDEX TO ADVERTISERS

Booth University College.....	19
Canadian Mennonite University.....	23
Crisis & Trauma Resource Institute .....	13
Education Canada Group Robertson College.....	25
Manitoba Institute of Trades & Technology.....	IFC
Providence University College.....	27
Skills Canada Manitoba .....	15
University of Manitoba Marketing & Communications.....	OBC
University of Winnipeg .....	17



## MESSAGE FROM THE PRESIDENT OF MSCA

### *Jennifer Stewart*

Welcome to spring!

I hope that everyone has been having a wonderful school year. I am so glad that the winter weather was better than last year, it makes the season so much more enjoyable.

This year has looked a lot different for many people with the return of a full year of in-person learning and more options for field trip experiences for students. It's been a challenging year with the burn-out rate continuing to be high and energy levels low. We are hoping that the spring air will help to provide all of us with energy to make it to summer break.

We have a few events happening before the end of the year. We will be planning a few PD sessions and one event that I would like to highlight is a mix and mingle event, which we will be hosting for our membership on Thursday, April 20, 2023 from 5 to 8 p.m. at the Little Brown Jug. Light snacks and one beverage will be included in this event. Look for an email to be sent out after spring break to RSVP for this fun evening. I hope you can all make it out in order to celebrate the hard work and dedication that you put into your jobs every day.

Thank you to our membership for being a part of MSCA as we continue to advocate for school counsellors across the province. Please check out our website at [www.msca.mb.ca/](http://www.msca.mb.ca/) and feel free to email me at [president.msca@gmail.com](mailto:president.msca@gmail.com) with any questions or concerns you have.

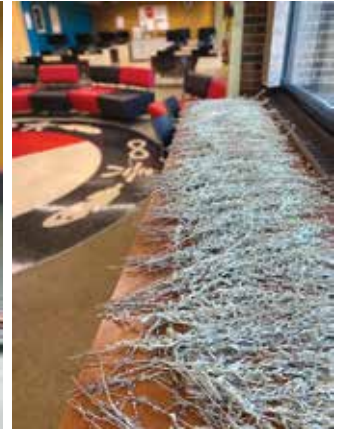
May you all be well. ♦



# Smudging: An intentional action of journeying together on the path of Reconciliation



Smudge to start the day at ASSC.



Sage drying at ASSC.

BY TANIS McLEOD KOLISNYK MA, BA, CMS  
UNIVERSITY OF WINNIPEG, COORDINATOR ABORIGINAL STUDENT SERVICES CENTRE

Indigenous people have a strong relationship to the physical environment and an underlying belief that all life is interconnected. Smudging is a smoke-purification ritual, acting as a means to remove spiritual and emotional negativity. It also promotes physical and mental wellbeing. Smudging is often celebrated daily, or to mark a special event in a person's life or various community gatherings.

In the University of Winnipeg's (UWinnipeg) Aboriginal Student Services Centre (ASSC), we smudge the area where we gather, work, and study. Our ASSC staff ensure that all four medicines: tobacco, sage, sweetgrass, and cedar are always available for students, staff, and

faculty to start the day in a good way. The medicines, shell, matches, and feather are available to all who enter the ASSC space anytime throughout the day. Private reflections are offered either by words spoken aloud or offered internally. A ventilation system is engaged as needed.

Our UWinnipeg Elders in Residence are often asked to smudge various areas of the University of Winnipeg, opening gatherings and preparing spaces for participants. One example of smudging a space was in the UWinnipeg Campus Art Gallery 1C03. "Brings to Light", a solo exhibition by Jaimie Isaac, ran November 24, 2022 to February 17, 2023 and was about the legacy of

the residential school system. You can find out more information about it here:

[www.uwinnipeg.ca/art-gallery/programming/2022-23/brings-to-light-a-solo-exhibition-by-jaimie-isaac.html](http://www.uwinnipeg.ca/art-gallery/programming/2022-23/brings-to-light-a-solo-exhibition-by-jaimie-isaac.html).

The topic was difficult for many and to enter a smudged, prepared space was a good way forward in helping all who engaged with this exhibit. This was a beautiful example of honouring Indigenous ways on the UWinnipeg campus, with the smudging ceremony as an intentional act, reflecting an important ongoing caring to the larger university community.

It is not uncommon for elders to also

**This was a beautiful example of honouring Indigenous ways on the UWinnipeg campus, with the smudging ceremony as an intentional act, reflecting an important ongoing caring to the larger university community.**



be invited to teach about smudging and provide classroom experiential learning opportunities in various UWinnipeg departments on campus. The opportunity to allow people to stop, slow down, become mindful and centered is a positive action in the active lives of all people. When we gather as an Indigenous community in ASSC for our monthly potluck lunches, smudging the food and preparing a spirit plate offering is just one more example of embracing our Indigenous traditions. It is with tremendous hope, guidance from our elders, and intentional actions that the University of Winnipeg continues on the journey of supporting our Indigenous students, staff, and faculty as we work together to create a safe space and a sense of belonging here on our campus.

We are living in an era of reconciliation. The Truth and Reconciliation Commission of Canada's (TRC) final report and Calls to Action highlighted the need for understanding aspects of the Indigenous experience, understanding the spiritual dimensions of those experiences

and the associated ceremonies. Smudging is just one way to reaffirm a commitment to a shared responsibility to respond to the Calls to Action in tangible acts of reconciliation. This will continue to be a process of learning, embracing steps forward in our various educational bodies. Together we are training the next generation to becoming more than learners, but changemakers for a brighter tomorrow.

Thank you for reading this reflection on smudging and how this Indigenous practice acknowledges our traditions. Continue to encourage all students to recognize the power and life that connects all living things and our connections to the land. Continue to build towards greater understanding and intentionally choosing to honour the Indigenous people on this land that we share. Smudging is just one way to come alongside each other in this exciting time.

*Tanis McLeod Kolisnyk MA, BA, CMS, is the coordinator for the Aboriginal Student Services Centre at the University of Winnipeg. She is an Indigenous Metis woman, with roots in the Red River. She is also active in her Metis community and has been an employee at the University of Winnipeg for 20 years. Her degrees (MA Theology, BA Music, Certificate in Management Studies) are from UWinnipeg. ♦*



# The power of Holocaust education



A 2020 national survey, commissioned by Echoes & Reflections, a Holocaust education program, shows that Holocaust education in high school reflects gains not only in historical knowledge but also manifests in cultivating more empathetic, tolerant, and engaged students.

## Why teach about the Holocaust?

In recent years, there has been a significant spike in hate-fueled violence and rhetoric against different groups on both a national and global scale. Most recently, the Anti-Defamation League (ADL) released the results of a survey that found widespread belief in antisemitic conspiracy theories and tropes nearly doubled since 2019.

Additionally, there continues to be a rise in school-based antisemitic incidents, including the appropriation of swastikas, Nazi salutes, antisemitic jokes or taunts, and other displays of images from the Holocaust. This reality, coupled with the distancing memory of the Holocaust and the dwindling population of living survivors, makes it a critical time to teach the lessons of this history.

Through a thoughtful and sound study of the Holocaust, students gain the ability to understand the potential dangers and consequences of unchecked hate, and can grow into responsible citizens to recognize and prevent future acts of injustice. A 2020 national survey, commissioned by Echoes & Reflections, a Holocaust education program that is a partnership of ADL, USC Shoah Foundation, and Yad Vashem, shows that Holocaust education in high school reflects gains not only in historical knowledge but also manifests in cultivating more empathetic, tolerant, and engaged students.

Holocaust education supports students to develop the skills needed to examine the effects of stereotyping, indifference, and bigotry. Furthermore, a comprehensive examination of the Holocaust provides students with opportunities to make relevant and contemporary connections to confront the consequences of what can

happen when hate, antisemitism, and extreme prejudice thrive in society, and compel action by examining the role and responsibility of individuals in a democratic society and the cost of remaining silent in the face of bigotry and hate.

## How can educators teach about the Holocaust?

The Holocaust education program that commissioned the 2020 survey, Echoes & Reflections, is dedicated to supporting middle and high school educators across subject areas and counsellors to teach about the Holocaust with confidence and impact. Founded in 2005, Echoes & Reflections has become a trusted source in education, providing a range of professional development programs, content, and student-facing resources to support effective teaching—at no cost to educators.

Echoes & Reflections' pedagogically sound training and classroom-ready resources help teachers and counsellors introduce students to the complex themes of the Holocaust and to understand its lasting effect on the world. The content is interdisciplinary with resources that support subjects of history, social studies, language arts, the humanities, and more. The content is also carefully aligned with video history testimonies and personal stories from survivors, liberators, and other witnesses, and enriched with multimedia assets including primary and secondary sources like documents, artwork, poetry, diaries, and maps.

If you are interested in learning more about how Echoes & Reflections can support your educator community, please reach out to Jennifer Goss, program manager, at [jgoss@adl.org](mailto:jgoss@adl.org). ♦





# The importance of Holocaust education in Manitoba

Each year, the Jewish Heritage Centre of Western Canada welcomes thousands of students to our programs in our Holocaust Education Centre museum and other venues, and reach students and educators from all over the province with our online programs and resources.

Inset: The newly renovated Holocaust Education Centre had its grand opening on January 25, 2023.

BY BELLE JARNEWSKI, B.ED., MA

According to the 2016 Recommendations on Teaching and Learning about the Holocaust, Holocaust education provides students with the opportunity to understand some of the mechanisms and processes that lead to genocide and the choices people made

to accelerate, accept, or resist the process of persecution and murder, acknowledging that these choices were sometimes made under extreme circumstances. Holocaust education is relevant to contemporary questions such as refugee policy, the consequences

of human rights, and genocide prevention.

Each year, the Jewish Heritage Centre of Western Canada welcomes thousands of students to our programs in our Holocaust Education Centre museum and other venues, and reach students and educators



from all over the province with our online programs and resources.

Our newly renovated museum is unique in that all the artefacts were donated by Holocaust survivors who settled in Winnipeg, and the new exhibits and technology encourage interactive learning. As we see the sad day approaching when Holocaust survivors will no longer be among us, these important testimonies and precious photos, documents, and artefacts will preserve their crucial stories for generations to come.

Recent Canadian studies illustrate the disturbing lack of knowledge about the Holocaust. Certainly, in my experience here in Manitoba, there are teachers who are doing an excellent job and who are keen to attend the many professional

development sessions we have held over the years— often in partnership with the Province. However, far too often, if it is taught at all, the Holocaust is covered as a historical detail of the Second World War. Without making the connection between the history of religious and racial antisemitism to the Holocaust, we are doing our students as much of a disservice as we have done for so many years, by leaving out the history of racism, exclusion, and abuse that resulted in the genocide against the Indigenous peoples of Canada.

Canada is blessed with a diverse population; there are many students who are first-generation Canadians. In many cases, they have never heard of the Holocaust. Sadly, some have also learned antisemitism at home, due to an educational system in

the home country that taught anti-Jewish hate, Holocaust denial, and Holocaust distortion. The explosion of antisemitism in this country, as well as increasing hate toward racialized groups is frightening. Holocaust education will help students understand the norms and principles of human rights and will provide them with the tools to apply and uphold human rights for all. In turn, this will also benefit their families. We need not reinvent the wheel. Excellent resources and curricula already exist and are freely available.

*Belle Jarniewski, B.Ed., MA, is the executive director at the Jewish Heritage Centre of Western Canada. She is also a member of Canada's Delegation to the International Holocaust Remembrance Alliance (IHRA). ♦*



**Delcommunications Inc.**

**YOUR KEY TO ONLINE & PRINT PUBLISHING SUCCESS.**

**We offer outstanding creative and sales services:**

- E-newsletters
- Online directories • Websites
- Full print publications (including magazines, directories, newsletters)

**[www.delcommunications.com](http://www.delcommunications.com)**

# Creating safe(r) spaces for 2SLGBTQ+ students

BY DENE GUILLAS



Students today need our schools to be truly safe spaces for all. 2SLGBTQ+ students especially need to know that the place where they are supposed to be learning about the alphabet all the way up to algebra, is a place they belong. You could be the greatest teacher that ever existed, but if the student doesn't feel safe, is worrying about if their outfit today will get them made fun of, their pronouns will be ignored, or if they will be beat up again because of the washroom they use, you will not be able to teach them to their full potential.

Validation, affirmation, and awareness will go a long way in having not only 2SLGBTQ+ students thrive, but also those who have 2SLGBTQ+ families and 2SLGBTQ+ school staff, who will also benefit those outside of the Rainbow community. Teaching all students that we are all different and

that we should celebrate differences instead of creating separation, will only help them later on in life.

School staff having regular 2SLGBTQ+ workshops and education will allow them to feel they have the knowledge to engage in interrupting harmful language and behaviours. You don't need to be an expert on the 2SLGBTQ+ community to know when something is harmful and needs to stop.

Creating GSA's (Gender and Sexuality Alliances) in all schools, elementary as well, will show the students and families that your school values and respects all individuals. GSA's can be many things to many different schools, but to the students, it can mean the only safe place they have to be themselves.

Making sure your school has inclusive policies that will protect not only the

students, but also the staff who want education on 2SLGBTQ+ will create protection from bullying, harassment, and backlash from non-inclusive communities and families.

2SLGBTQ+ content can be woven throughout the school curriculum as well. In elementary school, we can start to introduce ourselves with and educate about pronouns. We can share books and stories about 2SLGBTQ+ characters. Educating about differences and celebrating all the different types of families will be extremely helpful. Middle and high school students can start to have 2SLGBTQ+ content added into their history classes. We can start to see math questions with more than just he/she pronouns used. In biology we can introduce Intersex folks and educate how the world is not binary.

2SLGBTQ+ students need to see themselves represented in the school to feel like they belong. Without that, our schools are not working as intended. They should be a safe place for education for all. Allowing 2SLGBTQ+ education, visibility, and affirmation does not affect the well being of those outside the Rainbow community, but it will definitely make a positive change in the lives of those within it.

*Dene Guillas (he/him) is a Two-Spirit, transgender father who works as the school equity and inclusion coordinator with the Rainbow Resource Centre in Winnipeg. ♦*

# ACCESS WAS THERE FOR ME

UM student Raven Bennett shares what the Access Program meant to her



"Among Indigenous education programs, the Access Program at the University of Manitoba stands apart. What makes Access unique is a holistic approach firmly rooted in the diversity of Indigenous cultural values, while welcoming a variety of marginalized students.

As an Indigenous student who struggled to navigate academic systems and experienced challenges different from my peers, finding a program that truly understood my needs was a challenge. It's thanks to the programming and staff at Access that I made it through my first year at the university, from mental health support to academic advising and applying for student loans and bursaries. The small class sizes made learning much less intimidating or overwhelming than other first year courses and allowed us to build relationships with our professors and our peers. The course material is inclusive of diverse voices and is designed to bridge educational gaps before first year students move into their chosen majors. As an Indigenous science student, seeing our voices reflected in the curriculum made learning feel more comfortable and meaningful.

Outside of the classroom, Access has provided a large gateway into community and cultural events. I have been able to reconnect with so many important elements of who I am as an Indigenous person through ceremonies and other activities, like beading groups and sharing circles. These events are a great way to meet other students, and even more importantly, as a healthy break from studying! Knowing I can speak with one of the Elders in Residence if I'm in need of guidance, whether spiritually or personally, is also a great comfort.

In larger universities it can be easy to feel like a drop in the ocean, but through every step of my journey I always felt like Access was there for me. As I move into my second year at the university and into the general stream, I know I'm not alone and have the ability to tap into the amazing resources that Access provides for its students."

Miigwetch,  
Raven Bennett, Access Student

**THE ACCESS PROGRAM** supports students on their journey to academic success. The program is designed for students who have experienced barriers to post-secondary education for economic, cultural, or geographic reasons. Students benefit from a holistic system of supports, including personal counselling, enhanced academic preparation, and spiritual guidance. Three streams provide program-specific academic resources for students pursuing a degree in the health sciences (HCAP and PHP), science and technology fields (STEM), and the liberal arts (UMAP).

The Access Program has been supporting stu-

dents for almost 50 years. Taking a holistic approach to promote academic excellence, the success of the program can be witnessed in the 600+ graduates populating every profession serving our communities. Today, these students exemplify Manitoba's finest who enrich our communities and serve as powerful role models for students following in their footsteps.

Students interested in the Access Program are encouraged to apply online by the annual May 1 deadline. Preference is given to Indigenous peoples (Status, Non-Status, Inuit and Métis), residents of Northern Manitoba, low-income earners, and newcomers.

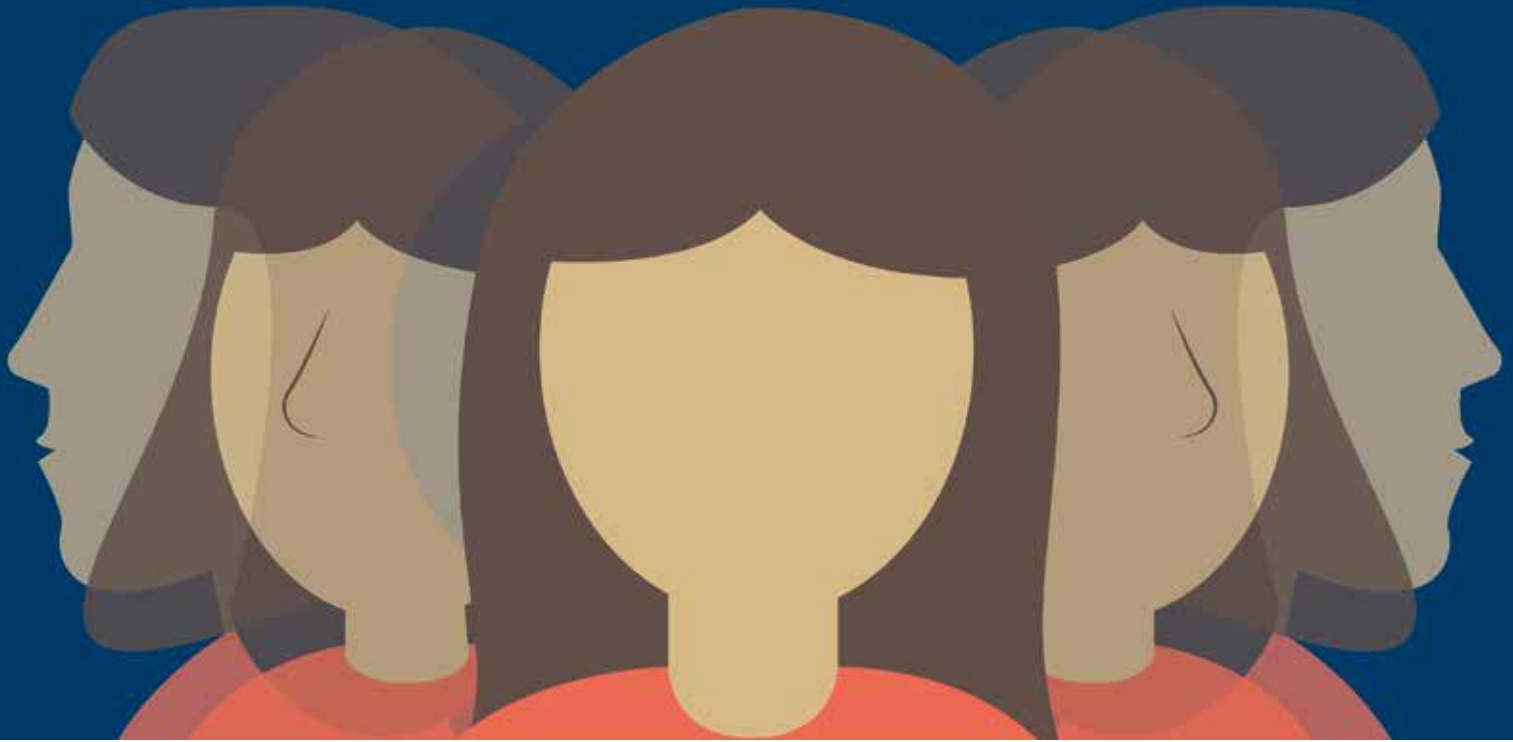


Access Program, Extended Education  
204-474-8000

Email: [accesssafp@umanitoba.ca](mailto:accesssafp@umanitoba.ca)  
Website: [UMextended.ca/access](http://UMextended.ca/access)

 **University  
of Manitoba** | Extended Education





# How to support students with ADHD

BY ELAINE CONRAD, MED, RP

Students with attention deficit hyperactivity disorder (ADHD) often have trouble paying attention and managing impulsive behaviour. This is why helping them succeed in school can be a tough task.

As a psychotherapist and teacher, here are a few of my favourite tips for supporting students with ADHD...

## Praise good behaviour

I spend every opportunity I can looking for the strengths in my students, because every student has them. Helping a student with ADHD find their passion and strength goes a long way toward building their self-esteem.

This can be as simple as recognizing that they have a great sense of humour, create amazing art, or show kindness to their younger siblings or other kids at school. Whatever it is, play to their strengths and let them know when they do well – they'll hear enough about the negatives. Be the person that motivates them by catching them doing something good!

## Help them stay organized and focused

Help motivate students with ADHD by teaching them to stay on task and get organized. For example, have

them create a list (with words or pictures) to help them remember what to put in their backpack in the morning. Or if they need to remember something important, get them to leave a sticky note somewhere they will be sure to see it.

Dry-erase checklists on a younger student's desk can also be helpful because they can erase tasks as they are completed. This will keep them on task throughout the day.

## Teach them how to manage large tasks

Students with ADHD are often intimidated by large tasks and therefore avoid working on them.

It can be helpful to use a chart/sticky note system to break the task into manageable steps, removing a note or crossing off each step as they complete it. They will be motivated by the sense of accomplishment this visual provides.

## Practice calm communication

ADHD can cause difficulties with managing and regulating emotions. One of the best ways to help is by giving the student feedback in the moment when they use an

inappropriate tone. For example, if they say, "I want lunch right now!" reframe it by saying, "I think what you mean is, 'I'm hungry. Is it almost time for lunch?'" Ask them to repeat it back to you. Remember, students sometimes need us to model how to regulate emotions.

If your student is having difficulty stating their feelings in a positive way, help them use the sandwich method:

- Positive (top crust)
- What they need or want (filling)
- Positive (bottom crust)

## Teach them how to calm down

Many students with ADHD want instant gratification and need help managing impulse control.

Teaching them skills like counting to 10, deep breathing, and the importance of taking space to deal with their

emotions, which will help keep them out of sticky situations. For older students, it might be helpful to create a pros/cons list when making difficult decisions.

If a negative impulsive behaviour has occurred, it can be a great teachable moment. Sit down with the student and non-judgmentally ask:

- Why did you make that choice?
- What were the consequences?
- What could you have done instead?

Navigating life with ADHD is possible. Taking the time to teach students how to manage their emotions and organize their lives can help improve their grades, their relationships, and their self-esteem. Finding and building upon their strengths helps create the confidence necessary to face the challenges caused by ADHD. ♦



*We Envision a World Where Everyone is Trauma-Informed*

**LIVE VIRTUAL WORKSHOP**

# Attention Deficit Hyperactivity Disorder

Strategies for Supporting

**| March 07, 2023**



To register, or for more information and topic, visit [www.ctrinstitute.com](http://www.ctrinstitute.com)



Student tries virtual reality activity at the Skills Canada National Competition.



Student participates in Try-A-Trade® and Technology Activity at the Skills Canada National Competition.

# The countdown is on for the 2023 Skills Canada National Competition (SCNC)!

## Check out SCNC 2023 on May 25 and 26 at the RBC Convention Centre in Winnipeg

The Skills Canada National Competition (SCNC) is an ideal way for tomorrow's workforce to discover new and exciting careers. The Skills Canada National Competition is the only national, multi-trade and technology competition for students and apprentices in the country. Each year, more than 550 competitors from all regions of Canada come to SCNC to participate in over 40 skilled trade and technology competitions.

At SCNC, thousands of students visit the competition floor and discover the exciting and rewarding careers that are available in the skilled trades and technologies through interactive Try-A-Trade and Technology activities, by visiting exhibitor booths, and engaging with industry professionals. Join us in #CreatingPossibilities for our country's youth. School registrations are open and bus subsidies are

available! Sign up your class at [www.scnc.skillscompetencescanada.com](http://www.scnc.skillscompetencescanada.com).

This year, Skills/Compétences Canada is bringing three new initiatives to SCNC.

First, we will be hosting a new Skills Symposium where industry, government, and education will have the opportunity to meet, exchange, and share knowledge. This year's theme is Embracing Adaptability: Navigating Change in the Skilled Trades and Technologies. Some of the topics that will be presented include engaging diverse communities, recruiting and retention, sustainability, and so much more!

Second, the new Skills Showcase featuring First Nations, Inuit, and Métis Skills will help Indigenous youth grow in confidence and celebrate their skills while exploring

various career opportunities in the skilled trades and technologies. It will focus on the intergenerational transfer of many traditional skills, and demonstrate the links between these skills and potential careers in the skilled trades and technologies.

And lastly, the new Empowering Women in Trades initiative will bring together industry partners to show young women the incredible careers that are available in the skilled trades.

Some of the highlights for SCNC 2023 include:

- Free event: open to the public and registered school visitors on competition days (May 25 and 26);
- Over 550 competitors participating in 45 competitions representing six sectors: Construction, Employment, Information Technology, Manufacturing & Engineering, Services, and Transportation;



- Over 50 Try-A-Trade® and Technology activities for visitors to learn and experience careers in the skilled trades and technologies;
- Approximately 10,000 student visitors;
- Skills for Success activities highlighting this year's theme: Adaptability;
- New Skills Showcase featuring First Nations, Inuit, and Métis skills;
- New Skills Symposium attended by national and provincial industry partners, labour, and government stakeholders and educators;
- New Empowering Women in Trades initiative highlighting opportunities in the skilled trades;
- Various initiatives targeted at underserved groups such as persons with disabilities, First Nations, Inuit, and Métis, new Canadians, women, and the 2SLGBTQIA+ communities;
- Exhibitor and industry professionals' booths;
- A high-energy Opening and Closing Ceremony that celebrates youth and excellence in skilled trade and technology occupations (May 24 and 27);
- Industry celebrity attendance and participation;

We hope that you will join us in Winnipeg, Man. for these impactful events. Stay tuned on our social media channels and check out our website at [www.skillscompetencescanada.com](http://www.skillscompetencescanada.com) throughout the year for more information on SCNC 2023 Winnipeg. #SCNC2023 ♦



Bricklayer teaches student about his trade at the Skills Canada National Competition.






Scan to register

## Skills Canada National Competition

**May 25 & 26, 2023**

**9 AM – 4 PM @ the RBC Convention Centre, Winnipeg**

**A fun and interactive event that your students will be talking about for weeks.**

**REGISTER HERE!**

**OR ON OUR WEBSITE**

**<https://www.skillscompetencescanada.com/en/event/skills-canada-national-competition-2023/>**

Manitoba





# From the lab, to Europe, to Mars – Unexpected journeys of discovery

Biology student Corey Sanderson (right) with supervisor Dr. Sanoji Wijenayake.

At The University of Winnipeg (UWinnipeg), students embark on journeys of discovery they would never have imagined prior to their studies. This is due to the combination of small class sizes, caring and accessible professors, and a close-knit community – all of which provide exciting opportunities that are often harder to find at larger institutions.

## From the lab...

Students benefit from the UWinnipeg's focus on real-world research opportunities at the undergraduate level. Biology major Corey Sanderson is one of 28 UWinnipeg students who received Natural Sciences and Engineering Research Council of Canada (NSERC) Undergraduate Student Research Awards in 2021 and 2022.

The NSERC Undergraduate Research Awards program supports

exceptional students who have projects in the fields of natural sciences and engineering, and encourages them to undertake graduate studies and consider a research career.

Under the mentorship of Dr. Sanoji Wijenayake, Sanderson's research on phosphorous deposits in streams could lead to new insights that will help improve the health of Indigenous communities.

"The one-on-one lab experience was the best part," Sanderson said. "I am a hands-on learner and had the opportunity to directly observe Dr. Wijenayake pilot the DNA extraction from the soil firsthand. She then supervised me with comments and will do so until I have built up enough skills and confidence to do the DNA extraction on my own without supervision."

## To Europe...

For Indigenous Studies students Charlene Moore and Farrah Murdock, their UWinnipeg journey took them to Vatican City in 2022. Moore and Murdock were part of the Indigenous delegation that travelled to receive Pope Francis' apology for the church's role in residential schools.

Moore's academic advisor, Dr. Jerry Fontaine, talked to former Assembly of First Nations (AFN) National Chief Phil Fontaine about bringing the two students on the trip. Because of their filmmaking experience, they were asked to film the trip for an upcoming AFN documentary about the visit.

"We ended up being the only documentary crew that was able to film in the Vatican, as we had such small cameras," Moore said. "So that was really incredible."



During their time in Rome and Vatican City, Moore and Murdock filmed the delegation going on tours and visits leading up to the meeting with Pope Francis.

"We were really lucky to be able to document what we did and meet who we met because there were some amazing leaders with incredible knowledge and experience," Moore said.

## To Mars...

Science student Nathalie Turenne never thought her UWinnipeg journey would take her to the surface of Mars.

In her second year as a student, Turenne, who's now a master's student, met Dr. Ed Cloutis and learned about his research lab, the Centre for Terrestrial and Planetary Exploration.

Her work in Dr. Cloutis' lab led to more opportunities, including being asked by NASA to help with calibration for the Mastcam-Z, an imaging instrument on the Mars Perseverance rover.

Turenne's work expanded into two roles with NASA's Perseverance rover: science payload uplink lead, where she chose rock targets and worked with engineers to uplink the activities, and campaign implementation lead, where she planned the rover's activities in advance.

"The biggest highlight for me so far has been being able to see images from Mars and seeing all the potential science that can be done," she said. "You can't explain the feeling of working on Mars and seeing those images."



Farrah Murdock (left) and Charlene Moore (right) were part of the Indigenous delegation that traveled to Rome and Vatican City for the Papal apology.

Learn more about exciting student experience, research, and innovation at The University of Winnipeg at [uwinnipeg.ca](http://uwinnipeg.ca). ♦

# Turn your dreams into reality.

Gain the experience and support you need to achieve your goals:

- › More interaction with your professors
- › A diverse and friendly community
- › Research opportunities at the undergraduate level

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



THE UNIVERSITY OF  
WINNIPEG



# In the driver's seat with Brittany Krahn (BSW/22)



Brittany Krahn got their Bachelor of Social Work from Booth UC in 2022.



Brittany Krahn and Ursula Ferreira (BSW/22).



Krahn is currently working as a counsellor at Klinik in Winnipeg after graduating from Booth UC.

With just two post-secondary institutions in the province offering a Bachelor of Social Work, Brittany Krahn was drawn to Booth UC for its flexibility and accessibility. Being a full-time single mom, working and trying to navigate the pandemic, Krahn was able to get their degree with their kids, ages two and three, at home.

"All of the staff and professors worked to make the program work for me and for my schedule," says Krahn. "I really appreciated that."

Living rurally was another potential barrier, yet the virtual and distance options truly put Krahn in the driver's seat as they became responsible for their own learning with as much support as they needed from Booth UC.

When chatting about other things Krahn appreciated about Booth UC, they pointed out the diversity of perspectives among the professors, as well as the good learning environment for social work students, and the secure

spaces for discussion and debate.

"Many of the professors made it safe for students to wrestle with some of the material, to have honest conversations, and to confront biases in open and nuanced ways."

The classroom also became one of the first places Krahn came out as genderqueer.

"A couple of my profs really honoured the process I was going through, they honoured my pronouns. I could show up as a queer student and feel safe and seen." Krahn also describes how in one class there were guest speakers who were trans and Two-Spirit. "Having that representation in the classroom setting was pretty formative," they conclude.

Krahn adds that their peers did a good job of showing up and really challenging each other as well. Booth UC's social work program is demanding and students go through hours of classes, practicum, and seminars together. "Professionally,

those connections are really helpful after you graduate and you're all working in the field."

Today, Krahn is putting those connections to use as a counsellor at Klinik in Winnipeg. They work with individuals and families who have been affected by domestic abuse, both those who are experiencing abuse and those who are trying to decrease abusive behaviour.

Krahn credits Booth UC with preparing them to work in a "profession of values". In fact, it is one of the many reasons Booth UC's social work program is highly regarded and sought after in Manitoba. To practice social work, individuals must align with a Code of Ethics and Scope of Practice.

"My professors did a really good job of challenging us in those 400-level classes, to confirm before we graduated that we really were applying the values of social work." ♦

**"My peers did a good job of showing up and really challenging each other."**



BOOTH  
UNIVERSITY  
COLLEGE

# Start Here

“I did.”

Johnson Boateng (BSW/04)  
Clinical Team Lead,  
Crisis Response Centre



# Students gain advantage with MITT's Career and Employment Services



MITT Career and Employment Services held its first Career Fair in November 2022. Its success led to similar industry-specific events later in the year.



During Career Month 2022, MITT's Career and Employment Services team caught up with alumni, delivering coffee and donuts to their workplaces. This included 2022 Rehabilitation Assistant graduate Stephanie Jones (left).

While technical skills are essential in every field, if you talk to any employer, you will find that strong employability skills make graduates stand out. MITT is one of few schools in Canada that has embedded career and employment education right into the curriculum of all post-secondary and adult learning programs, providing students with an extra advantage when applying for jobs after graduation.

MITT Career and Employment Services leads a proactive approach to career readiness through programs such as Work Skills Foundations and Bridging to Work, which are delivered alongside post-secondary programs and mandatory

for all students. Through these series, students learn key skills that prepare them for professionalism in the workplace and the job search process.

"It would be difficult to imagine that any school is providing as much guidance in this area as MITT's career team," noted Bev Stuart, vice-president, business and organizational development. "MITT is unique in that all students engage with Career and Employment Services as part of their core curriculum."

Providing career and employment education is just the first step. Celia Vielfaure, manager of career and employment services and domestic

recruitment, shared that connecting students with alumni and employers is another vital part of her team's role. Students hear directly from employers about what is needed in the workplace and build their network from the beginning of their program, ensuring MITT graduates are well-connected to the right job in their field or industry.

MITT hosts numerous events each year to connect industry with students, including industry-specific speed networking events, career fairs, industry-in-the-classroom events, and much more. Vielfaure's team also works closely with all student groups, particularly MITTpreneur and Women in Trades and Technology.





Members of the MITT Career and Employment Services team.

It isn't all group work, though. The career team also meets one-on-one with students and alumni to prepare them for the next step in their career journey. From interview preparation to job exploration, Career and Employment Services provides guidance to help students find success.

"We're also unique in that graduates can always access career support at MITT," said Vielfaure. "There is no time limit on how long our services are available. If you are an alumni, we're here for you."

Graduates continue to be able to access career-focused benefits like invitations to networking events and Work Connections emails that provide job postings directly to student and alumni inboxes. Current students see what graduates have

accomplished and receive motivation as they complete their studies.

"We love to hear about past students' successes and inspire current students by sharing their stories, either through social media or live presentations," Vielfaure says.

Innovation is critical when the workplace itself is rapidly evolving. The introduction of career fairs is one example of how MITT's Career and Employment Services department continually assesses and evaluates the services offered to students. Vielfaure notes that her team is constantly staying on top of trends and ensuring the programs and sessions they provide give students the latest information and opportunities.

With this eye for the future and continual innovation, it is no

surprise that numerous MITT staff are recognized nationally for their work in career development. This includes Bev Stuart, vice-president of business and organizational development, who serves as vice-president of the National Canadian Career Development Foundation, and Meghan Lavallee, director of career and student engagement, who serves as the vice-president of the Canadian Education and Research Institute for Counselling (CERIC). Vielfaure and her colleague David Driver are also well-known in the career development field and have been speakers at Connexus, amongst numerous other career-focused conferences.

Learn more about Career and Employment Services by visiting [MITT.ca/career-and-employment-services](http://MITT.ca/career-and-employment-services). ♦

# Two CMU alumni prove the value of creative veterinary care

BY MYLES TIESSEN



Canadian Mennonite University (CMU) graduates, Jana Klassen ('20) and Esther Derksen ('16), are two biology majors who now work in the veterinary care field, though each have distinctive experiences and perspectives from their time at CMU.

Klassen, now in her third year of studies at Western College of Veterinary Medicine in Saskatoon, has wanted to be a veterinarian for as long as she can remember.

Jana Klassen, now in her third year of studies at Western College of Veterinary Medicine in Saskatoon, graduated from CMU in 2020 with a major in biology.

Klassen came to CMU after a few years at University of Winnipeg and says the smaller class sizes and close relationships with professors at CMU helped her excel academically. She cites her CMU practicum placement at Winnipeg's Assiniboine Park Zoo as the most impactful aspect of attending CMU. The behind-the-scenes experience truly cemented her desire to become a veterinarian.

"It was really eye-opening working with a wide range of animals and how veterinary medicine works with some species," says Klassen. "You can't just go up to a bear and get its heart rate, that's just not going to happen. So, it is interesting to see the creativity that comes with providing veterinary care."

Between taking veterinary records during necropsy (animal autopsy) and assisting in the general health care of the animals, Klassen says the behind-the-scenes experience truly cemented her desire to become a veterinarian.

"I want to be a veterinarian because I want the opportunity to advance medicine using the unique lens animals have to offer," she says.

Esther Derksen, a regional veterinarian for the Province of Newfoundland, says her time at CMU gave her a perspective on veterinary care that she would never have expected. Derksen says that because of CMU's interdisciplinary focus, she found as much value in her philosophy and environmental studies courses as she did in her biology courses.

"[As a veterinarian] I'm not just doing the biology. I'm not just giving the medicine. I'm thinking about a variety



of things as I'm fixing a cow. I'm thinking about what that means to the dairy, what that means for the dairy production in the province, [and] about sustainable food systems," says Derksen. "It turns into a much bigger thing rather than just about a sick cow."

Derksen says her advice for any student considering a career as a veterinarian is to take full advantage of other courses beyond science that are available.

"Having the awareness and ability to think more conceptually about things and not just what I can hold in my hands or what I can look at through a microscope is incredibly valuable. The classes more concerned with how people think and how people relate give you a strong foundation [as a vet]."

Associate Professor of Biology at CMU John Brubacher says that way of thinking is fundamental to scientific application.

"People working in scientific careers (as in any other career) need to be able to explain what they're doing and why it matters—to other scientists, to the people they're serving, or to a broader public," says Brubacher. ♦



Esther Derksen, a regional veterinarian for the Province of Newfoundland, says her time at CMU gave her a perspective on veterinary care that she would never have expected.

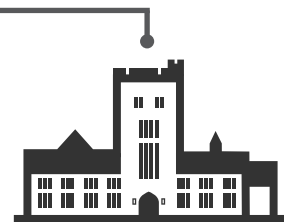
**CMU** | CANADIAN MENNONITE UNIVERSITY



## Where learning and career connect

### Small university Big opportunities

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





# Closing the tech talent gap

## Robertson College's tech micro-courses and diploma programs aim to fill a growing gap across Canada



Robertson offers six technology programs in high-demand fields.

Ever-evolving technology, a greater need for IT infrastructure to support a hybrid or virtual workforce, and a general shortage of skilled labour are just some of the factors that are exacerbating the tech talent gap in Canada. Although this shortage often focuses on the lack of developers, organizations are actually challenged to hire across the entire IT sector, from networking and security to database, cloud, and automation.

With 104,000 jobs added to the Canadian economy and unemployment falling to five per cent in December, the Canadian labour market is showing no signs of a

slowdown. The Canadian Information and Communications Technology (ICT) sector is expected to grow in 2023, and according to a recent study conducted by LinkedIn<sup>1</sup>, jobs related to e-commerce, online infrastructure and cybersecurity are among the highest in demand in Canada for 2023.

This outlook applies to Manitoba as well. In this province, ICT-based businesses have employed over 90,600 since 2021, and in 2020, the ICT sector contributed over \$1.8 billion to Manitoba's GDP<sup>2</sup>. Tech Manitoba predicts another 1,220 tech jobs will be added in Manitoba by 2025<sup>3</sup>. However, it is also estimated

that nearly 200 of these ICT jobs will go unfilled due to the ongoing skills gap in the province. And whether this gap is amplified by the rise in virtual roles or the reshaping of employee experience—there is no doubt there is a significant opportunity to find a meaningful career in the technology sector.

As a private career college, Robertson College is well-positioned to respond to the changing needs of the labour market, providing in-demand programs designed to help learners find meaningful careers in their fields of interest while helping fuel the province's workforce and

talent pipelines. Robertson offers six technology programs in high-demand fields. These programs are industry-reviewed and often include vouchers for challenging industry certifications, allowing learners to be well prepared for work in the IT field.

- Computer Support Technician (six months)
- Cyber & Cloud Security (11 months)
- Data Analyst (12 months)
- Full Stack Web Developer (nine months)
- Network Security Technician (12 months)
- Software Tester (11 months)

Instruction is delivered online via Brightspace, Robertson's online learning platform where students have 24/7 remote access to course materials and can join in on weekly synchronous sessions with their instructors for discussions and examinations into real-world applications of topics covered in their courses.

Students also have lifetime access to the Workforce Solutions team — a national team of advisors with diverse coaching backgrounds and industry knowledge that provide students with one-on-one guidance to help them find rewarding career opportunities. Other career-related services provided by the Workforce team include resume and cover letter editing, interview preparation, and online job search strategy.

In addition to the tech diploma programs, Robertson offers 13 tech-specific skills-based micro-courses. These micro courses range from 10 to 150 hours and learners can take courses on their own schedules, based on the skills they want to develop. From experienced

professionals to new grads, micro courses are suitable for anyone who is interested in picking up a new skill quickly. Some courses are even free!

For more information on these programs, visit our website at [robertsoncollege.com/school-of-technology](http://robertsoncollege.com/school-of-technology). Robertson also offers programs in Business, Health, and Community Services. For a complete list of programs, visit

[robertsoncollege.com/diploma-programs](http://robertsoncollege.com/diploma-programs) or request a Student Viewbook by emailing [marketing@robertsoncollege.com](mailto:marketing@robertsoncollege.com). ♦

## Sources:

- 1 LinkedIn, LinkedIn Jobs on the Rise 2023: The 20 Canadian roles that are growing in demand.
- 2 Tech Manitoba, Labour Markets Report.
- 3 Tech Manitoba, Report to the Community 2020 / 2021.



## When 1/3 of your life is spent at work, finding a meaningful career is key.

At Robertson, we complement our students' theoretical learning with opportunities for practical real-world application so that our students are well-positioned to meet the changing needs of the Canadian workforce.

DIPLOMAS • CERTIFICATES • MICRO-CREDENTIALS

Email: [admissions@robertsoncollege.ca](mailto:admissions@robertsoncollege.ca)  
Toll Free: (877) 880-8789



# Earn your business degree at Providence University College

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 Buller School of Business offers an education balanced in both theory and practical business applications. Classroom lectures are fortified with discussions on business ethics and the Christian faith. A sample of courses are: Entrepreneurship, International Business, Studies in Leadership, Commercial Law, Corporate Finance, and Consumer Behaviour.

Overseen by Dr. David Iremadze, our School of Business provides a hands-on experience through student-developed small business initiatives and local co-op placements.

"I am honoured to have a leadership role as dean of the Buller School of Business," says Dr. Iremadze. "In growing our academic business program, we now offer both three-year and four-year majors."

In 2016, we built new business facilities on our Otterburne campus, and offer modern lecture rooms and classroom technology. 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.



Providence University College's Buller School of Business offers an education balanced in both theory and practical business applications.



In 2016, Providence built new business facilities on our Otterburne campus, and offer modern lecture rooms and classroom technology.





Since 1925, Providence has graduated more than 10,000 students.

Since 1925, Providence has graduated more than 10,000 students. We have distinguished alumni who serve in business, health care, and non-profits in Canada and around the world. Business graduates typically build careers in accounting, administration, business management, marketing, agri-business, program coordination, and as entrepreneurs.

## Business offerings at Providence University College

- Four-year Bachelor of Business Administration
- Four-year Bachelor of Arts in Business
- Three-year Bachelor of Arts in Business
- Two-year Associate of Arts in Business Administration

*\*You can choose co-op, major, double major, and/or minor options within your program.*

Your story starts here. Study at Providence and become a leader in the business world! Learn more at [prov.ca](http://prov.ca). ♦



# WHAT ARE YOU DOING NEXT YEAR?



PROVIDENCE

Prov.ca/**Apply**

*“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

# Access Program

DISCOVER THE PATH BETWEEN YOU AND YOUR DREAMS

## The Access Program includes two paths:

The University of Manitoba Access Program (UMAP) supports students in degree and diploma programs at UM. It is available to all Manitoba residents, with preference given to Indigenous people, residents of Northern Manitoba, low income earners, and newcomers.

The Health Careers Access Program (HCAP) supports Indigenous (Status, Non-Status, Métis, Inuit students) for entry to health-related professions such as Medicine, Dentistry, Dental Hygiene, Pharmacy, Rehabilitation Sciences, Nursing and Midwifery Program. Students must be residents of Manitoba.

## Access students receive:

- Academic Advising
- Personal Counselling
- Full-time Indigenous Unkan (Grandfather)
- Student Aid Advisor
- Smaller Classes
- Learning Labs
- Tutoring Hours Included
- Connection to the Indigenous Community

To learn more, visit [umextended.ca/access](http://umextended.ca/access)  
or call **204-474-8000**



University  
of Manitoba

Extended Education

[f](#) [@](#) [t](#) [in](#) [v](#) #ACCESSUM