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Message from the president of the MSCA

NATASHIA HERRING



Hello everyone! While we are well into our present school year and doing what we do best – supporting our students and navigating our way through the many demands of our roles – I would just like to take a moment to recognize all the hard work that you have done and continue to do day-to-day in your schools and communities.

Thank you to those who joined us in October for our MTS PD day at the Leaf, we greatly appreciate the time spent learning together and for your support. If you haven't already had a chance, please check out our Instagram page at @manitobacounsellors where you can connect with others and learn about our upcoming PD opportunities, we would love to see you there!

This year, School Counselling Week with the CCPA took place on February 3-7, 2025. Check out this link for further information, www.ccpa-accp.ca/chapters/school-counsellors-chapter/.

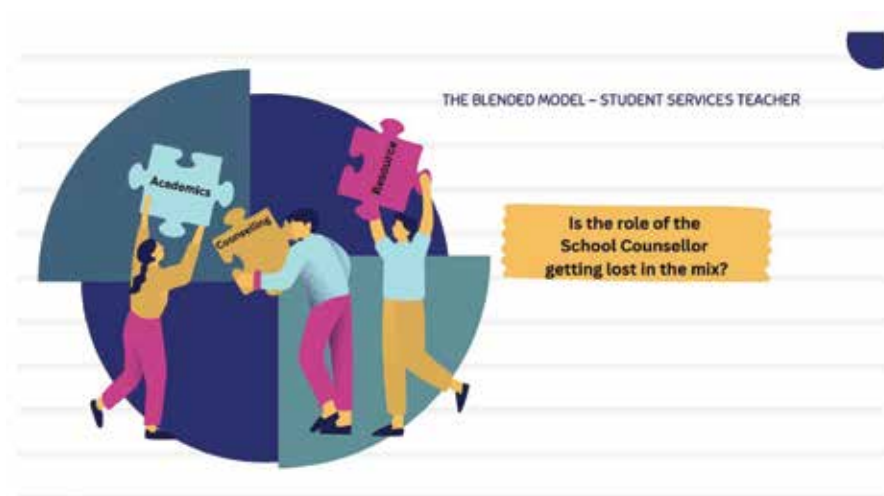
Lastly, we are always looking for folks to get involved with MSCA, if you are interested, please reach out at msca.president.mb@gmail.com.

Take care everyone and all the best as we continue the 2024/2025 school year. ●

Blended roles

Is the role of the counsellor getting lost in the mix?

BY THE MANITOBA SCHOOL COUNSELLORS' ASSOCIATION



Over the years, Manitoba school divisions have changed the roles of student services staff, impacting the role of school counsellors and special educators. Some divisions continue to place value on specialized roles, while others have blended them into a dual role called “student services teacher”, to make supports more comprehensive while maintaining the “whole child” holistic approach, supporting all needs. However, all needs are now tasked to one support teacher to recognize and case manage. The concerns in the counselling community include, but are not limited to: 1) Certification and qualifications; 2) The ethics of dual roles; and 3) Case management.

Certifications and qualifications

School counsellors and special educators are specially trained and certified to perform their roles effectively. Though roles overlap,

there are key differences. Special educators provide interventions, adaptations, and modifications for academic, neurodevelopmental, cognitive, physical, and sensory needs. School counsellors provide interventions and programming to support mental health needs (anxiety, depression, grief, loss, abuse, divorce, eating concerns, body image, self harm, phobias, friendships conflict, etc.). The dual role places all of this into one.

The ethics of dual roles

The dual roles present ethical challenges for students who need supports from multiple specialists. Firstly, educators often aren't certified in both specializations; therefore lacking training. Secondly, there are provincial guidelines for both specialists to follow. Counsellors have ethical standards of practice, outlined in the counselling sourcebook, which

provides guidelines, boundaries, and legal responsibilities for mental health support, which can cause harm if not adhered to.

Case management

Case management is a challenge with dual roles. Firstly, switching between roles to respond to student needs isn't always timely. If the teacher is occupied daily with academic programming and supports for multiple students, this does not leave sufficient time for mental health programming or supports. Secondly, effective case management relies on having the knowledge to recognize needs, organize data, and implement appropriate supports. Without it, student needs go unrecognized/unmet, or student services teachers work beyond capacity, having negative effects.

Thoughts from Manitoba school counsellors

Below are thoughts from counsellors regarding blended roles:

- “It is not as effective as having a designated guidance counsellor.”
- “Mental health ends up taking the back seat to resource supports.”
- “I am not a trained counsellor, it is out of my area of expertise.”
- “I wish we had more counselling

positions...I don't have time to provide counselling as a classroom teacher."

- "I feel like my skills are not being used and I am constantly being thrown into dangerous situations that I have no training for..."
- "The blended roles don't work; workload is too much for teachers to focus on their specialty."
- "It destroys guidance, many folks in these roles are resource and have no training in guidance, my time is tied up in literacy and I can't get to students who NEED support."
- "Blending the role of the counsellor diminishes the certification we have. Our certification is more extensive because it includes a practicum. To say that anyone can counsel students is demeaning of the importance of the knowledge, skills, education, and work that the counsellor does."

Conclusion

While counselling and special education are complementary, blending the roles has impacted teachers and students. The holistic "whole child" approach did not mean that we should amalgamate the role of support to one person, it means we look at all of the individuals' needs and come together to support. We still need counsellors, because while we may feel we can do anything, we can not do everything. ●



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Transforming education

How Winnipeg schools are embracing Big Picture Learning to empower students

BY SHAYNA WIWIERSKI



Some key design principles of Big Picture Learning include advisory groups, personalized learning plans, project-based learning, and the ability for students to “learn through interests” in community settings.

Two Winnipeg high schools are reimagining what education can look like for their students.

For years, both Children of the Earth High School and Argyle Alternative High School have served young people from diverse backgrounds that traditional learning environments have struggled to serve. As a result, both schools recently embarked on a new journey, joining the Big Picture Learning network, a student-centered

approach that emphasizes real-world learning, personal interests, and community connections.

While each school’s context is unique, the adoption of Big Picture Learning design principles has allowed them to create a more individualized and dynamic experience for students. By reshaping the way teachers interact with students, these schools are not only fostering academic growth but also combining a strong sense of

community and engagement among students, something that’s often missing in traditional high schools.

Argyle Alternative High School, located in Winnipeg’s South Point Douglas area, has around 140 students in Grades 10 to 12. It serves students from all across the Winnipeg School Division and many of these students have already faced challenges in larger, traditional high schools. Whether due to academic struggles, social issues, or personal hardships, Argyle provides a safe, nurturing environment where students can thrive.

“This is our first year being a Big Picture Learning school,” says Keith Bousquet, principal at Argyle Alternative High School. “At the start of this year, we kind of just flipped our school upside down and changed what people would know as a traditional kind of high school... The learning happens mostly through project-based learning, which are interdisciplinary or cross-curricular projects.”

Similarly, at Children of the Earth, a school in Winnipeg’s north end, with deep roots in Indigenous culture and language, the transition to Big Picture Learning has seamlessly aligned with the school’s mission and values.

Principal Jen Donachuk explains that the school's community is primarily made up of Indigenous students, and the school has always focused on integrating culture and language. With the adoption of Big Picture Learning, however, they've been able to further customize their curriculum to suit the needs and interests of each student, in addition to offering cultural education.

"We have a focus on Indigenous culture and language, and the Big Picture Learning model allows us to bring that focus into our curriculum while still maintaining rigorous academic standards," Donachuk says, adding that students have the flexibility to engage in project-based learning that reflects their personal interests.

Both schools have implemented key design principles of Big Picture Learning, which include advisory groups, personalized learning plans, project-based learning, and the ability for students to "learn through interests" in community settings.

At Argyle, each student is assigned to an advisory group—a small, close-knit cohort led by a teacher who serves as an academic advisor and mentor. These advisories work together on interdisciplinary, project-based learning initiatives, often in collaboration with community partners. In essence, the classroom becomes more fluid, with students spending a significant amount of time working on projects that span different subjects rather than attending standalone classes.

Every student has an individual



The adoption of Big Picture Learning design principles has allowed schools to create a more individualized and dynamic experience for students.

learning plan, which outlines the credits they need to graduate, and the school works with them to ensure that those credits are earned through meaningful projects.

"At my school, we have every Wednesday our 'Leaving to Learn' day, or individual internship days. We acknowledge that learning happens everywhere," says Bousquet. "The community is our school, so it's not just learning that happens in the four walls of a classroom. Advisors plan Leaving to Learn opportunities where we would go out into the community and they would have a learning experience and then they would bring it back in here and either connect it with some of the work that they were doing, or expose them to something that exists to try and spark some of those interests. That's the goal."

At Children of the Earth, the approach includes a focus on culturally relevant programming. Donachuk's team has

also transitioned their students into advisory groups, with each advisor supporting a group of students through a two-year cycle, ensuring continuity, and building stronger relationships between teachers, students, and families.

She says that they are seeing a lot of excitement from their students because they get to focus on things that matter to them.

"There is quite high levels of engagement and the kids are excited about their learning, you can see it," says Donachuk. "They talk about learning with excitement because they get to follow their interests and work with their hands. There are some kids that spend time in our sewing lab and they're sewing ceremonial clothing that they can wear either here in the building or out on their own in ceremonies in their own circles. The kids are really happy to have the opportunity to follow their interests."

While these two schools are leading the charge in transforming high school education, another Winnipeg School Division institution, the Adolescent Parent Centre (APC), is also beginning to adopt elements of the Big Picture Learning model.

APC supports young parents up to the age of 21 who are working to complete their high school diploma, often while caring for young children. According to Ainslie Loria, the school's vice-principal, the centre is in the early stages of incorporating Big Picture Learning's design principles into their programs.

"We're working on implementing an advisory structure which provides a homeroom for students where they can develop strong relationships with a minimum of one adult in the building," Loria explains. "We're also working on project-based learning, so students are right now in the process of wrapping up their first projects, which are due at the end of January. Based on their interest, each student identified something that they wanted to work on as an independent project."

Loria adds that while the students at APC face different challenges, the Big Picture approach provides an opportunity for them to develop skills and competencies that can be transferred into real-world situations.

"The biggest benefit for the students will be to see how what they do at school can connect to what their lives are outside of school. Our goal is to help them develop the skills and confidence to navigate new situations and environments," Loria says. "One of the things that we will be working

towards implementing next year will be internships where students can go out into the community and learn within a business or a service provider."

The centre is already planning service-based learning projects, such as partnering with Manitoba Harvest, a local food security organization. The students will volunteer at Manitoba Harvest, gaining practical work experience while also contributing to their community.

Loria emphasizes that these opportunities not only enrich students' lives, but also provide them with tangible skills to take into the workforce.

"It gives students something they can put on their resume in terms of volunteering, and it helps them see that when they're done school, they can go into the world of work or continue their education in college or university."

While Children of the Earth, Argyle, and the APC are each at different stages of implementing Big Picture Learning, they share a common vision for their students: one of empowerment, engagement, and opportunity. Whether it's through project-based learning, strong advisory relationships, or exposure to the world of work, these schools are building environments where students are encouraged to take ownership of their education, pursue their interests, and create pathways to success beyond graduation.

Both Donachuk and Bousquet agree that the key to this transformation lies in building meaningful relationships

with students. By breaking away from the rigid structures of traditional schooling, these schools are creating environments where students feel seen, heard, and valued.

For Donachuk, the move to Big Picture Learning is about more than just academic success. It's about creating a holistic experience where students' identities, cultures, and passions are nurtured alongside their academic growth. She says that when kids are allowed to take ownership of their learning, they start to see school as something they can shape, rather than something they have to endure.

Bousquet echoes this sentiment, noting that at Argyle, the focus is on building trust with students and helping them understand that their learning is about more than just passing exams.

"The students really get a grasp on what this is about. It's about them and their interests and passions. There's a spark that comes from them and because they are so used to being in high school, we have students that have gone through the traditional system for nine, 10, even some 11 years already. It's about breaking habits for them too because some of them are really used to that model of compliance," says Bousquet. "Now we are saying, 'hey, this is about you, what are you interested in? Let's explore your passions'. It takes them a while to get there, but when they get there and they realize this is something that they can take and run with, that they have that relationship with their advisor, it's a pretty cool thing to see happen." ●

Why become a member of CCPA? An insight!



BY CHARULATA GUPTA, M.SC., M.ED., CCC

My name is Charulata Gupta, and I have been a member of the Canadian Counselling and Psychotherapy Association (CCPA) and a Canadian Certified Counsellor (CCC) for over 10 years. Currently, I am the president of the CCPA, Manitoba Chapter, and a psychotherapist practicing in Winnipeg.

The CCPA plays a fundamental role in shaping the counselling and psychotherapy profession across Canada. Becoming a member of CCPA brings numerous advantages. As a member, I get email notifications about workshops, conferences, and webinars that are designed to expand knowledge, develop new skills, and helps me to stay up-to-date with the latest trends and research in the counselling and psychotherapy field. Whether it is attending the national conference or the Manitoba Chapter's board meetings, I am able to network and collaborate with other counsellors and psychotherapists, and advocate for the counselling and psychotherapy profession in Canada.

I started volunteering with the CCPA, Manitoba Chapter as a Networking Committee member. From there, I became a Continuing Education Committee member, then president-elect, and finally, here I am, as president. This journey has given me the opportunity to not only enhance my professional standing and skills, but also to support the Manitoba Chapter members, advocate for the counselling and psychotherapy profession, and increase awareness about the importance of mental health care. Another benefit is that I can apply to get Continuing Education

Credits (CECs) for attending meetings and committee work. The time commitment for preparation, committee work, and supporting members in my region is just two to six hours/month and most of the meetings are held virtually.

CCPA members also have access to a wide array of resources, including journals, research publications, and online tools that can enhance the practice and support professional growth. As a CCPA member, I also have access to liability insurance which is very affordable and is tailored to the needs of the counsellors and psychotherapists, and I also get legal support when needed.

Having a CCC designation shows that I meet the national standards for knowledge, skills, and ethical practices along with continued education and professional development. As a psychotherapist with a CCC, I am considered a credible professional in the eyes of clients, employers, and colleagues, allowing me to improve client satisfaction and retention.

In conclusion, being a member of the CCPA has enriched my professional journey by providing a wealth of resources, a supportive community, opportunities for growth, and a platform to advocate for the future of the counselling and psychotherapy profession. Whether you're looking to enhance your skills, connect with peers, or gain credibility, CCPA membership offers invaluable benefits that can help support your success as a counsellor or a psychotherapist. ●

CCPA members also have access to a wide array of resources, including journals, research publications, and online tools that can enhance the practice and support professional growth.



URBAN CIRCLE TRAINING CENTRE

Empowering futures through education and culture



Urban Circle Training Centre stands as a beacon of hope and transformation in Winnipeg's north end. Since 1991, we have been devoted to providing Indigenous adults with culturally relevant, certified education programs designed to meet labour market demands. Our mission – growing a financial community in Winnipeg's north end – is more than words, it's a commitment to creating lasting change for First Nations, Métis, and Inuit individuals and their families.

At Urban Circle, education is about more than academics—it's about fostering belonging, community, and personal growth. Our programs combine Indigenous cultural teachings with practical, job-focused training, empowering students to succeed in all aspects of life.

Transformative education programs

Urban Circle offers a variety of certified programs, including the Adult Education & Employment Program (AEEP), the Family Support Worker Program (FSW), the Educational Assistant Program (EA), and the Health Care Aide/Unit Clerk Dual-Certificate Program (HCAUC). In January 2025, we will proudly launch our new Early Childhood Education (ECE) Diploma Program, designed to meet the urgent need for ECE professionals in Winnipeg.

These programs are more than just career pathways—they are opportunities for transformation. One graduate shared, "Urban Circle gave me more than an education—it gave me confidence and a sense of purpose. I feel ready to take on the world." This sentiment is echoed by many who walk through our doors, illustrating the profound impact of our holistic approach.

A supportive, holistic environment

The heart of Urban Circle lies in our commitment to holistic education. Every program is rooted in Indigenous teachings, emphasizing the balance between the physical, spiritual, mental, and emotional. Life skills courses are integrated into the curriculum, giving students personal and professional tools to navigate challenges and embrace opportunities.

Our support systems are unmatched. From Elder guidance and traditional ceremonies to peer encouragement, students feel part of a nurturing community. One student described their experience, “The cultural teachings helped me reconnect with my roots. I’ve grown not only as a professional, but as a person.”

Additionally, we understand the challenges many of our students face, especially parents balancing education with family responsibilities. Our partnership with Makoonsag Intergenerational Children’s Centre, located next door, provides accessible childcare.

“Having childcare available while I studied changed everything,” shared another graduate. “I could focus on my education knowing my child was in good hands.”

“Urban Circle gave me more than an education—it gave me confidence and a sense of purpose.”
— Graduate

Building bridges with industry

Urban Circle’s success is built on collaboration. Our close partnerships with Red River Polytechnic, Seven Oaks School Division, the Centre for Aboriginal Human Resources Development (CAHRD), the Government of Manitoba, and Employer Advisory Councils ensure that our programs align with industry needs. Employers contribute by participating in panels, mock interviews, and career fairs, preparing students for the workforce and opening doors to employment opportunities.

These collaborations amplify the real-world relevance of our training. One graduate reflected, “The support I received from staff and my peers kept me going. I’ll always be grateful for the opportunities Urban Circle created for me.”

Real-world preparation for career success

At Urban Circle, we ensure our students are not only educated but also fully prepared to step into the workforce with confidence. All of our programs integrate hands-on training and real-world experience through practicums, internships, and community placements. These experiences allow students to apply their skills in professional environments, build valuable connections, and gain insight into their chosen fields.

We take pride in connecting our students with leading employers and organizations that share our commitment to fostering Indigenous talent. Our partnerships open doors to opportunities that inspire and motivate our learners. One student reflected, “My practicum placement was life-changing. I gained practical experience and was offered a full-time position before I even graduated.”

This emphasis on career readiness ensures our graduates are well-equipped to succeed in competitive job markets while contributing meaningfully to their communities.

“The real-world training I received gave me a huge advantage when I entered the workforce. I felt confident and prepared,” shared another alumnus.

Pathways to lifelong learning and success

Urban Circle is not just the final destination for many students—it’s a powerful stepping stone toward further education and lifelong success. Equipped with the foundational skills, confidence, and cultural grounding they gain here, many of our graduates pursue higher education at universities and colleges across Canada. Whether earning advanced degrees or engaging in specialized training, they bring the values and determination nurtured at Urban Circle into every new endeavour.

One graduate reflected, “Urban Circle was my first step toward university. It gave me the tools I needed to thrive in post-secondary education and beyond.” These stories of continued learning and achievement demonstrate the strength of our programs in preparing students for academic rigor while maintaining a connection to their cultural roots.

Our graduates thrive in diverse fields, becoming leaders, advocates, and role models in their communities. Their journey often begins with the holistic support and encouragement they find within our programs. By empowering students to see their potential, we inspire them to pursue dreams they once thought impossible, creating a ripple effect of positive change for themselves and their families.

At Urban Circle, we celebrate every achievement, big or small, knowing each step forward represents progress for the individual and the community.

Inspiring stories, lasting impact

Urban Circle’s graduates are more than statistics—they are stories of resilience, determination, and success. Over the years, thousands of students have left our classrooms and stepped into rewarding careers, becoming role models in their communities.

One graduate put it beautifully, “Urban Circle showed me that my dreams were possible. I’m

proud to be a role model for my children and my community.” Their stories inspire us to continue our work, proving that education paired with cultural teachings can transform lives.

Looking ahead

As we move forward, Urban Circle remains committed to its mission. With the upcoming Early Childhood Education Diploma Program and ongoing support for our existing initiatives, we are determined to build a stronger, more resilient community.

At Urban Circle, education is a path to empowerment. Through culturally relevant programs, community support, and holistic teaching, we are transforming lives—one student, one family, and one future at a time.

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Urban Circle Training Centre
“A learning center that makes a difference!”



Dreaming Us Forward: Co-creating Belonging Through the Healing Arts

BY DARCI ADAM, WHEAT INSTITUTE; TERRI ROBERTON, OEATA;
TAMMY REYNOLDS, CATA; STEPHANIE SCOTT, WHEAT INSTITUTE



We all yearn to belong. How do we dream together right conditions for welcome, acceptance, and inclusion, at a time of increasing polarization, when we have not yet resolved socially normalized exclusion, animosity, and even hatred?

Join us to unpack new visions and possibilities at Dreaming Us Forward: Co-creating Belonging Through the Healing Arts, September 25-27, 2025, at the Fort Garry Hotel in Winnipeg. This is the first shared conference with the Canadian Art Therapy Association and the Ontario Expressive Arts Therapy Association, hosted by the WHEAT Institute. Through our conference offerings, we will build a sense of community, responsibility, and action on the five key conference themes: Decolonize, Amplify Indigenous, Welcome, Sustain, and Unite.

At this meeting place of the Red and Assiniboine Rivers, we will gather and network across creative arts therapy disciplines to cross-pollinate and grow an understanding of our work as key to personal and social transformation. We will amplify awareness of artists as community leaders and healers ready to support, challenge, and transform a world facing social and natural crises.



The Indigenous Roots of Expressive Arts Therapy IEATA/WHEAT conference in 2017 on Treaty 1 Territory, Winnipeg, Man.



Thompson Highway, playwright, novelist, children's author and musician, and Darci Adam, founder and director of the WHEAT Institute at the IEATA Conference 2017 in Winnipeg.

We anticipate a diverse array of participants from the creative and expressive arts therapies, education, and various social service organizations. A registration of upwards of 300 people from across Canada and the U.S. is expected. Attendees will experience four interactive keynote sessions, an exciting selection of workshops, and a one-day pre-conference outing to the Métis community of St. Laurent, Man., which will feature a traditional Métis pickerel lunch, a jigging lesson to the fiddle tunes of the Gaudry Boys, and an art therapy experience facilitated by two Métis and Indigenous facilitators.

As for fun, we'll dance the night away to the Mardi Gras sounds of the Dirty Catfish Brass Band on Friday evening

and celebrate Nuit Blanche with the City of Winnipeg in its most expansive and unique, outdoor art party of the year. You can also drop in to the Canadian Museum for Human Rights next door at The Forks or head down the street to the Winnipeg Art Gallery WAG-Qaumajuq, home to the largest collection of contemporary Inuit art in the world.

The call for helpers at this time is great. Let us be guided to find our way together through acts of reconciliation and restitution. Let us acknowledge historical wrongs and build into the future, co-creating conditions for a warm and welcoming sense of belonging for all, steering our trajectory with the guard rails of sustainability as we decolonize, amplify Indigenous, and welcome

newcomers. Every dream holds the seeds of manifestation within it, and there is no more important time than now to actively engage in imagining and creating our collective future. We need all voices in what the future can look like.

Join us for ideas, inspiration, new friends, and a strengthened sense of community. We'll launch each morning with an inspiring dance lesson and have many opportunities to create, celebrate, and learn through the arts.

Belonging takes a village; let's unite. You won't want to miss it!

For more information, please reach out to Darci at info@wheatinstitute.com for further details. ●



Beyond the spotlight

The hidden pain of parasocial grief

BY AVERY KASH, SCHOOL COUNSELLOR

The sudden death of former One Direction band member Liam Payne shocked fans worldwide. His death exposed the profound and often misunderstood grief associated with parasocial relationships. Payne's passing was not just the loss of a celebrity, it represented a deeper emotional wound for millions who grew up with his music and presence shaping their formative years.

This article explores the complexities of grieving public figures in the digital age, focusing on parasocial relationships, the ambiguous and disenfranchised grief many young fans are navigating, and how mental health professionals can support this grief.

Payne died in October 2024 after reportedly falling from a hotel

balcony in Buenos Aires. Sparse details surrounding his death left fans grasping for fragments of information. Outlets like TMZ further exacerbated their pain by publishing invasive images online. Reports hinted at Payne's struggles with alcohol and prescription medication, deepening the sadness for fans who followed his life closely.

For many, Payne and One Direction were synonymous with comfort and identity. During the bands peak from 2011 to 2015, their music provided solace and joy, helping listeners navigate the turbulence of adolescence. These intense, one-sided emotional attachments, known as parasocial relationships, gave fans a sense of connection to Payne and his bandmates and formed bonds that felt deeply personal.

Grieving a parasocial bond

The death of a public figure often triggers two types of grief for fans: ambiguous loss and disenfranchised grief. Ambiguous loss stems from the lack of clarity about the circumstances of the death, while disenfranchised grief arises when others fail to validate the depth of the loss. Society often minimizes individuals mourning a public figure, dismissing it as superficial or unwarranted and leaving fans to grieve in isolation.

One Reddit user expressed this pain poignantly. "I felt as if I lost a brother. The pain was horrible and still is... With his death, that hope of their reunion has faded, and now I'm faced with the harsh reality of life and that time of innocence is no longer there."

This disenfranchisement amplifies

the need for spaces where fans can grieve without judgment.

Coping with loss

The Dual Process Model of Grief offers valuable insight into navigating parasocial grief. This theory emphasizes that during grief, we oscillate between two types of coping: loss-oriented, where individuals confront the pain of their grief, and restoration-oriented, where they adapt to life changes and begin to move forward.

In this case, loss-oriented activities may involve listening to music, sharing tributes, and participating in memorials. Many fans turned to social media to share memories, and how Payne's music shaped their identity. Restoration-coping finds new sources of inspiration or channeling the grief into meaningful projects. Fans organized memorial charity events, advocated for mental health awareness, and created art to celebrate his life.

The role of mental health professionals and supportive interventions

Mental health professionals, including school counsellors, play a vital role in supporting individuals experiencing disenfranchised grief within parasocial relationships. The first crucial step is to acknowledge and validate the emotions. Counsellors can hold space for students to express their feelings individually or through facilitated group discussions. By validating the legitimacy of their grief, counsellors can help individuals feel understood rather than dismissed.

Creative outlets can be a therapeutic tool to process emotions. Fans may write, create art, organize memorial tributes or listening parties. These acts



help to process grief and celebrate Payne's influence and legacy.

Many have turned to online spaces to mourn. These groups provide judgement-free spaces to share memories, validate grief, and foster a sense of community. Mental health professionals can provide strategies for setting boundaries, ensuring digital participation remains a source of connection rather than additional distress. They may guide the individual to balance loss-oriented and restoration-oriented coping strategies to promote healing. To ease the burden of ambiguous loss, mental health providers may support the client in finding verified campaigns addressing misinformation about Payne's death to reduce confusion and provide clarity.

Navigating ethical concerns

Supporting fans through parasocial grief requires sensitivity and care. It is crucial to validate mourning without trivializing emotions, and interventions must avoid sensationalizing the celebrity's death and focus on celebrating their legacy. Cultural diversity within the One Direction

global fanbase requires respectful, inclusive approaches that honour varying mourning practices.

With much of the grieving unfolding online, the potential for digital overload or harmful behaviours such as cyberbullying or obsessive fixation must be carefully managed. Ethical moderators can ensure that online spaces remain supportive and constructive.

A new era of grief

Liam Payne's death is a reminder of how deeply celebrity figures can shape personal and collective identities. For his fans, his death was not just the loss of Payne, but also a revisiting of their adolescence and the memories tied to his music and presence. Society can better support those mourning in the digital age by first acknowledging this grief as genuine, fostering spaces for grief and understanding the complexities of parasocial relationships. His passing teaches us that every form of grief is significant, and every connection, no matter how one-sided, deserves compassion and recognition. ●

Psychiatric nurses as part of your team to help students



Cocoon Mental Health Clinic has ample experience working with individuals hearing voices, struggling with eating disorders or anxiety, managing chronic suicidal thoughts, and beyond.

Cocoon Mental Health Clinic is a team of psychiatric nurses that are filling gaps in mental health care for youth and adults in Manitoba. We have worked closely with schools, including Argyle Alternative High School, William Whyte School, and Tec Voc since starting our practice two-and-a-half years ago, and can be a complement to a youth's care team. We add a unique clinical and holistic lens to treatment planning. We have ample experience working with individuals hearing voices, struggling with eating disorders or anxiety, managing chronic suicidal thoughts, and beyond.

We are covered by FNIHB for those with a treaty number for up to 22 sessions per year. For those that are non-treaty, we are fee-for-service at present, however, many insurance companies are able to provide coverage.

It can perhaps be best to think of us as a layer between a family doctor and psychiatrist. Our psychiatric nurses conduct a thorough assessment of needs, gathering information regarding a client's past, present, and future. We are looking at a mix of biological, social, physiological, and psychological factors. We can

help provide more clarity regarding diagnosis and medications for family doctors – who ultimately make the treatment decisions. Our extended time with the client, as well as specialized experience in mental health is an asset for family doctors.

We have worked with individuals all across the spectrum of experience accessing mental health services. This ranges from folks with multiple diagnoses and medications through to those who have never spoken to anyone about their mental health before. Our only criteria is that someone is 12 or above, be struggling with their mental health, and are willing to speak to us about it.

Our referral process is meant to be as seamless and low-barrier as possible. We can receive referrals from anywhere – guidance counsellors, administration, parents, or individuals themselves. Our target at present is to see youth within one month.

We've been fortunate enough to work collaboratively with a number

We have worked with individuals all across the spectrum of experience accessing mental health services. This ranges from folks with multiple diagnoses and medications through to those who have never spoken to anyone about their mental health before.

of schools, and have been permitted to utilize offices as meeting spaces. We've found this works extremely well to remove the common barrier of transportation and ensure we're making it as easy as possible to access supports. Our goal is to meet the person where they are at, however we can. We do also have an office downtown, if that is a client's preference.

We prioritize culturally safe, trauma-informed care. We consider ourselves 2SLGBTQIIA+ allies and advocates.

Here is a case study example of a successful intervention for a youth:

John was referred to us by a guidance counsellor at his school. He had expressed some thoughts and feelings of low mood, and was missing a lot of class. He'd identified a lot of anxiety in being in class. He was not sleeping well and had nightmares. He admitted to self-harming at times.

Within several sessions, our clinicians were able to identify that John was likely experiencing post-traumatic stress disorder, and worked with

his family doctor to acquire this diagnosis, as well as established a medication treatment plan. We connected him to trauma-specific therapy, as processing and healing from his trauma was his primary concern. We created a safety plan for him and his family. With his consent, we worked with the school team to build in support to his everyday life at

school. He was able to work on skills and build capacity in coping with our clinician.

We were able to create a multi-layered intervention plan for John based on his recovery goals.

Working on teams is fundamental to nursing practice. We'd love to join yours. ●





Unexpected journeys

Students discover life-changing opportunities at UWinnipeg

At the University of Winnipeg, students step into a welcoming, community-centred environment where they can discover their potential and prepare for a successful career. They benefit from more interaction with faculty and excellent opportunities to apply their education in real-world settings.

Contributing to life-saving cancer research

When Hailey Langford arrived at UWinnipeg, she had an enthusiasm for science and was fascinated by emerging disease treatments that could save lives. As a student, she had the opportunity to learn from and work with the university's dedicated professors, including a leading cancer treatment researcher, Dr. Anuraag Shrivastav.

Working alongside Dr. Shrivastav, Langford had the opportunity to take classroom training and apply it to practical lab work. She learned new techniques and gained insight into emerging research methods, all while pursuing her undergraduate degree. Ultimately, Langford's work with Dr. Shrivastav and his collaborator, Dr. Harminder Singh, forged a path for her to join their research in a paid post-undergraduate position.

Now, Langford is working to make an impact in the field of cancer research. Alongside her mentors, she has assisted in the development of a new blood test to provide accurate and cost-effective detection of colorectal cancers.

"We hope this less-invasive blood test will help detect colorectal cancer in patients early, and improve treatments and quality of life for the patients and their families," she said.

Promoting human rights around the world

Katrina Leclerc graduated from UWinnipeg's Global College in 2016 with a BA in Human Rights. This led her to complete an MA in Peace in Conflict Studies (joint program between UWinnipeg and the University of Manitoba) and launch a career in an area she's truly passionate about.

Her role as program director for Global Network for Women Peacebuilders (GNWP) has taken her to 30 countries around the world, working with the United Nations, governments, and local organizations to advance human rights and gender equality. Her résumé also includes work as an advisor with the Senate of Canada and a role at the Embassy of Canada to Côte d'Ivoire.

Leclerc's time at UWinnipeg helped prepare her for this exciting journey.

"It gave me the opportunity to better understand the dynamics that exist in the human rights world, outside of my close circles," she said.

An important part of Leclerc's UWinnipeg experience was working with faculty.

"They genuinely care about the students that are there, and want to work directly with them," she said.

Working with top physicists in Switzerland

UWinnipeg empowers students by creating connections and opening doors some may have never thought possible. Such was the case for Thomas Hepworth.

In his first year at UWinnipeg, Hepworth attended a workshop on scholarship opportunities, where he learned about the possibility of receiving a summer student fellowship from the Institute of Particle Physics (IPP). He pursued this opportunity with encouragement and support from physics professor Dr. Jeff Martin.

Hepworth first spent two months at TRIUMF, Canada's particle accelerator in Vancouver, before receiving the IPP fellowship. That led him to a summer spent in Switzerland working shoulder-to-shoulder with some of the world's top physicists at CERN, the European Organization for Nuclear Research.



UWinnipeg student Thomas Hepworth first spent two months at TRIUMF, Canada's particle accelerator in Vancouver, before receiving the IPP fellowship.

Hepworth is thankful he was encouraged to seek out these experiences as an undergraduate student.

"UWinnipeg definitely leverages that well for its students," he said.

Learn more about how the University of Winnipeg helps students learn, grow, and achieve academic and career success at uwinnipeg.ca. ●

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WINNIPEG

Ten reasons for students to consider a career in HR



HR works with everyone – from the front line to leadership, across every department, often bringing people together to get things done.

Human resources (HR) might not be the first career that comes to mind for students, but here are 10 reasons an HR career might be just the right fit for a student. Does this list sound like a student you know?

1. I want to succeed by helping others succeed.

Today's HR experts are often the first person people go to for career advice. They help people thrive and create environments for success.

2. I care about inclusivity.

It is the role of HR to ensure that everyone feels safe, respected, and valued while they're at work, and to help promote the values of inclusivity and acceptance.

3. I lean in to data.

HR professionals use analytics and technology to advise business owners and leaders on strategy and innovation, and to make their own evidence-based decisions.

4. I'm a good judge of character.

Recruiting and hiring the right person for the job takes systems, knowledge and skill. It helps to have a good eye for seeing the potential in people.

5. I like setting the tone.

People in HR help define and advance company culture and ensure that employees are learning, growing, excelling, and enjoying their work.

6. Fairness is a big deal for me.

HR professionals set salaries, benefits and perks, do performance evaluations, and resolve problems; making sure people are treated fairly. They also help companies and employees find fair resolutions to contract and legal issues, and ensure that companies follow HR laws, union rules, and contracts.

HUMAN RESOURCES IS A PEOPLE-FIRST PROFESSION.

Launch a dynamic career in HR.

HR professionals are strategic thinkers and business advisors, but ultimately, they are responsible for helping employees feel safe, valued and successful in their jobs.

A career in Human Resources encourages professional growth in a field dedicated to helping people and businesses thrive.

Learn more at
CPHRMB.CA

CPHR
Manitoba





People in HR help define and advance company culture and ensure that employees are learning, growing, excelling, and enjoying their work.

7. I know the value of safe spaces.

Protecting the mental and physical health and safety of employees is core to the HR profession. They create and deliver programs and policies around job safety, mental health, wellness, DEI; and zero-tolerance for harassment, violence and discrimination.

8. I want to 'be part of the change'.

What happens at work doesn't stay at work. What people learn at their job about mental health, inclusion, wellness, and non-violence flows out to the homes and families that make up our communities.

9. I like to be central to the team.

HR works with everyone – from the front line to leadership, across every department, often bringing people together to get things done.

10. I'm a natural-born leader.

Across organizations, people turn to HR professionals for guidance and strategic advice, from personal issues to organizational strategic planning, critical problem-solving, and analytical decision-making.

But wait, there's more...

Here are two great reasons why your people-focused, natural-born leader might want to become a CPHR (chartered professional in human resources):

1. I want a career that's future-proof.

HR professionals ensure organizations value both profit and people, adapt to new technology, respond to shifts in the market, and embrace new ways of working. Helping people and businesses manage change will always be a valuable skill and CPHRs will always be on top of the latest information.

2. I want a professional designation and all that goes with it.

CPHR is a national designation similar to an accountant who can become a CPA. CPHRs commit to a national standard of excellence and uphold the gold standard in the field.

Having a CPHR designation increases the average HR professional's earning potential by \$20,000 a year. And, CPHR's can evolve into senior roles and executive positions.

Could a career in HR be in their future?

Visit cphrmb.ca to learn more. ●

Crafting skilled tradespeople

How masonry apprenticeships shape careers



Masonry studio at Red River Polytech.

At the Manitoba Masonry Contractors Association (MMCA), we are often asked, “How do I become a mason?” We thought it worthwhile to spell out the typical journey an apprentice encounters while becoming a mason. Additionally, we have a wealth of information on our website, manitobamasonry.ca/mmca/apprenticeship, to aid aspiring masons in their quest for knowledge and success.

In Manitoba, the Masonry Red Seal Apprenticeship Program is a great opportunity for those aspiring to excel in the skilled trades. This comprehensive program not only equips apprentices with the technical knowledge and practical skills required for masonry, but also sets the stage for a rewarding career in the construction industry.

The apprenticeship program encompasses a total of 5,400 hours of training, combining both classroom instruction and on-the-job training. Apprentices spend around 80 per cent of their time gaining practical experience under the supervision of certified journeypersons, while the remaining 20 per cent is dedicated to technical training provided by accredited institutions. In Manitoba, this training takes place at Red River Polytech in the Masonry Studio. This dual approach ensures that apprentices develop



From left to right: The construction industry in Manitoba is robust, with a steady demand for skilled masons, and certified Red Seal masons are highly sought after for their expertise; The Masonry Red Seal Apprenticeship Program in Manitoba is a rigorous yet rewarding pathway for individuals passionate about the skilled trades; In Manitoba, the technical training takes place at Red River Polytech in the Masonry Studio.

a comprehensive understanding of masonry techniques, materials, safety protocols, and industry standards. These hours of training are now harmonized across the country, ensuring consistency in skill development and certification.

The program is divided into three levels of training, Level 1, 2, and 3. Typically, one course is planned for each of the three levels every calendar year. The normal duration to complete the program is three to four years, but this timeline is flexible and controlled by the apprentice, depending on their personal timelines and goals. This flexibility allows

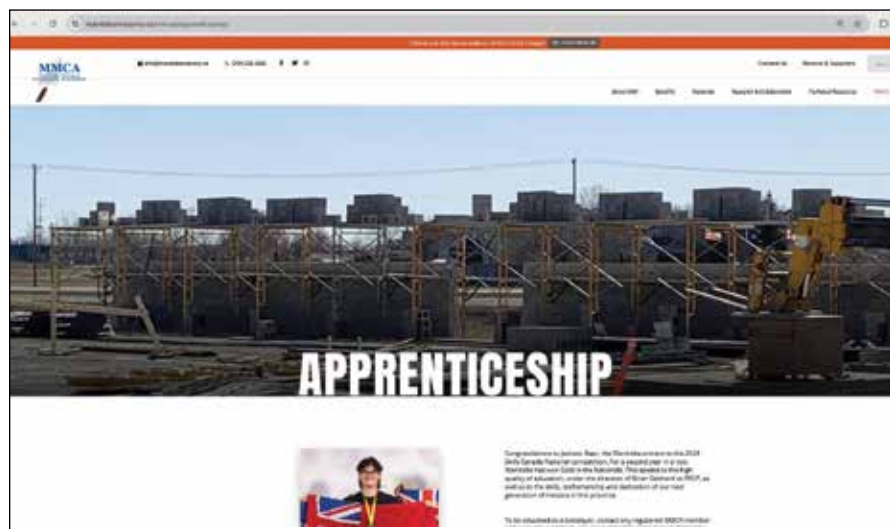
apprentices to progress at their own pace, balancing their training with other personal or professional commitments. Furthermore, apprentices are progressively paid additional hourly wages as they complete each training level, providing financial incentives and recognizing their advancing skills and experience.

To enroll in the Masonry Red Seal Apprenticeship Program in Manitoba, candidates must meet certain prerequisites. These generally include a high school diploma or equivalent, although some programs may accept mature students

with relevant work experience. Additionally, apprentices must secure employment with a registered employer who can provide the necessary on-the-job training. This employment arrangement is key to the apprenticeship, enabling apprentices to apply classroom learning to real-world situations. Apprentices are paid for on-the-job training and may receive Employment Insurance (EI) benefits for in-class training, depending on individual circumstances. Currently, there are funding programs for females and marginalized or underrepresented groups entering the trade. These programs are constantly changing and evolving, so it is important to research all available funding mechanisms when entering this or any other trade.

The curriculum of the Masonry Red Seal Apprenticeship Program is meticulously designed to cover all aspects of the trade. Key topics include basic and advanced

To enroll in the Masonry Red Seal Apprenticeship Program in Manitoba, candidates must meet certain prerequisites.



The curriculum of the Masonry Red Seal Apprenticeship Program is meticulously designed to cover all aspects of the trade.

masonry techniques like bricklaying, blocklaying, and stonemasonry. Understanding different materials and proper tool handling is essential. Interpreting construction drawings and planning masonry layouts is also covered. Emphasizing job site safety and adherence to regulations is crucial. Applying math for accurate measurements and alignments is another important topic, and it is also used for pre-planning more intricate designs, patterns, and structures.

Upon successful completion of the apprenticeship program, graduates are eligible to take the Red Seal examination. This rigorous test assesses their knowledge and skills across various competencies in the masonry trade. Passing the exam grants them the Red Seal endorsement, a prestigious certification that is recognized across Canada. The Red Seal not only enhances employability but also provides the flexibility to work in different provinces without the need for additional certification. Your Red Seal certificate is valid across the country, ensuring that certified masons can seek employment opportunities nationwide.

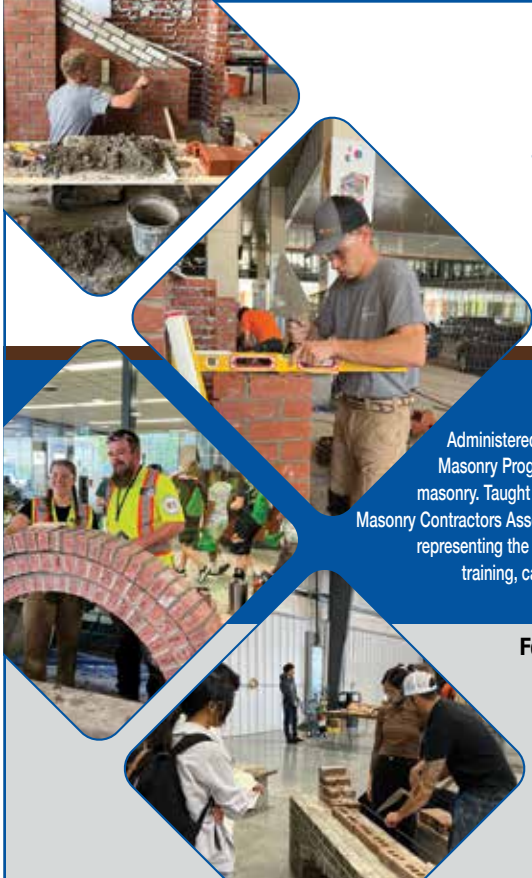
The Masonry Red Seal Apprenticeship Program offers numerous benefits to aspiring masons. Apprentices gain invaluable practical experience through on-the-job training, preparing them for the realities of the workplace. The construction industry in Manitoba is robust, with a steady demand for skilled masons, and certified Red Seal masons

are highly sought after for their expertise. The Red Seal endorsement opens doors to advanced career opportunities, including supervisory roles and specialized projects. Skilled tradespeople, particularly those with Red Seal certification, enjoy competitive wages and benefits. The Red Seal endorsement is a mark of excellence recognized across Canada, enhancing mobility and employment prospects.

The Masonry Red Seal Apprenticeship Program in Manitoba is a rigorous yet rewarding pathway for individuals passionate about the skilled trades. Through a blend of

classroom instruction and hands-on training, apprentices develop the expertise needed to excel in the masonry trade.

The Red Seal endorsement not only validates their skills but also paves the way for a successful and fulfilling career. For those committed to mastering the art of masonry, this program is the gateway to achieving professional excellence and contributing to the vibrant construction industry in Manitoba. Moreover, skilled masons play a crucial role in building our province and adding to the fabric of the community in which they live. ●



MMCA

Manitoba Masonry Contractors Association



MASONRY EXCELLENCE BEGINS WITH THE RED SEAL PROGRAM

Administered through Apprenticeship Manitoba, the Red Seal Masonry Program offers a nationally recognized certification in masonry. Taught at RRC Polytech and supported by the Manitoba Masonry Contractors Association (MMCA) – an organization of contractors representing the industry – this apprenticeship provides hands-on training, career opportunities, and a strong foundation for a successful future in a high-demand trade.

For more detailed information on the Manitoba Masonry Apprenticeship Program
visit us at
www.manitobamasonry.ca/mmca/apprenticeship
or contact us at
info@manitobamasonry.ca



CMU students connect to global project

Dr. John Brubacher with students studying microbiology. He has worked with students to identify nine strains of interest in part of the international Tiny Earth research network.

BY DR. JOHN BRUBACHER, ASSOCIATE PROFESSOR OF BIOLOGY

Near the end of a research leave that I spent at the University of Wisconsin-Madison, I had the opportunity to train as a partner instructor in the Tiny Earth program that's headquartered there. This program, launched in 2018, is a microbiology lab curriculum being pursued by a growing international network of students and instructors. The program's goal is to "student source" the discovery of new antibiotics—one avenue of response to the emerging crisis of antibiotic resistance in disease-causing bacteria. Tiny Earth is the brainchild of one of my scientific and pedagogical heroes: Jo Handelsman, a soil microbiologist and director of the Wisconsin Institute for Discovery at UW Madison.

The 17 students in my Microbiology I course in winter of 2023 worked with me to integrate Tiny Earth into the lab curriculum for that course. The basic idea is

straightforward. Students isolate pure strains of bacteria from a soil sample. We used about a quarter teaspoon of humus from the woods just south of the director of student life's residence on the CMU campus. Each student assembles a library of about 20 strains of soil bacteria and screens these strains for antibiotic production by growing them on lawns of "tester strain" bacteria. The tester strains are non-pathogenic relatives of species that have been identified by the World Health Organization as pathogens of critical concern. From these screening experiments, students identify soil isolates that inhibit the growth of one or more tester strains: those isolates are producing something that is acting as an antibiotic.

Over the semester, the students learn the microbiological skills and techniques that are standard for an introductory microbiology course. But they learn in the context of doing

Dr. John Brubacher, Associate Professor of Biology at CMU.

real science, asking questions that no one knows the answer to, and seeing where their observations lead them. Students are engaged and empowered by participating as scientists in a project of genuine public interest. Studies of such course-based undergraduate research experiences routinely demonstrate the benefits of this discovery-based approach.

The following iteration of Microbiology I, plus three biology students who continued the project in independent-study courses this past fall, have so far identified nine strains of interest from local soil. The likelihood of any of these nine being the source of a new antibiotic is quite low, but the growth of the Tiny Earth network around the world greatly increases the odds of discovering something useful. Along the way, students may also gain a new appreciation for some timeless theological lessons about the beauty and complexity of small things, and of the need to use the gifts of the soil reverently and wisely.

For more information and updates on Tiny Earth, see tinyearth.wisc.edu. ●



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MITT's new healthcare and cybersecurity programs give students access to in-demand careers



Applications are open now for two new MITT programs for fall 2025: a two-year Medical Assistant and Patient Care diploma and a two-and-a-half-year Cybersecurity Analyst advanced diploma.



The Medical Assistant and Patient Care diploma program will equip graduates to find meaningful work quickly after graduation and play a vital role in health care teams in various settings, including hospitals, clinics, and long-term care facilities.

The Manitoba Institute of Trades and Technology (MITT) isn't just a college that provides students with a quality education; it's a place that helps students reach their career goals. Starting this fall, students interested in health care and cybersecurity will have more pathways to meaningful careers.

Applications are open now for two new MITT programs for fall 2025: a two-year Medical Assistant and Patient Care diploma and a two-and-a-half-year Cybersecurity Analyst advanced diploma. With the college's industry-driven approach, both programs will prepare students for careers in sectors that need skilled staff.

"At MITT, we continuously engage with our industry partners to stay attuned to the workforce needs in our province. This ensures that we deliver high-quality training to prepare our learners for in-demand careers," said Bev Stuart, vice-president of business development and community initiatives. "These two new programs are designed to do just that, equipping students with the skills needed to excel in roles within cybersecurity and health care."

Manitoba already faces a critical shortage of health care professionals that will be compounded by workforce retirements. That shortage is even more concerning given an aging population where 19.3 per cent

of Canadians were seniors in 2023, and by 2043, one in four Canadians will be 65 or older. The Medical Assistant and Patient Care diploma program will equip graduates to find meaningful work quickly after graduation and play a vital role in health care teams in various settings, including hospitals, clinics, and long-term care facilities.

"Medical assistants, health care aides, and personal support workers are in high demand right now, and they play a critical role in delivering quality care to Manitobans," said David Noorden, program manager for Health, Hospitality, Human Services, and Post-Graduate Programs at MITT. "This new program will give students



For students more interested in technology, the Cybersecurity Analyst advanced diploma program will prepare them to protect organizations from growing cyber threats.

practicum placements in several different settings, allowing them to diversify their experience."

For students more interested in technology, the Cybersecurity Analyst advanced diploma program will prepare them to protect organizations from growing cyber threats. With over 25,000 cybersecurity jobs unfilled across the country and an always-evolving digital landscape, graduates will have plenty of job prospects upon program completion where they can innovate and influence security in the technology sector and beyond.

"Organizations spanning all industries are increasingly reliant on technology, making them more

susceptible to cyberattacks," said Jared Miskimmin, MITT's program manager for Information and Communication Technology and Digital Technology Programs. "This program will open up opportunities for graduates to take on diverse roles in cybersecurity such as ethical hacking, threat analysis, and incident response, while also setting them up for a career where there is always room to grow."

Hands-on learning will be a big component of the Cybersecurity Analyst program, as it is in all MITT programs. Students will learn in a fully operational Security Operations Centre built for monitoring, detecting, and responding to cybersecurity

incidents, where they will use production-grade tools and ticketing systems.

More info on the programs can be found at MITT.ca/MAPC and MITT.ca/CySA.

For a limited time, students can apply at apply.mitt.ca for free. With limited seats available, interested individuals should apply quickly to secure their spot and experience the MITT advantage of smaller campuses and class sizes, industry-expert instructors, and quality training in a welcoming environment.

For further questions, connect with MITT's recruitment specialists by emailing recruitment@mitt.ca. ●

An education for a better world

A Q&A with Rev. (Dr.) Rob Fringer from Booth UC

Rev. (Dr.) Rob Fringer.



Rev. (Dr.) Rob Fringer is the president and vice chancellor of Booth University College, based in Winnipeg. Fringer recently sat down with us to discuss the uniqueness of this institution whose students' investments clock over 35,000 volunteer hours in community service annually.

As the president of Booth University College (Booth UC), can you think of one unique reason why a Grade 12 student should consider coming to your school for post-secondary education?

President Fringer: I can give you several unique reasons. Our relatively small class sizes give students easy access to their professors so they can interact more in class. Professors spend more time with individual students, and that is why we have a high student retention and success rate. Our students have direct access to hands-on, experiential learning in the field. They are not only sitting in the classroom learning theories, but they also have a feel of the workplace. They are very familiar with the working environment even before graduation. They are a step ahead of their contemporaries from other schools because of their practical work experience.

Your institution is known to have a connection with the Salvation Army. Can you shed light on what that means?

I am glad you asked this question. Although created by the Salvation Army, we offer education for a better world to people from diverse backgrounds. The great reputation of the Salvation Army, especially as it runs the largest number of non-governmental social service agencies in Canada, is a huge plus for us – our students have easy access to practicum placement and hands-on experience as mentioned earlier; and are easily absorbed into the work office after graduation. And we are the Salvation Army's only degree-granting post-secondary school in the world.



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Start Here. "I did."

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



SCAN ME

to explore
all our
programs

BA

- Psychology
- Community Mental Health
- Behavioural Sciences
- Religion

- Interdisciplinary Studies
- English & Film Studies
- Community and Urban Transformation

BBA

- Business Administration

BSW

- Social Work

Have you celebrated any accomplishments recently?

Yes. In the recent past, we celebrated the accomplishments of 88 of our amazing students at Booth UC's 42nd Convocation. We also hosted our first Chaplains and Spiritual Care Providers Conference with attendees from across Canada and abroad. On September 28, 2024, we held a grand opening for our two new locations—The Waldron Building at 290 Vaughan Street and The Union Station Campus at 123 Main Street, both in Winnipeg—and officially opened our new Booth Bistro in the Waldron Building.

Congratulations! Is there anything else you want to share about 2024 or about the future?

I can share a few more. Last year, we also established the Academic Innovation Department (AID) and launched an accelerated academic program called ASPIRE, which is open to all students, but has specifically drawn in a lot of onshore international students. While we are already a degree-granting post-secondary institution fully approved by the Government of Manitoba, we have also begun two accreditation processes, which we believe will strengthen our quality, further validate our already respected programs, and extend our reach. These include professional accreditation for our Social Work program through the Canadian Association for Social Work Education, and institutional accreditation through the Middle States Commission on Higher Education.

Do you have anything else you would like our readers to know about Booth UC?

Quite a few more actually. I would like readers to know that we recently relaunched our Indigenous Advisory Council with four external leaders to guide our commitment to truth and reconciliation. We have developed a new Personal Support Worker Certificate in partnership with Toronto Grace Health Centre, which is recognized by the Canadian Support Workers Association, which will launch in September 2025. In addition, we signed an MOU with Asbury Theological Seminary, offering Booth UC graduates advanced standing in several master's programs and access to exclusive scholarships for this education.

Any final thoughts, President Fringer?

I'm just humbled by our incredible team. None of this would have been possible without the incredible support of our stakeholders, led by the Salvation Army. The support of our stakeholders—through prayer, promotion, and finances has been key to fulfilling our mission. We look forward to an even greater impact as we take hold of our future and make it a reality. With so much more to do, I would like to use this medium to ask the readers to consider how they might further partner with and support the mission of Booth UC. We cannot do it without you; your giving makes a big difference. When you support us, you are part of education for a better world. ●



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Why an insurance career is right for you

Today's job force is continually changing, especially seeing the need to adapt as the world was sent on a rollercoaster that was the last five years. Sure, student-dominated industries like hospitality or retail are always an option for your next job, but they aren't the only ones and some have proven to offer less job security. There's a demand for insurance brokers and young professionals in Manitoba, and the insurance industry has plenty of options to help you find the right career path to fit your goals.

Different types of insurance jobs

range from:

- Sales
- Customer service
- Processing
- Management/human resources
- Tech

Along with many job options, insurance covers a wide range of topics and skillsets — not just numbers and math. The numbers side is important, but Manitoba insurance is also filled with small business entrepreneurs, and values individuals

with great people skills and drive who are eager to advance with the industry.

Much like Manitoba, the insurance industry is consistent yet constantly growing and advancing.

Whether you're looking for a part-time job while you finish high school, your undergrad, or while seeking a new work opportunity that's stable and flexible with tons of room to grow, insurance offers different positions for varying experience and personality types.

Becoming a broker only requires taking one course to get started and allows you to move at your own pace. It's quick and comes with plenty of options, especially for the entrepreneurial types who are full of plans and ideas.

The right fit

The insurance industry is seeing a lot of change in the ways people work and how they land their dream job. Experience is important, but so is being a go-getter with a willingness to learn. A lot of brokerages are looking for someone who is the right fit over a resume with all of the right “buzz” words. Brokerages are committed to finding the right people to hire and training them accordingly.

The focus on finding the right people means a post-secondary education is not necessary to become an insurance broker. In fact, many choose to start the insurance broker education career path instead!

Types of jobs in insurance

The insurance industry is more than a single position. In one office alone, you have the opportunity to earn different job titles, with plenty of career paths to choose from, and even more predicted to start in the future.

Some common insurance jobs include:

- Sales – This broad position includes selling anything a broker can offer. If you're interested in making commission, this is the role for you.
- Customer service – This frontline job typically involves working with walk-in clients looking to pay for things like their driver's license.
- Processing – This job is perfect for the introverted types and typically involves working behind the scenes in data entry.
- Management/human resources – Like any other type of industry,

insurance has management and human resources teams to lead and support other insurance brokers.

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Earn your science degree at Providence University College



Providence has dedicated science facilities on their 100-acre campus in Otterburne (MB) and offers modern lecture rooms and well-equipped laboratories.

Just 30 minutes south of Winnipeg is a Christian university with approximately 600 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.

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Our Science Department offers an education balanced in both classroom theory and laboratory learning. We offer four majors, including Biology-Psychology, General Biology, Environmental Science, and Health Science. The study of biology and environmental science introduces students to the wonders and complexities of the natural and physical world. Students will learn and discuss topics and theories in lectures, then observe and experiment

both in the laboratory and out in the field. These programs are designed to equip students with scientific knowledge, methods, and critical thinking skills.

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We have dedicated science facilities on our 100-acre campus in Otterburne, Man., and offer modern lecture rooms and well-equipped laboratories. As a leading Canadian Christian university, rurally placed and community driven, Providence is uniquely positioned to help transform the aspirations of students into meaningful careers.

Founded in 1925, Providence is celebrating its centennial year and is proud of its distinguished alumni who serve in different health fields, business sectors, non-profits, and ministries in Canada and around the world.



Providence University College's Science Department offers an education balanced in both classroom theory and laboratory learning.



Founded in 1925, Providence is celebrating its centennial year and is proud of its distinguished alumni who serve in different health fields, business sectors, non-profits, and ministries in Canada and around the world.

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Beyond the blueprint

Building community and confidence in industrial careers



Amanda Morgan.

Amanda Morgan works at International Truck Body (ITB), a manufacturer of quality custom truck bodies located in Winnipeg, Man. In addition to her role at ITB, Morgan actively contributes to the Canadian Manufacturers and Exporters (CME) Young Adults in Manufacturing Committee, where she plays a pivotal role in shaping the future of Canada's manufacturing sector.

This conversation, held on January 8, 2025, has been edited for length and clarity. For the full interview transcript, please visit cme-mec.ca/youth/.

Can you describe your current role and responsibilities in manufacturing?

Amanda Morgan (AM): My official title is business development manager, but I do a little bit of everything. My days can look like dealing with customers, quoting, scheduling, coordinating deliveries, and dealing with everyone from plant and office staff. I enjoy wearing many hats because it has helped me expand my knowledge.

What kind of experience, education, or training did you need to enter the manufacturing field and get your role?

AM: I went to school for Human Resource (HR) Management at Red River College (now known as Red River Polytech). You don't necessarily need that type of experience for my role – business development – but having post-secondary education is always an asset.

You went to school for human resources, and now you do business development. Do you see those things as being closely related, or was it something you realized you wanted to do later on?

AM: I went to school for HR, not knowing what I wanted to do, so I started working at ITB as an administrative assistant, then I later got promoted to purchasing manager. From there, I got promoted to business development. I didn't really know where I wanted to go, but my journey has kind of taken me on a unique road, and I'm excited to see where it's going to take me in the future.

Do you feel like manufacturing is a space that lends itself well to people who want to explore different things and get opportunities in trying out different roles and seeing what's the right fit for them?

AM: I fully agree, especially in smaller companies that are expanding as quickly as ours is, you have the opportunity of learning completely different areas of the business that you typically wouldn't in a large company. It's really exciting and I am very grateful for all of the learning opportunities I have had.

How can others build up the necessary skills and confidence to work in a manufacturing environment?

AM: Having good mentors is really helpful for this, as is not being afraid of asking the necessary questions. Being young in the manufacturing field, you're almost scared

Being young in the manufacturing field, you're almost scared to ask questions, but if you don't ask, you could make decisions that are not good. So, ask those important questions...

to ask questions, but if you don't ask, you could make decisions that are not good. So, ask those important questions, and it will only improve your knowledge to be able to solve problems on your own. I have multiple mentors at my company, all of my bosses I would consider my mentors. They really want to invest their time in you, work with you to grow your knowledge, and give you the opportunity to share your ideas.

What advice would you give to young women interested in this field?

AM: You don't really hear about manufacturing in schools. In my experience, I didn't know anything about it until I got a job in manufacturing. It's a lot more exciting than you would think. If you are someone who enjoys a fast-paced

work environment, manufacturing is a great field to get into. There are a lot of good people, daily challenges, and problem solving. There is always something to do and always something to learn.

What advice would you give to young people who are starting out in their first job, what types of things can people be doing that would really contribute to their success in manufacturing in the first few days or weeks?

AM: I think no matter what you're doing, try your best. For me, I just wanted to understand every aspect of the business. It is important in the beginning to ask questions and take notes so that you can understand and retain every little aspect of your training. ●



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Access Program supports University of Manitoba students on all academic paths

By Diedre A. Desmarais, Phd | Area Director, Access And Aboriginal Focus Programs, UM

The Access Program including the University of Manitoba Access Program (UMAP) and the Health Careers Access Program (HCAP) in UM Extended Education, are open to Manitoba residents who qualify for university admission. Interested students may apply to the Access Program and interviews are held in May for the September start date. Priority in selection is given to northern Manitoba residents, Indigenous students, newcomers to Canada and low-income students.

The mandate of the Access Program is to work with students who have experienced barriers to post-secondary education often due to inequitable opportunity to receive quality education. The program provides enhanced academic, personal and social supports so that students have a greater chance to succeed academically.

The Access Program is distinct from other University of Manitoba access programs because students admitted are not limited to one academic direction. Extended Education's Access Program is open to all students regardless of academic choice and should a student choose to change academic direction, their place within the Access Program is secure. Access supports students on whatever academic pathway they may choose.

Access maintains a strong and close relationship with students in their first year of post-secondary studies and guides their academic path leading into their second year at the university. Although Access students gain confidence, skills and independence as they progress to completion of their degree, Access professionals are available to provide academic advice, personal counselling and/or financial literacy tips as necessary throughout the student's entire academic experience. Access takes pride in their all-encompassing, holistic support given to students. Over the years, the program has guided and walked with many students on their path to academic achievement.

More than 80% of the students in UM Extended Education's Access Program are Indigenous so providing a culturally safe community is important. On UM's Fort Garry Campus, Migizii Agamik is home to the Access Program and welcomes all students. Its quiet and welcoming atmosphere allows students to focus upon intellectual/academic skill building and fosters their capacity to build peer support groups. This location also houses the Indigenous Student Centre and several cultural events occur here each year.

How it works

Students apply to the University of Manitoba and must complete a separate application for entry to the Access Program. Applications are reviewed in May and interviews are held with potential students. If accepted, each student is invited to an interactive two-week orientation scheduled at the end of August. During the orientation, students meet each other, and they come to know Access personnel and university systems. The orientation is instructive, informative, and most importantly, it is fun.

All newly accepted Access students share a common first-year experience and are required to register in a cohort of classes taught by Access academic specialists. These classes are smaller in size, which enables the instructors to pay close attention to student development. This also enhances the instructor's capacity to focus upon students in academic peril. If a student finds they are struggling academically, personal counsellors and academic professionals will reach out to provide enhancements such as academic tutors, personal counselling (if needed) and self-care advice. Building strong and trusting relationships is of primary importance and cultural support is enhanced by the presence of a full time Indigenous Unkan (Grandfather). There are also strong connections to support services on and off campus.



ACCESS PROGRAM

umanitoba.ca/access-program
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“Access gave me the confidence 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.

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To learn more, visit [Umanitoba.ca/access-program](https://umanitoba.ca/access-program)
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