

CANADIAN SCHOOL Counsellor

MAGAZINE

- **The AI Employment Disruption**
- **L'intelligence artificielle chambarde l'emploi**
- **Combating Cyber Predators**
- **La lutte aux cyberprédateurs**



**When you work in the automotive
aftermarket industry...**



...you can have your cake and eat it too!

Sustainable income | Exciting career options | Social consciousness | Work-fun balance

The choice is yours.



For more information on career choices see article titled:

Auto-motivate Your Future!

Contact us at info@aiaCanada.com | 1-800-808-2920



Your design career is just a call away!

Are you interested in designing graphics that are **compelling and get results**? If you're creative and interested in a fast-paced, imaginative career, Graphic Design could be the right diploma for you.

With CD-ED, you will develop the ability to conceptualize a cutting-edge design and bring it to life in a timely and professional manner. Your creative career is within reach at CD-ED.

Many graduates now have job titles like:

| | |
|------------------|-------------------------------|
| Graphic Designer | Newspaper Layout Artist |
| Graphic Artist | Advertising Design Technician |
| Layout Designer | Icon Designer |
| Illustrator | Cartoonist |

Centre for Distance Education's Programs Offer

Monthly program start options

25 Hours per week course requirements

Instructors with industry experience

Job-Specific Training

Career assistance to help you land a great job

Contact admissions to discuss the convenience, flexibility and savings of online learning.

1866 446 5898

info@cd-ed.com | www.cd-ed.com



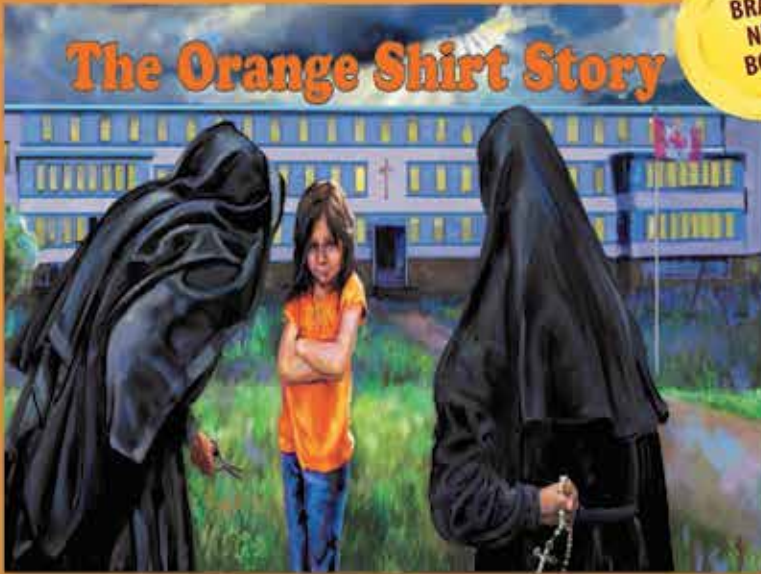
CENTRE FOR
Distance Education

- 20 YEARS OF -
EDUCATIONAL EXCELLENCE





MEDICINE WHEEL EDUCATION



BRAND NEW BOOK!

\$19.99

The Orange Shirt Story

When Phyllis Webstad (nee Jack) turned six, she went to the residential school for the first time. On her first day at school, she wore a shiny orange shirt that her Granny had bought for her, but when she got to the school, it was taken away from her and never returned. This is the true story of Phyllis and her orange shirt. It is also the story of Orange Shirt Day (an important day of remembrance for First Nations and non First Nations Canadians).

AVAILABLE IN FRENCH AND ENGLISH



LOOK FOR THESE OTHER GREAT TITLES!

All of our books are authentic as they are written by or approved by First Nation's individuals. We are striving to empower teachers across Canada with the tools to teach First Nation's culture.



6 BOOKS, 6 POSTERS + LESSON PLANS

The Orange Shirt Story, Dawn Flight, Trudy's Rock Story, Raven's Feast and Medicine Wheel: Stories of a Hoop Dancer each with their lesson plan & poster.

25% OFF!

~~\$186.36~~

\$139.77



TO ORDER:

www.medicinewheel.education/store

ALL ITEMS ARE SUBJECT TO SHIPPING AND GST.

info@medicinewheel.education

1.877.422.0212

FOR EDITORIAL INQUIRIES:
tshirtliff@marketzone.ca

FOR ADVERTISING INFORMATION:
dbilley@marketzone.ca or 1-888-634-5556, ext. 103

FOR SUBSCRIPTION INQUIRIES
AND MAILING UPDATES:
production@marketzone.ca

PUBLISHER: Trevor Shirtliff

CREATIVE DIRECTOR: Jessica Wolfe

PRODUCTION COORDINATOR: Ann Krawchuk

ADVERTISING SALES: Donna Billey, Trevor Shirtliff,
Trevor Slywchuk

CONTRIBUTING WRITERS: Sharon Chisvin,
Sean Dolan, Jackie Fritz, Laura Hamilton,
Tania Marie Lee, Laurie Nealin, Alison Zenisek

FRENCH TRANSLATION: La Boîte à mots

COVER IMAGE: ©GettyImages/credit



Main Feature *En vedette*

46 Artificial Intelligence will alter tomorrow's workplace:
soft skills and adaptability will be paramount for career success.

un marché de l'emploi transformé par l'intelligence artificielle :
la réussite dépendra sur les compétences générales et de l'adaptabilité.

Also in This Issue: *Aussi dans ce numéro :*

23 Adventure therapy programs find success utilizing a "disconnect to reconnect" approach to healing at-risk youth.

31 Concurrent Disorders: what they are, how they are treated and how to identify the condition in youth.

57 Know Thy Enemy: defending youth from online predators.

Connais ton ennemi :
défendre les jeunes contre les cyberprédateurs.

The advertisement features a close-up of a golden saxophone against a dark purple background. The text reads: "Where minds and music matter and future leaders gather. HarrisInstitute.com". At the bottom, there are four circular logos: "AUDIO PRODUCTION PROGRAM" with a red and white grid icon, "MUSIC BUSINESS PROFESSIONAL" with a purple and white line graph icon, "ARTS MANAGEMENT PROGRAM" with a blue and white grid icon, and "APP" with a red and white grid icon.

Where minds and music matter
and future leaders gather.
HarrisInstitute.com

AUDIO PRODUCTION PROGRAM
MUSIC BUSINESS PROFESSIONAL
ARTS MANAGEMENT PROGRAM
APP



College & Association of
**Respiratory
Therapists**
of Alberta



Respiratory Therapy

...a passion for technology, compassionate patient care

Consider a rewarding a career in healthcare.
Respiratory Therapy is a growing profession
with practice opportunities in fast paced hospitals,
supporting people in their homes and
diagnostic or research based clinics.

For more information on how to become a **Respiratory Therapist**, visit:

www.carta.ca or **www.csrt.ca**

**Canadian School Counsellor
CSC-Q0318 - BACK TO SCHOOL**

Canadian School Counsellor magazine is published quarterly as a source of information for Canadian high school guidance counsellors. All rights reserved. Reproduction in whole or in part without written permission is prohibited. The opinions expressed herein are not necessarily those of the publisher. The publisher reserves the right to edit or omit all materials submitted for publication including advertisements and editorial content. Although this magazine is thoroughly edited, the publisher is not liable for any damages due to editing, changes, cancellations errors or omissions. All corrections should be directed to the publisher. All work submitted for publication is assumed to be the providers' original work and the publisher accepts no liability as a result of publishing such works. Canadian School Counsellor magazine is a nationally registered trade-mark, unauthorized use of it is prohibited. Canadian School Counsellor magazine is printed using state-of-the-art sustainable printing procedures on recycled paper. We welcome your comments and editorial suggestions.



177 McDermot Avenue, Suite 200
Winnipeg, Manitoba, Canada
R3B 0S1
Tel: 1-888-634-5556
Fax: (204) 515-1185
Email: production@marketzone.ca
marketzone.ca

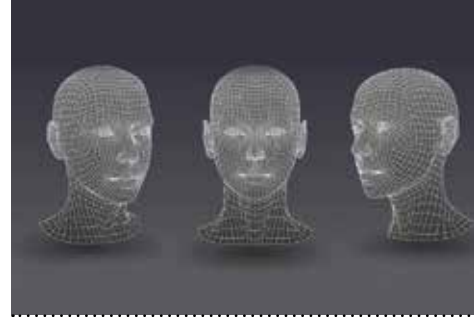
**RETURN UNDELIVERABLE
CANADIAN ADDRESSES TO:**
Circulation Department
177 McDermot Avenue, Suite 200
Winnipeg, Manitoba R3B 0S1
Canadian Publications Mail
Agreement #41622023

Departments

- 08 Across Canada
- 21 Counsellor's Corner
- 67 Outreach
- 69 Great Idea
- 72 Counsellor's Crossword
- 73 A Place on the Way



74 Advertiser's Index



27 Teens & Tech

Issues of Privacy and Consent



35 Career Opportunity

Sports Management



#MYRDC

You're a dreamer, a doer, a visionary in the making. You deserve a post-secondary that encourages your mind and inspires your curiosity.

You long for flexibility in when, where and how you learn and a program that teaches employable skills and industry knowledge.

Like the enthusiasm you feel as you think about your future education, RDC is excited about our future vision. We're on a journey to become a comprehensive regional teaching university, and we're growing our facilities now to meet your learning needs. We will continue to offer the breadth of programming we offer now, plus add our own degrees.

This is your education. Your experience. Your way.

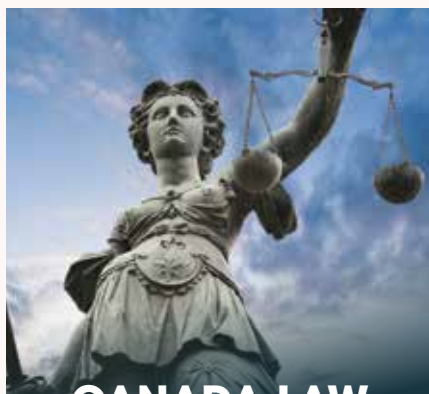
Welcome to Red Deer College.

Degrees | Diplomas | Certificates | Trades & Technology Training | Continuing Education

EXPLORE NOW

rdc.ab.ca | 403.342.3400 | 1.888.732.4630 | inquire@rdc.ab.ca





CANADA LAW FROM ABROAD: THE UK LAW SCHOOL EXPERTS

Are your students interested in studying law? Why not recommend UK Law Schools?

- **3-year LLB straight from high school**
- **Comparable cost to attending law school in Canada**
- **Specialized programmes**
- **High acceptance percentage**

We assist with every step of the application process, including UCAS, pre-departure and visa support. We are happy to work with guidance counsellors to provide the smoothest application process possible.

TO LEARN MORE, VISIT OUR WEBSITE!
canadalawfromabroad.com/counsellor



CANADA LAW
FROM ABROAD

Youth organization wants anti-porn curriculum in Chilliwack schools

Designed by the Youth Well-Being Project, the curriculum was designed to encourage healthy sexuality

Courtesy of The Chilliwack Progress, by Sarah Gawdin

Although the school year just ended, an international youth organization is rallying to encourage Chilliwack's educators to include its anti-porn curriculum in classrooms come September.

Nadine Willis, programs manager for Youth Wellbeing Project Canada—a grassroots organization offering a holistic, whole school approach to counteract porn culture—says free access to technology and a porn-rich culture are leaving our children vulnerable to the pornography industry's nefarious marketing schemes and negative consequences.

"The porn industry targets kids," explained Willis. "If they catch them when they're young, they have a guaranteed life-time customer." And not just "big kids, but little kids," continued Willis. Using popular culture as a jumping off point, many adult films use current themes and keywords—such as fidget spinners—that are designed to catch the attention of children.

The problem with this behaviour, says Willis, is it hijacks healthy sexual exploration and replaces it with pornification: the increasing acceptance of sexual themes and explicit imagery derived from the consumption of pornography.

"That's just the saddest thing to me, that kids are being robbed of their own sexual journeys," said Willis. "Curiosity is developmentally normal, however, being able to go on the internet and type in keywords is relatively new and within seconds they're watching pornography, and what do they do now that they've been awakened," she asked rhetorically.

Unfortunately, they act it out. "The stats out of the UK show that peer-on-peer sexual abuse has increased by 400%." And while these numbers hail from far away, they still hit close to home as the nation's youth account for almost 60% of all victims of police-reported sexual offences. "Pornography is used to groom children for exploitation," said Willis. "It has negative neurological effects, and it can lead to acting out traumatic situations."


However, to combat that, the Youth Wellbeing Project, which got its start in Australia, has created an anti-porn curriculum designed to take the power of sexual awakening away from the porn industry and give it back to our youth.

In British Columbia, the Ministry of Education plans the academic outcomes for every grade, but it's the teachers who decide how to get the students to the end goal, so Willis says she hopes the school district will adopt the programming as a way to fill the current void.

"We have a sex education program in B.C.—I think we barely have a program, as I don't even think they're offering it to older kids therefore this full curriculum would really help. "It's extensive and fully detailed," continued Willis. "It even has the wording and the lesson plans to integrate into many subjects. And I know I'm the only one offering this comprehensive of teaching in British Columbia."

Designed for each stage of public education, Willis explains how the IQ Program curriculum incorporates four parts: prevention, safety, body, and relationship.

"One of the programs I'm working on is art, and for example, we ask them to draw what intimacy looks like. We're focusing on the positives and healthy alternatives to pornography."

"We just want our kids to be the best they can be," said Willis. "And it starts here." 

For more information, or to volunteer to Youth Wellbeing Project Canada, visit YouthWellbeingPproject.com.au, or email Nadine Willis at TinaMonk@hotmail.com.

**CAREERS IN
CONSTRUCTION**

RE-THINK CAREERS IN CONSTRUCTION



WHY CONSTRUCTION?



**REAL-WORLD CONTRIBUTIONS
OFFER JOB SATISFACTION**



**APPLY CREATIVITY, PROBLEM-SOLVING
AND CRITICAL-THINKING SKILLS**



LIFELONG, MEANINGFUL CAREERS



**EARNING WHILE
LEARNING**



**DEVELOP SPECIALIZED,
IN-DEMAND SKILLS**



WELL-PAYING JOBS



**THE VOYAGE
OF 50 YEARS**
PORTAGE COLLEGE

Chart your Course

[BECOME A VOYAGEUR AT PORTAGE]



COLD LAKE CAMPUS

Cold Lake Energy Centre
101-7825 51 Street
Cold Lake, AB
780-639-0030

ST. PAUL CAMPUS

Box 1471
5205-50 Avenue
St. Paul, AB
780-645-5223

LAC LA BICHE CAMPUS

Box 417
9531 - 94 Avenue
Lac La Biche, AB
1-866-623-5551



Academics for Careers and Education

Academic Foundations
College Preparation

Arts and Culture

Aboriginal Art
Artisan Entrepreneurship

Business

Accounting Technician
Business Administration
Office Administration

Environmental Studies

Natural Resources Technology

Food Sciences

Baking
Culinary Arts
Institutional Cook
Pre-Employment Cooking

Health and Wellness

Emergency Medical Responder
Primary Care Paramedic
Advanced Care Paramedic
Practical Nurse

Human Services

Community Social Work
Early Learning and Child Care
Educational Assistant

Trades and Technical

Apprenticeship Electrician
Apprenticeship Steamfitter-Pipefitter
Apprenticeship Welder
Hairstyling
Heavy Equipment Operator
Pre-Employment Heavy Equipment Technician
Pre-Employment Welding
Power Engineering
SAGD De-oiling and Water Treatment Operator

University Transfer (UT)

Online Courses Available

For more information or to book a custom tour, call 1-866-623-5551 or visit portagecollege.ca



Blind hikers conquer North Vancouver's arduous Grouse Grind

'The biggest disservice you can do to these youth is telling them they can't,' says guide

By: Deb Goble, Courtesy of CBC News



Photo courtesy of Blind Beginnings

Harjinder Saran and Guide

A group of blind hikers set out to prove their potential by tackling one of the hardest urban hikes in the Vancouver area: the Grouse Grind.

The nine young hikers were accompanied by individual guides up the 2.9-kilometre trail up the face of Grouse Mountain Sunday after spending months training. With 2,830 stairs, the Grind — which is jokingly known as "Mother Nature's Stairmaster" — is challenging even for experienced hikers let alone those who are visually impaired.

But Shawn Marsolias, the founder of Blind Beginnings, the charity organizing the hike, said it's all about dispelling myths. "Everyone has limits but when you have a disability people, often decide your limits for you and often they are wrong," Marsolias said.

'It doesn't matter whether I can see.'

Harjinder Saran, one of the hikers, has been partially blind since birth. "I could see colour when I was younger and shadows and light, but as I got older, that slowly deteriorated," Saran said.

Today's activity is personal, she said. "It's personal for me because in school, I wasn't able to take part in physical education class. I really liked physical education and I really liked to run," she said. "I wasn't able to do that and I think this is a great way to even show myself that I can do these things. It doesn't matter whether I can see."

University of South Wales

95% OF GRADUATES
IN EMPLOYMENT OR FURTHER STUDY WITHIN SIX MONTHS OF GRADUATION*

YOUR WORLD AWAITS AT USW

SEPTEMBER AND FEBRUARY START DATES

For further assistance contact the International Enquiries and Admissions Office
Tel: +44 (0) 1443 654450 or
E-mail: international@southwales.ac.uk

*DLHE 2015

See our course details online at:
www.southwales.ac.uk/international

Since May, Saran has been working with her guide doing different walks and hikes around the Lower Mainland to prepare for the grind. "When I started, it was really hard because I never had done physical activity," Saran said. "As I went on with the training, it's actually helped. I did exercises in between my training, walking up and down hills. A little bit of running up and down stairs."

Individual guides

Each hiker holds onto his or her guide's elbow. The guide verbally tells their hiker where the steps are and the hiker uses this verbal cue and a white cane to feel the ground and stabilize with their feet.

Christina Duncan, another guide who works as a recreational therapist, says she's happy to provide support for the hikers. "I'm a pretty avid grinder," Duncan said, adding she usually completes the Grind in an hour. She guided hiker Clement Chou who she has known since he was nine.

Together, Chou and Duncan were able to finish the Grind in an impressive one hour and 44 minutes. "I really hope this does spread that kind of awareness that assumptions should never be made before a chance is given," Chou said. "The biggest disservice you can do to these youth is telling them they can't," Duncan added.

WANT A CAREER IN THE ARTS?

- Acting
- Business
- Comedy
- Music
- Production
- Writing

WE SHOW YOU HOW

HUMBER
School of Creative & Performing Arts

creativearts.humber.ca

Why promoting trades to students exploring career options is a must:

analysis show that the skilled trades offer many advantages that are on par with university-based careers.



Today's skilled tradespeople require a whole new set of skills – including technological competency, problem solving and critical thinking.

There's a stigma attached to the trades, with many students, parents and educators believing careers in this sector aren't as valuable as other options. But that's increasingly changing as we come to understand the many benefits of the skilled trades — including well-paying jobs, the ability to earn while learning and a positive job market.

Wages are a common misconception. According to statistics, university graduates, as a group, earn more over their careers

than those without degrees. But this is only because the higher income professions such as doctors, lawyers and engineers inflate the numbers. Exclude these professions, and the gap between university grads and skilled trades professionals does not exist.

Furthermore, skilled trades professionals earn money while in school and often graduate with little to no debt, allowing them to make major life purchases, such as a home, in their early 20s. The average

university student, however, can graduate with close to \$30,000 in debt and take 10 years to pay off their education. This means carrying their debt well into their 30s, forcing many of them to put off major purchases until much later in their careers.

But it's about more than just money.

One of the most important reasons the skilled trades is an essential pillar in all higher education conversations is the specialized knowledge required by many of these positions, and the exciting opportunities that presents.

Apprentices spend up to four years — the equivalent of a university degree — training to develop highly specialized knowledge and skills. Math, science and physics, for example, are critical knowledge areas for many trades such as electricians, steamfitters, pipefitters, welders, boilermakers and the mechanical trades. These trades all require daily use of critical thinking, problem solving and other higher-order skills that many wouldn't associate with a career in the trades.

And with advances in technology, the trades will be a critical part of the innovation-centred economy of the future. For example, as AI and automation become more prevalent, the technical know-how to operate and service this new technology will be in high demand.

So don't let the term "trades" fool you — learning a skilled trade not only requires "brain work," it is an excellent choice for high achievers who can follow career paths to leadership positions and even company ownership.

"There's no question," says Patricia Milligan, President of Human Capital at Mercer, skilled trades professionals, "with the right skills around the world are going to own their own futures." 🍁 CSC

Resources to learn more:

- careersinconstruction.ca
- pinterest.ca/careersinconst
- youtube.com/CareersInConstruction
- facebook.com/CareersInConstruction
- twitter.com/ConstrCareers

MAKING A DIFFERENCE



Providing funeral service education for over 25 years.

A career in funeral service is one of the most **rewarding** and **challenging** occupations.


CCFS is looking for dedicated individuals interested in pursuing a career as a **funeral director** and/or **embalmer.**



Please visit www.ccfs.ca or contact CCFS at 1-888-797-9941 or info@ccfs.ca



Cardiff
Metropolitan
University

-  www.cardiffmet.ac.uk/international
-  /CardiffMetInternational
-  /Cardiffmet_int
-  /Cardiffmet
-  cardiffmetinternational



Llandaff Campus

STUDY IN CARDIFF

A VIBRANT CAPITAL CITY IN THE UK

Cardiff Metropolitan University offers a wide range of career-focused undergraduate programmes.

Undergraduate

- Accounting & Finance
- Architectural Design & Technology
- Art & Design
- Biomedical Science
- Business Management (with specialist pathways)
- Business Information Systems
- Ceramics
- Digital Marketing Management
- Economics
- Education
- Environmental Health
- Hospitality, Events and Tourism
- Fashion
- Food Science
- Psychology
- Public Health
- Sports studies

Postgraduate

- Accounting & Finance
- Applied Public Health
- Art & Design
- Biomedical Sciences
- Computing
- Education
- Food Science & Technology
- Human Resource Management
- International Hospitality and Tourism Management
- International Supply Chain and Logistics Management
- MBA
- Occupational Safety, Health and Wellbeing
- Production Engineering Management
- Project Management
- Sports & Exercise Medicine
- TESOL

For a full list of courses and fees visit:

cardiffmet.ac.uk/international

WHY STUDY WITH US?

- ✓ **Cardiff Met has a Silver Teaching Excellence Framework (TEF) rating**
- ✓ **Making our students employable**
95% of our graduates secure employment or enter further study within six months of graduation.* *DLHE 2016
- ✓ **A global university**
We educate over 16,000 students from more than 140 countries worldwide.
- ✓ **Top for international student support**
We have been ranked as the top UK university for International student support six times.*
* International Student Barometer in 2010-2015
- ✓ **Internationally recognised research**
We are ranked as the top post-1992 UK university for research according to the latest (2014) Research Excellence Framework (REF).
- ✓ **Investment in facilities**
We have spent over £50 million on the development of student centred facilities in recent years.

APPLICATIONS DUE BY 15 NOV 2018

DO YOU KNOW THE PERFECT UWC CANDIDATE?

Seventeen United World Colleges (UWC) around the world – including Pearson College UWC in Victoria, British Columbia – share a common vision to make education a force to unite people, nations and cultures for peace and a sustainable future.

UWCs offer a two-year, pre-university program based on the International Baccalaureate (IB) Diploma together with an innovative approach to experiential education centered on global understanding and sustainability.

Canadian Students typically apply in Grade 11 to attend Grade 12 and one more year. UWC offers merit-based admissions and needs-based tuition. Most Canadian students attend on scholarships or financial assistance.

“ It was hands down the most incredible experience of my life. It pushed me to see the world, myself and my own capabilities far beyond what I knew was possible.

KATE ROWAN

First year student at IDC Herzliya, Israel, UWC Mahindra College (2015-2017)

“ I think of Pearson (College) all the time. From the Western perspective, I was fortunate to receive a scholarship. But if I look at my education from the Indigenous standpoint, it was the most incredible gift. These were invaluable teachings gifted to a young person and it didn't have to happen. I am eternally grateful.

EVAN ADAMS

Chief Medical Officer of the First Nations Health Authority (BC), Actor, Pearson College UWC (1982-84)

At UWC, students embrace a whole education – one that pays equal respect to academics, service, leadership, physical pursuits, creative expression, experiential learning and the lessons of learning and living together.

Global
Community of
60k+
CHANGEMAKERS



Personal
CHALLENGE



Students
selected from

160
COUNTRIES



“ UWC happens at the right time in your life. It creates good habits. UWC doesn't change people – it betters them. It takes what is already there and makes it more rounded and open.

JULIE PAYETTE

Governor General of Canada, Retired Astronaut, UWC Atlantic (1980-82)

13
CANADIAN
PROVINCES &
TERRITORIES
REPRESENTED



**SCHOLARSHIPS
OR FINANCIAL
ASSISTANCE**
available



Preparing your students for a 'world of possibilities'

CANNEXUS19

By/Par CERIC

"Cannexus is designed to promote the exchange of information and explore innovative approaches in the areas of career counselling and career development."

As 65% of children entering school today will work in completely new job types that don't yet exist (according to the World Economic Forum), it is essential to prepare students to navigate this world of possibilities. Cannexus, Canada's largest bilingual National Career Development Conference, returns to Ottawa, Jan. 28-30, 2019 to help educators make sense of the future of work.

Bringing together 1,000 professionals from K-12, post-secondary, community, government and private sectors, the conference will provide insights on:

- Supporting students in developing global competencies
- New approaches to career guidance and career pathway planning
- Integrating STEM into career programs
- Labour market trends and jobs of the future
- Thriving in the gig economy
- Linking curriculum to careers through innovative teaching practices


Cannexus is designed to promote the exchange of information and explore innovative approaches in the areas of career counselling and career development. Delegates can listen to three inspirational keynote speakers, choose from over 130 education sessions, participate in facilitated networking opportunities and visit the Exhibitor Showcase. In 2019, the conference will

also once again feature a special programming stream on Workforce Development.

With a range of supporting organizations including the Ontario School Counsellors Association, the 3-day conference is presented by CERIC, a charitable organization advancing career development research and education in Canada. **✦ CSC**

Learn more at www.cannexus.ca.

UNIVERSITÉ DE SAINT-BONIFACE




Visez



Un encadrement moderne et personnalisé


La seule université de langue française de l'Ouest canadien.

Western Canada's only French-language university.

Winnipeg, Manitoba



  **Université de Saint-Boniface**
Au cœur d'une communauté.

ustboniface.ca
 /ustboniface

DE MONTFORT UNIVERSITY LEICESTER **TEF Gold**

STUDY AT DE MONTFORT UNIVERSITY (DMU), UK

- DMU has achieved Gold, the highest ranking possible under the TEF, indicating the outstanding learning and teaching. This places DMU in the top Third of Universities in the UK*
- Courses include Business, Entrepreneurship, Management, Law, Accounting, Engineering, Pharmacy, Psychology, Computing, Media, Architecture, Design and Fashion.

Contact us

T: +44 (0)116 207 8349
E: mariyah.mandhu@dmu.ac.uk
W: dm.ac.uk/canada

[f /dmuinternational](#)
[@ /dmuinternational](#)

* The Times Higher Education World University Rankings 2015-16.

Auto-motivate Your Future! Fast-track your future with a career in the automotive aftermarket industry.

If you think that a job in the automotive industry means boring hours on an assembly line or getting your hands and clothes filthy under a car, and no place for an ambitious person with brains – you don't know today's automotive aftermarket!


Opportunities in the aftermarket range widely, with something for just about every

interest. Into coding and programming? Automotive service today relies on sophisticated computer analytics equipment and strong analytical and programming skills. Got a flair for the creative? Consider a career in collision repair, where precision and aesthetics are highly prized and the rewards – personal and financial – are high. See yourself in the executive office? There's plenty of room for upward mobility in the rapidly expanding aftermarket industry.

The Canadian automotive aftermarket is a \$21 billion dollar industry, with a huge variety of rewarding job prospects. Modern

vehicles are basically advanced computers on wheels, requiring specialized skills to maintain and repair, and there's never been a greater demand for smart, skilled professionals. And the opportunities today are particularly good for young people, especially women.

The automotive industry is currently experiencing a shortage of skilled employees as people retire. That means there's a huge demand for new recruits, to fill jobs at all levels and with a wide range of skills and interests. Many special initiatives and incentives, including those from industry associations like the Automotive Industries Association (AIA) of Canada, are being specifically designed to attract women and young people and to encourage diversity in hiring.

The Ontario government offers a variety of programs that will help you gain the skills, knowledge and hands-on training that will get your career on the fast track. AIA Canada is just about to launch AutoConnex, a website that offers a bold, new look at the automotive aftermarket industry in Canada. Users have access to salary information of different industry occupations, how different provinces are doing in terms of job forecasts, and just about everything you would need to get acquainted with this exciting industry. AutoConnex is not just a website. It's a movement to change the image of the industry. And we invite students and counsellors to be a part of it! 

PROVIDENCE UNIVERSITY COLLEGE
EST. 1925

MEDIA LITERACY HAS NEVER BEEN MORE IMPORTANT

Providence Communications & Media students learn to be critical consumers of media. They also go on to work as videographers, radio journalists and corporate communications professionals.

Visit Prov.ca/Communications to learn more



Email us at autoconnex@aiaCanada.com to learn when we launch AutoConnex. Releasing in September 2018 to a desktop, laptop, tablet or phone near you!

Your Music. Your Future.



Canada's Largest College & University Music Fair

Pursue post-secondary studies in music!

Meet with leading post-secondary music institutions from across North America in one location and have your questions answered.

WHEN: Saturday, October 20, 2018
9 AM – 3 PM

WHERE: The Royal Conservatory of Music
TELUS Centre for Performance and Learning
273 Bloor Street West
Toronto, Ontario, M5S 1W2, Canada
(across from St. George subway station)

FREE ADMISSION
rcmusic.com/musicfair


**The Royal
Conservatory**[®]
The finest instrument is the mind.

Breakdancing cypher gives Northeast Calgary youth creative space and lessons in leadership

The open hip-hop jam gives local kids something they can call their own

Article and Photos by: Dan McGarvey, Courtesy of CBC News



A group of youth take turns at breakdancing and freestyle rapping outside the Genesis Centre in northeast Calgary

A circle of kids and older youth form a circle around a large square of linoleum on the floor while hip hop booms from a speaker, filling the plaza outside the Genesis Centre in northeast Calgary.

Some jump into the middle of the circle and show off some jaw-dropping

breakdancing moves while others follow by grabbing a mic and rapping. It's called a cypher. "A cypher is sort of an open jam and people are expected to contribute their energy whether that's through rhyming or dancing, it's an interesting place," said Bryan Francisco, a community arts facilitator with Antyx Community Arts. "People on the outside can't see, so you're free from judgment from outsiders. There are no spectators in a cypher, just participants," said Francisco.

The idea for the weekly event came from a breakdancer who wanted a place for northeast dancers to learn and showcase skills rather than travel to other parts of the city. That led to an annual breakdancing competition called Culture Shock and the grant money needed to create the weekly hip-hop program at the Genesis Centre, supported by the centre and the community organization 1000 Voices.

The program incorporates dance classes and youth leadership, as well as helps kids find their own style of expression through taking part in the cypher. "They learn leadership in the sense that they plan the entire event themselves, a lot of them got the materials for it, like the dance floor and the music, and they helped us write the grant for it as well," said Francisco. "It brings community love, people just join and they watch," said Emily Ramcharran taking a break from dancing.

"When you're in the cypher it makes you feel like you can just be yourself, you don't have to impress anybody. You're in that circle and everyone's looking at you and cheering for you and you can do whatever you want—breaking, krumping, ballet even," said Ramcharran.

Francisco said the event is also empowering local kids. "I feel like people have some misconceptions around the kind of youth that come out here and the kind of things that go on. I'm really proud to be from the northeast and proud of the kids that are doing something to take control of that narrative and put it back in their hands," said Francisco.

How a culture-infused military program opens doors for Canada's Indigenous youth

Bold Eagle program at CFB Wainwright helps show recruits 'the sky's the limit'

By: Kyle Muzyka, Courtesy of CBC News



Photo by: Cpl. Jay Ekin

Pte. Seth Wesloski, middle, wants to be a firefighter and hopes to use the training at Bold Eagle to help him get there

Dylan Carrier-Henry wanted to be a police officer but lacked the self-confidence to see herself wearing the badge with pride.

Until the 17-year-old from Piapot First Nation in Saskatchewan was accepted into the Canadian Armed Forces' Bold Eagle program. "I feel like it's a huge honour, honestly," Carrier-Henry says. "I didn't know I could do stuff like this. I didn't believe in myself. It gave me a lot of confidence, being here."

Bold Eagle invites Indigenous youth from Western Canada and northwestern Ontario to a six-week program that fuses basic military training with a unique cultural learning experience at CFB Wainwright in Alberta.



BOOTH
UNIVERSITY
COLLEGE



IF IT DOESN'T SIT RIGHT, STAND UP




[BOOTHUC.CA](https://www.boothuc.ca)
EDUCATION FOR A BETTER WORLD

Since 1990, the program has reinforced traditional learning practices and ceremonies with military training to help show recruits what they're capable of, as well as remind them of their roots. "Literally, we hope they take away from this that the sky's the limit," says Maj. Clint Schoepp, the commanding officer for Bold Eagle.

The cultural aspect of the camp is taught by Indigenous members of the military, elders and other pillars of the local community. For some recruits, the pipe ceremonies, sweats and smudging is normal — but for others, it's an introduction. "Even though they are all Indigenous, some come from the reserves, some from the cities, some are treaty, some aren't, some are Métis, and in a lot of cases may not know much about their culture," Schoepp says. "[It's about] just helping them know their roots a little bit better."

Culture connection

James Ross lives in Yellowknife and says many people in his life are Dene. Being from Mikisew Cree Nation in northern Alberta, there are few people around him who share his Cree culture, which he's learning more about every day.

That all changed when he joined Bold Eagle. "There's a little bit of a Cree population where I come from, but not too much," Ross says. "And then I come here and everyone's Cree."

He didn't know he was Cree until he was 12 years old — but since then has picked up a bit of the language. His favourite word is nohtekatewin, which means the act of being hungry. "That's most important," he says. "You need to know that one." Being around other recruits has given Ross the chance to practise his Cree and make friends. "I didn't have too much connection to my culture before," he says. "I really like it so far."

'A better person'

A couple of Seth Wesloski's new friends had to leave due to injury — but the connection made with them and the rest of the cohort are enough to last. "I've made some of my best friends already and I've only been here for a month," Wesloski says.

The 18-year-old Métis recruit from Langley, B.C., wants to be a firefighter, and he's using this experience to prepare himself for that.

STUDY AND GO ABROAD FAIRS
 STUDY • TRAVEL • WORK • VOLUNTEER
 OCTOBER 13 - 21
 OTTAWA - TORONTO - HALIFAX - CALGARY - VANCOUVER

www.studyandgoabroad.com

An exciting opportunity for your students to meet with **top-ranking universities** from around the world

He was particularly excited for what's called the gas hut, where members have to put on and activate a gas mask in nine seconds, decontaminate themselves with a special soap, change gas canisters and empty the mask, all without breathing in the CS gas (a component of tear gas) that irritates eyes, skin and sometimes makes people vomit. "It's really cool, because a lot of us have never had military training," Wesloski says. "You definitely get the full five weeks of hardcore training."

For some, the program offers the chance to learn self-discipline and basic military training. For others, like Carrier-Henry, it can show them they have options outside of the communities where they reside. She's considering joining the infantry or medic units in the Canadian military thanks to Bold Eagle. "I've never had opportunities like this before, ever since I was a kid," Carrier-Henry says. "When I found out I got accepted into this, I felt so happy. "It just makes me feel like a better person." 🍁 CSC

The University of Sudbury
SHAPING YOUR FUTURE

- INDIGENOUS STUDIES
- PHILOSOPHY/PHILOSOPHIE
- RELIGIOUS STUDIES/SCIENCES RELIGIEUSES
- ÉTUDES JOURNALISTIQUES
- FOLKLORE ET ETHNOLOGIE


705-673-5661 www.usudbury.ca
 Member of the Laurentian Federation / Membre de la Fédération Laurentienne / Dibendaaqoozi zhiinda Laurentian Federation



The Orange Shirt Story

Book published by Medicine Wheel Education | Illustrated by Brock Nicol

In "The Orange Shirt Story", Phyllis Webstad brings attention to and stresses the importance of making the experiences of residential school survivors known. With the courage and vulnerability to share her story, Phyllis affords the reader a glimpse into many facets of her experience in residential schools. This story is accessible to, and a valuable classroom compliment for students of all ages. This story reads as it would be told orally, which allows space for discussion. In addition, the book includes a comprehensive history of both Phyllis's home community and the residential school that she attended. This information component outlines important geographical information to compliment the details of the story and provides facts about the residential school Phyllis attended. The central message of Phyllis's story is to stress that "every child matters". Since September 30th, 2013, Canadians have worn orange in solidarity and honour of residential schools survivors. Phyllis's story has provided a tangible platform for all Canadians to begin conversations, and healing around the experiences of residential schools, a positive step toward reconciliation in Canada. 🇨🇦



DUMONT

TECHNICAL
INSTITUTE
INC

Helping Build Brighter Futures

*Delivering skills training and
adult basic education to Métis people*

We Believe...

- ∞ "Learners Come First".
- ∞ In providing quality education.
- ∞ in striving for the success of every learner.
- ∞ in showing compassion and genuine concern for the accomplishment of all learners.


All DTI programs are nationally and provincially certified

CLASS LOCATIONS ACROSS SASKATCHEWAN

SASKATOON • REGINA • PRINCE ALBERT • LA LOCHE • and MORE

1-877-488-6888 • www.gdins.org

Follow us on Twitter - @gdins_org Follow us on Facebook • /gabrieldumontinstitute



It's Not About Wins and Losses

By Sean Dolan



©GettyImages/AndreyPopov

About mid-way through my career, I began advising my younger teaching colleagues, “Don’t get too hung up on wins and losses. You don’t want to be taking credit for successful students or blaming yourself for unsuccessful students. You just want to stand and deliver your lessons and trust that, if you have given your best, the lessons will land – sooner or later.” I have been pretty good about following my own advice, particularly when it comes to successful students. I am quick to recognize that I was just one of many teachers who have crossed their path on the way to the success to which they seemed destined. On the other hand, there’s the losses.

This summer I experienced a loss that has been difficult to move past. A young lady who I had under my charge as a guidance counsellor took her own life. She was a difficult student to reach while she was at our school. Though bright, intelligent and thoughtful, she struggled to find her place in a traditional learning environment. Our learning team put plans in place to help her make things work at school but eventually, in her Grade 12 year, she withdrew and signed up for correspondence courses. I did not put up a fight: traditional schooling (attend your classes, hand in your work, wait for a mark) wasn’t working and perhaps a self-directed approach would provide more dividends. A little over a year after she left school, she committed suicide.

If I was following my own advice, I would move on from the loss. I would say, “This is so sad, but we did what we could. We tried to help her, but she decided to go out on her own.” However, the lessons that our community tried to impart never landed with this student. As a member of the learning team that tried to help her, I feel like I failed to recognize that spark that could help her find her place in the world. I wondered, could I have done more? I know I am not alone. I suppose that is what suicide does to those of us who are left to reflect on what might have been.

Her funeral was very sad and very quiet. No one really knew what to say to each other. At the funeral parlour, her mother and I shared an embrace and a few words of comfort. I spoke with her brothers who vowed to be strong for their parents. Her father was shaken to the core, unable to speak in the short time I was there, but gracious enough to accept my condolences. Everyone in the room was understandably stunned and grief stricken.

There is a confusing finality to death by suicide. It is just so difficult to comprehend a death by choice – especially for a young person. As counsellors, we spend a lot of time dealing with suicidal ideation. Sometimes it feels like we are spending many days walking kids back from the abyss. But we do it, day in and day out, we walk them back.

And sometimes, it happens anyway. A young woman or young man feels there is no way out and succumbs to the pressure.

A colleague of mine once told me, “If we lose a student, recognize that it was not a single word, phrase or action that led to that final outcome. It was a confluence of life events that took them to a point from which they could not recover.” That made a lot of sense to me at the time and, on a rational level, still does. However, on an emotional level, now that I have lost one to whom I felt invested, I feel conflicted. Even though I had not seen the student in over a year, I wondered if I could have helped a little bit more.

I suppose a situation like this will make me a better counsellor. If I can separate myself from the busyness of the job, I'll be more compassionate, more thoughtful and more engaged. While I think I am pretty good at all these things, perhaps this will be the unwitting outcome of this tragedy.

In the end, all that prevails when a young lady takes her life is sadness.

May she rest in peace. 🍁 CSC

» BIO



Sean Dolan taught for 20 years before moving into Guidance and Career Education six years ago. He is currently working as a high school guidance counsellor at St. Marcellinus Secondary School in Mississauga, Ontario.

Good at math? So are actuaries.

ACTUARIES ARE RISK MANAGEMENT EXPERTS. THEY USE MATH, STATS, AND PROBABILITY TO HELP ENSURE THE FINANCIAL SECURITY OF CANADIANS.

For a challenging and rewarding career, consistently ranked one of the top in North America, visit

cia-ica.ca/csc



Canadian
Institute of
Actuaries



Institut
canadien
des actuaires

Healing Through a Connection With Nature

By Jackie Fritz



At-risk youth build self-esteem through adventurous outdoor therapy.



Photos courtesy of Outward Bound and Wendigo Lake Expeditions

In Canada, there are at-risk young people in every community. Youth who are considered “at-risk” are more likely to have a difficult transition to adulthood due to a variety of circumstances which may include family structure, employment status, income, mental health, victimization, substance abuse and Fetal Alcohol Spectrum Disorder. They may become involved in unsafe or even criminal behaviour.

Teens who are at-risk may show signs at school, academically, emotionally or socially that are indicative of their situation. Guidance counsellors, teachers and other educational staff are often some of the first to recognize these behaviours and may be able to help their students access the appropriate assistance for their individual needs.

Adventure-Based Therapy, Outdoor Experiential Education, Wilderness Therapy – the industry refers to these programs in a number of ways – are unique programs utilized by many young people to help them cope with mental health, substance abuse and other issues. These programs may or may not incorporate a formal therapeutic component but have proven to be life-altering experiences for the participants.

©GettyImages/A-Digit

“Adventure is a vehicle for change, and we train our people to draw upon various complimentary modalities, theories, and techniques in a very pragmatic way to encourage change talk and action.”

COLLEGE of BUSINESS
AND ECONOMICS

USE BUSINESS TO IMPROVE LIFE.

At the University of Guelph, we develop business leaders who push boundaries and challenge the status quo by being innovative and socially responsible.

UNIVERSITY
of GUELPH

IMPROVE LIFE.

Outward Bound Canada is designed to teach individuals outdoor skills like backpacking, dogsledding, canoeing and camping while providing an often profound expedition of self-discovery. Since its inception in 1969, Outward Bound Canada has led over 150,000 people on their own unique journey.

Dr. Robert H. Wallis is the Principal, Curriculum and Education Manager at Outward Bound Canada. “Adventure-based therapy is using adventure, challenge and connection to the natural world combined with intentional facilitation by therapy professionals to improve the mental health of participants based on the specific needs of an individual – who may be dealing with such things as addictions recovery, anxiety, post-traumatic stress, or depression. At Outward Bound Canada, we do not run therapy programs. We do, however, see the therapeutic benefits of our adventurous outdoor programs, and sometimes invite professional therapists on our courses from the organization we are working with who facilitate specific therapeutic activities, but generally we do not design our courses around Adventure-Based Therapy,” he says. “We facilitate activities that may be deemed ‘therapeutic’ or known to have therapeutic properties or outcomes: For example, we take a ‘disconnect to reconnect’ approach to outdoor adventure that requires participants to disconnect with the digital world and reconnect with nature. Our programs are focused on connecting with self, each other, and the natural world.”

Wendigo Lake Expeditions is located approximately three hours north of

Toronto, near Algonquin Provincial Park. Their programs include Project D.A.R.E. (Development through Adventure, Responsibility and Education), a therapeutic wilderness program for male youth in open custody, as well as ACHIEVE, delivering customized educational, developmental, and therapeutic programs and workshops designed for professional development, schools and youth.

Jeremie Carreau, Deputy Director at Wendigo Lakes explains their philosophy about Adventure-Based Therapy, "Adventure is a vehicle for change, and we train our people to draw upon various complimentary modalities, theories, and techniques (e.g., Motivational Interviewing, Cognitive Behavioural Therapy, Solution-Focused Therapy, Experiential Learning Cycle, etc.) in a very pragmatic way to encourage change talk and action."

Activities and challenges in Adventure Therapy or Outdoor Wilderness programs can include short or longer expeditions, seasonal trips and plenty of opportunity for self-reflection.

Carreau explains, "At Wendigo Lake Expeditions, youth have seasonally appropriate opportunities for extended remote wilderness expeditions (canoe trips, backpacking/hiking trips, winter camping trips), and participate in a variety of adventure activities including but not limited to Low and High Ropes course elements, cross-country skiing, snowshoeing, canoeing, hiking, swimming, fishing, and endless problem-solving and initiative activities. They also work on high school credits throughout their stay in our programs, and have responsibilities for cooking, cleaning, and various other life-skills-oriented activities. Additionally, youth and their case management team identify individualized goal areas that are built into activities and challenges."

At Outward Bound, "Our courses build experience through authentic challenge – 3 to 32 day long expeditions that include long hikes on the trail, canoeing on lakes with a headwind, 2km+ portages, mountain peaks and sea kayaking. At some of our sites we have climbing towers, dogsledding, and surfing. We scaffold our programs to build comfort, trust, and as the course progresses

Where young artists turn their passion into a profession

- ACTING
- PRODUCTION DESIGN AND TECHNICAL ARTS
- SET AND COSTUME DESIGN
- PLAYWRITING
- DIRECTING

NATIONAL THEATRE SCHOOL OF CANADA

APPLY NOW
theatrettraining.ca

we build up the challenge – our instructors step back and let the students take the lead – each participant takes a turn at leading the group. In this role they lead (with the support of their group), and are allowed to fail – while still under the risk oversight of Outward Bound's expert instructors – and subsequently get feedback from their peers, their instructors, and themselves," says Wallis.

Adventure-based therapy and outdoor experiential education have a proven history of success.

Wallis is a firm believer in the process. "Our programs really expose the effectiveness of meeting students where they're at, based on Maslow's Hierarchy of Needs (physiological, safety, love and belonging, esteem, and self-actualization). A student cannot focus on learning complex skills when they are still concerned with what they will eat and where they will sleep. Our programs put students in unfamiliar surroundings, and with unfamiliar people, and in going through this first level of anxiety, we strip down the facades that we all create and get to the kernel of the

OUR WELCOMING ENVIRONMENT WILL ENCOURAGE YOUR GROWTH.

St. Mary's University is an innovative teaching and research university that provides affordable, accredited degrees in the **Liberal Arts, Sciences and Education.**

ST MARY'S UNIVERSITY

Learn more: www.stmu.ca 403-531-9130 info@stmu.ca

person. Going through this process puts the students on a level playing field with each other, allowing us and their peers to then build that person back up with self-esteem and confidence in who they are," he enthuses.

Carreau agrees, "For many youth clients, adventure experiences are novel and exciting, causing them to lean into the challenge in a way that therapy on a couch can never accomplish. With considered intent, instructors engage clients in reflective exercises before, during, and

after the experiences to help them see parallels with their own lives and transfer that learning accordingly."

Wallis recalls a particularly memorable success story, "I ran an Outward Bound program through a residential care centre in Guelph focussed on mental health, working with patients in post-traumatic stress recovery. Two recreation therapists were focussed on the patients' therapy, while we sequenced the program around building confidence, comfort levels and trust with each other. The patients had

experienced significant trauma, and were residents of the program for a minimum of 10 weeks. Most were very dubious of our program, but would come and 'see what it's like' from the sidelines. Out of the 100 patients we saw in the 10 programs we ran, all were active participants in our activities by the end of the program – and many described the experience as the first time they 'felt human' since before their trauma."

By supporting young people, Adventure Therapy programs are strengthening families and educators, and contributing to a positive future not just for the individuals involved, but for the community as a whole.

Carreau maintains, "Quite honestly, I think they (families) mostly appreciate that their youth is getting the help that they need. Often when they are referred to us, they have tried other options and approaches which have not worked out. We don't have a silver bullet. But we do have a novel approach and exceptional frontline instructors which respectively make buy-in easier and have the largest impact towards positive change in the work we do with youth and families."

Wallis adds, "From a teacher's perspective, outdoor education also addresses many of the challenges seen in the classroom, such as addressing multiple intelligences with an interdisciplinary approach that creates situations in which students are invested as they solve problems as a team. On many occasions, students who struggle in the everyday classroom environment thrive particularly well in outdoor education – for example those on the autism spectrum, those with ADHD or those that become bored and unruly because they need greater stimulus and buy-in."

With youth under the age of 20 making up approximately a quarter of Canada's population, programs to aid young people who may be at risk are more important than ever. 🍀 CSC



i belong at NipissingU.ca

**First-rate and accessible professors • Small interactive classes
Best residences and residence programming in the country**

See why your students belong at Nipissing www.ibelongatnipissingu.ca/CSC

NIPISSING
UNIVERSITY
NORTH BAY, ONTARIO, CANADA

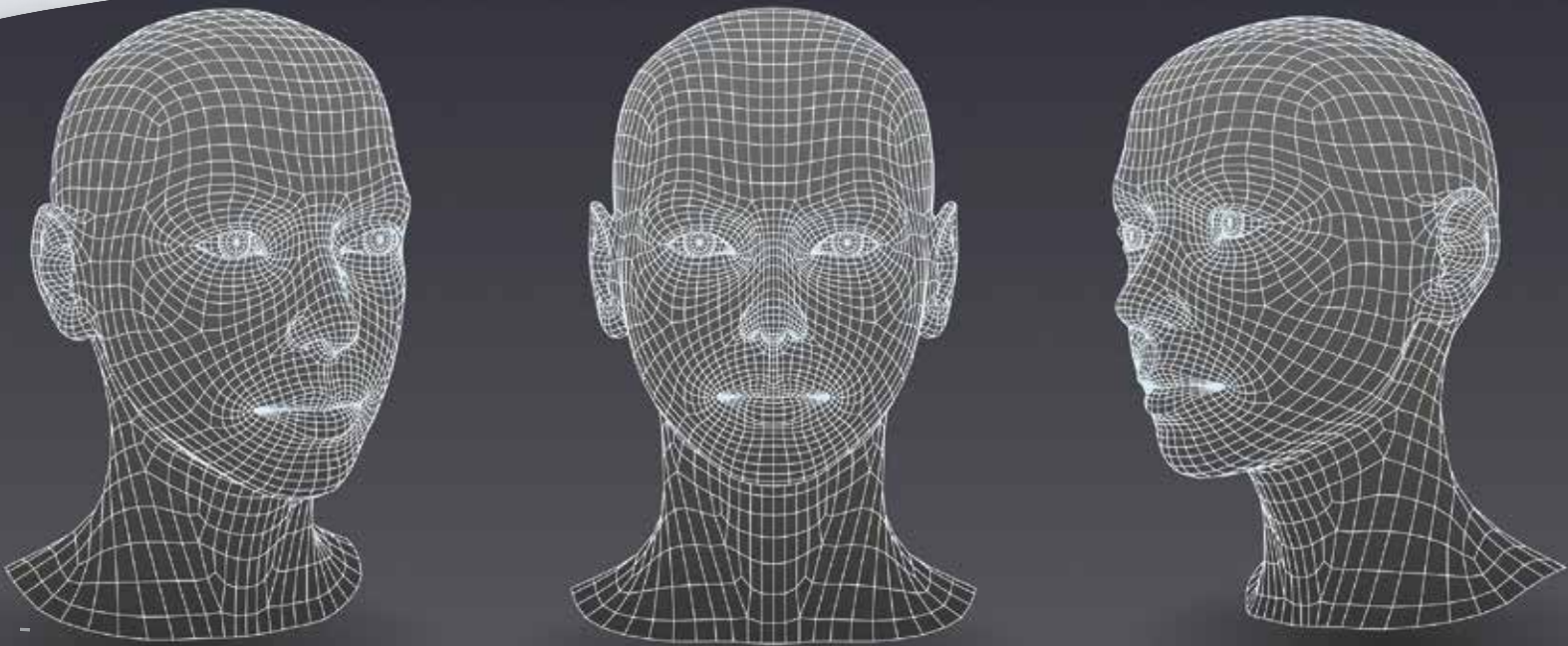


©GettyImages/bubaone

Issues of Privacy and Consent:

AI and the world of fake porn

By Alison Zenisek



©GettyImages/a-r-t-i-s-t

There is little doubt that the future has arrived with the advent of artificial intelligence.

Facial recognition tools and the ever-present virtual reality are now with us and are moving forward at breakneck speed. What was once thought of as science fiction is here to stay. Some of the multiple uses of this developing technology are found in astronomy, aviation, and even in the dairy industry, as it can be used to track the health of cows. Unfortunately, as with any breakthrough technology, someone will find illegal and immoral ways to exploit it. Fake sex videos known as “parasite porn” or “morph porn” are now being created using artificial intelligence. AI is used to produce significantly more realistic videos than the more dated attempts. Pornographic videos are increasingly being produced and posted online using the faces of popular celebrities.

The technology uses an AI method known as “deep learning.” This involves feeding data into a computer that then uses the information to make decisions. The video is created with a machine learning algorithm using easily accessible images and open source code. In the case of fake porn, the computer assesses and then selects the facial image that most closely resembles the target. The celebrity’s face is then swapped onto a pornographic video. Celebrities are a favourite category of pornographic videos today, but anyone can lose control of their images and identity just by posting their photographs on social media. The results of this unethical use of AI are frighteningly realistic.

A recent story in Motherboard reported that a Redditor, with the online name 'deepfakes,' is leading the way in creating AI celebrity porn. So far he has posted hard core porn videos on Reddit featuring the faces of Maisie Williams, Aubrey Plaza, Taylor Swift, Scarlett Johansson, and Gal Gadot. "I just found a clever way to face swap," he told Motherboard. "With hundreds of face images, I can easily generate millions of distorted images to train the network. After that, if I feed the network someone else's face, it will think it is just another distorted image and try to make it look like the training face." The reality of our vulnerability is illustrated by the fact that in 2015 people uploaded 24 billion selfies to Google Photos. Many of us are creating sprawling databases of our own faces.

Deepfakes uses open source machine learning tools like Tensor Flow backend, which Google makes freely available to graduate students, researchers, and anyone with an interest in machine learning. "This is no longer rocket science," he asserts. Another Reddit user has since jumped on the bandwagon and created a desktop application called FakeApp. Novices to this form of video manipulation can now quite easily create their own pornographic videos. FakeApp

gives the user the power to easily switch a face in a video with a different one lifted from another. This app is similar to Snapchat's face swap feature. The ease with which anyone can create fake videos is frightening. Celebrity porn videos made with machine learning software are spreading online and the law can't do much about it. Internet companies such as Reddit are also attempting to

stop celebrity porn from being posted. It will soon become dangerously easy to create realistic videos of people doing things that can threaten their careers, their reputations, and their mental health.

This story naturally raises issues of consent and of the violation of privacy. In Canada the law is unsuccessfully struggling to keep up with this burgeoning epidemic and the damage that is done to unwitting victims. Creating and distributing fake pornography without the consent of the person

whose face appears in the video is a form of image based sexual abuse, also known as "non-consensual pornography" or "revenge porn." Technology now allows for the dissemination of videos and photographs at the touch of a button. Problems arise when the images disseminated are of a personal and sensitive nature and when they are shared without consent.

It will soon become **dangerously easy** to create realistic videos of people doing things that can **threaten their careers, their reputations, and their mental health.**

©GettyImages/art-sonik

On January 21, 2016 the Ontario Supreme Court of Justice recognized a new tort called "breach of confidence." This ground-breaking decision attempted to bridge a gap in the law allowing victims legal and financial recourse. In this case action for damages was brought by a woman against her ex-boyfriend after he posted an explicit video of her on an internet pornography website. It took three weeks before she realized it had been published and she was horrified. She suffered from depression and panic attacks brought on by the experience but found the strength to fight back. The court decided in her favour and that the harm she suffered should be appropriately compensated. The new law required three elements to be proven in such cases. In short the information posted must be of a private and personal nature, was intended to be confidential, and that the unauthorized use of the information caused economic losses and emotional harm.

The court's decision was positive news to victims of non-consensual pornography, and a clear warning for those who think there is no prohibition to posting another's intimate images online. Other provinces have also addressed these legal concerns with varying degrees of success. Manitoba introduced The Intimate Image Protection Act specifically to deal with the non-consensual sharing of intimate images. It came in force in January of 2016. These new laws are in a state of flux across Canada, and there has been a recent challenge to the newly minted Ontario law. The original default judgement was overturned and the matter is still before the courts; therefore, the precedential value of this decision remains to be determined. The effectiveness and longevity of Manitoba's law is also uncertain, given that cyber-bullying laws in other provinces have been struck down on the basis of being unconstitutional. An example of this uncertainty is the Cyber-safety Act in Nova Scotia which was enacted in response to the sexual humiliation and cyberbullying of Rehtaeh Parsons, who committed suicide in 2013. The Nova Scotia Supreme Court struck it down because it violated the Canadian Charter of Rights and Freedoms.

Mary Anne Franks, a law professor with experience in this field, helped draft America's Intimate Privacy Protection Act, which was introduced in Congress in July 2016 and re-introduced as the ENOUGH Act in November 2017. According to Franks, these online images are indeed "non-consensual pornography." She believes it will be tough to stamp out. Franks is uneasy about Bill C-13, Canada's anti-cyberbullying legislation which passed in 2015. "It seems like a way to get Canadians to accept a greater intrusion on the part of government and police into their personal lives and using revenge porn as a pretext for doing that, which is really upsetting.... We don't want to use a legitimate recognition of harmful behaviour as a pretext for violating people's civil rights. I don't think it's ever going to work to try to protect privacy by invading privacy." Franks is not alone in her concerns. Legal experts and civil liberty advocates are also alarmed. "Reasonable grounds for suspicion" is a low bar, but under Bill C-13 that's all an officer will need to obtain a court order.

Ethically the implications of the malicious use of software are significant. Alex Champandard, an artificial intelligence researcher, believes that we need to have a very loud public debate. "Everyone

Study for a top Hospitality or Culinary Arts Degree in the heart of Switzerland...

Aiming for global excellence in Hospitality Management!
With UK validated undergraduate and postgraduate degree programmes, a safe and beautiful environment and a personalised careers service, IMI International Management Institute Switzerland is the number one choice for your Swiss hospitality education...

www.imi-luzern.com - info@imi-luzern.com - +41 41 349 6400

SUMMER PROGRAMME ALSO AVAILABLE - CONTACT FOR DETAILS

ISSOS International Summer Schools St Andrews | Cambridge | Yale

ISSOS INTERNATIONAL SUMMER SCHOOLS ST ANDREWS CAMBRIDGE & YALE UNIVERSITIES

Summer School program for 13 - 18 year olds

combine learning and action packed adventure at world class universities in the UK and USA.

www.issos.com

Goldsmiths
UNIVERSITY OF LONDON

COUNTLESS PATHS ONE GOLDSMITHS

Goldsmiths is where the world opens up before you - and invites you to transform it. Explore our study opportunities including law, psychology and sociology.

explore.gold/CSC

needs to know just how easy it is to fake images and videos." He thinks that researchers will develop technology to detect fake videos and that internet policy can be improved to regulate forgeries when they pop up. Ion Stoica, a professor at University of California Berkeley, Ion Stoica, identified security and safety as major topics for research and concern in the world of artificial intelligence. Ethics are the central issue in discussions about machine learning, triggered in part by the use of algorithms to make decisions that affect citizens. Advances in AI have created risks with the advent of Big Data, where a large amount of information is being

collected about each of us and then fed to algorithms to make predictions. We do not have the ability to know when the data is being collected, ensure that the data collected is correct, updated, or being assessed in the proper context.

Tesla's CEO Elon Musk's recent words at a meeting of the National Governor's Association were chilling: "I have access to the very most cutting-edge AI, and I think people should really be concerned about it." He described it as "the biggest risk to civilization.... AI is a rare case where I think we need to be proactive in regulation, instead of reactive. Because I think by the time we are reactive in AI regulation, it's too late." He believes AI "could start a war by doing fake news and spoofing email accounts and fake press releases, and just by manipulating information." Words we would do well to heed for ourselves and for our students. Celebrity porn may just be the tip of the iceberg. ♣CSC



PROJECT LEARNING TREE CANADA

WELCOME BACK!

WHERE WILL THEY GROW?

Looking for ways to inspire youth to explore their future green job? PLT Canada has free resources to engage classrooms in discussions on the opportunities available for youth to grow a future in our forest.

Visit www.pltcanada.org to learn more.

Concurrent Disorders in Youth

When Mental Health and Addictions Collide

By Laura Hamilton



In October 2018, Bill C-45 (also known as the Cannabis Act) will come into effect in Canada. Recreational use of marijuana will be legal for those 18 years of age and over. It is unknown at this time what the true impact – positive or negative – will be on the population, and on youth in particular. However, regardless of where one stands on this issue, the passing of this landmark bill has undeniably led to increased discussion about the use of substances among youth, and how to engage youth on the topic.

Societally, we have decreed that 18 years is the age at which one transitions from being a “youth”, to becoming an adult. Increasingly, however, we are recognizing that the period of “youth” can be considered to last well into one’s 20’s. We now know that the brain is not finished growing and developing until about 25 years of age. Late adolescence is still a period of dramatic neurodevelopment, particularly in the realm of executive thinking (e.g., complex reasoning & problem solving). Significantly, it is also during this period that we see the onset of many different types of mental illness, as well as the onset of experimentation with alcohol and drugs. Either one in isolation can be difficult to address, but when substance use and mental health occur in tandem, the issue gets substantially more complex.

60-80% of youth who were abusing substances were also experiencing mental health symptoms.

Similarly, up to 40% of those struggling with mental illness were also abusing substances.

By no means will it always be the case that they will co-exist, but when one issue is present, it is not uncommon that the other will be as well.

©GettyImages/appleuzr

What are “concurrent disorders”

When we use the term “concurrent disorders”, we are referring to an individual who is struggling with the presence of a mental health issue (e.g., anxiety, depression, bipolar disorder, ADHD, psychosis, etc.), while also struggling with co-occurring substance use/abuse (nicotine, alcohol, marijuana, cocaine, heroin, etc.). It is important to note that, depending on the area of Canada in which you reside, concurrent disorders are sometimes known by other terms. In some regions, the term “dual diagnosis” is used to refer to co-occurring substance use and mental health. However, this can become unfortunately confusing, since “dual diagnosis” might also refer (in British Columbia and Ontario, for example) to the presence of co-occurring mental illness and developmental disability.

While the term Concurrent Disorders may or may not be immediately familiar, if asked, it is likely most school professionals would intuit that mental illness and substance use frequently go hand in hand. In fact, this is an accurate assumption. A Canadian study found that only about 3.2% of the general population of youth meet the criteria for a concurrent disorder (Cheung, et. al., 2009). However, a review of the literature put together by Adair (2009) found that across studies, 60-80% of youth who were abusing substances were also experiencing mental health symptoms. Similarly, up to 40% of those struggling with mental illness were also abusing substances. By no means will it always be the case that they will co-exist, but when one issue is present, it is not uncommon that the other will be as well.



**ARE YOU READY
TO BE EXCEPTIONAL?**

Directionality... what comes first?

It can be tempting to look for a simple explanation when considering the directionality of concurrent disorders – in other words, that one of the disorders “causes” the other. The reality of concurrent disorders is generally more nuanced than this, and the etiology is often unique to each person. Some scenarios of concurrent disorders can include:

- A youth experiencing symptoms of mental illness, who begins to use alcohol or drugs as a way of quelling their emotional distress, increasing their focus, or distracting themselves from painful thoughts;
- A youth suffering from a mental illness (particularly bipolar disorder, mania, ADHD, oppositional defiance or conduct disorder) who may experience among their symptoms a decrease of their inhibitions, or an increase of risk-taking behaviour, which can then lead to experimentation with drugs or alcohol;
- A youth who’s substance use triggers the onset of a mental illness (e.g., drug-induced psychosis);
- Youth who experienced abuse, traumatic events, or difficult family histories are at an increased risk of both mental health and substance use, and therefore both disorders may arise independently from the same risk factors.

Whatever the model or directionality for the onset of concurrent disorders, it is clear that once both substance use and mental illness are present, they can quickly become inter-related, with each illness bolstering and maintaining the other.

Treatment approach – what to tackle first?

Once the presence of concurrent disorders has been identified, the next question is how best to support the youth towards increased health and wellness. Typically, there are three models of treatment when it comes to addressing concurrent disorders:

Sequential: Either the mental illness, or the substance abuse, is targeted first. Then, once the mental health, or substance use, is sufficiently managed, the other area will be addressed. In some circumstances this may be effective, specifically in the case of a youth who is able to clearly identify using a substance to address a mental health symptom, or a youth who’s mental illness has been clearly triggered by their substance use. However, in many cases a sequential model will be ineffective as it does not address the inter-connected dynamic of concurrent disorders.



NSCAD University has produced award winning artists and designers for over 130 years.

We offer a supportive but challenging environment which encourages innovation and collaboration by constructive critical thinking.

Join a community of talented artists, engaged alumni and valued faculty to pursue an exciting career in art and design.

Apply Now: nscad.ca

Questions? admissions@nscad.ca



» Concurrent Disorders

Parallel: Both the mental illness, and the substance abuse, are treated at the same time, but separately. While this can perhaps be a desired approach, as it appears to address all issues at once, there are a number of drawbacks. Specifically that a parallel approach would require substantial time on the youth's part to be engaged in two simultaneous treatment programs (likely to decrease their motivation to engage with either), and substantial communication and collaboration between different professionals

Integrated: An integrated approach to treating concurrent disorders is one that typically involves a specialized professional who treats both the substance abuse and the mental illness at the same time. This approach conceptualizes the two issues as two pieces of the same puzzle, which must be treated in tandem if either is to be effectively addressed. Concurrent Disorders programs (or "Dual Diagnosis" programs, in regions that use this term) utilize this approach and will include mental health professionals and addictions professionals who consult together and work in conjunction with each other, or specialized counselling professionals who are trained to address both issues at the simultaneously.

What can school professionals do?

Clearly, school counsellors are not equipped to take on the specialized treatment of youth affected by concurrent disorders. However, school counsellors can play an integral role in supporting youth, in some of the following ways:

- **Education:** Initiatives within the school to educate youth on the realities and impact of substance use, the signs of dependence, as well as the symptoms of mental illness;
- **Observation & Identification:** Watch for changes in a youth's presentation, or school functioning, and when you suspect that a youth may be struggling with mental illness and/or substance abuse, connect with them directly, and identify them to additional support services;
- **Collaboration:** When a youth in your school is receiving the services of an addictions or mental health counsellor, reach out to the youth, their family, and the other support services to determine how the youth can best be supported in their school environment;
- **Advocacy:** Speak up to school management and school districts regarding the need for specialized programs or support workers in schools (e.g., drug and alcohol counsellors);
- **Empathy and a lack of judgement:** As with all of our work with youth, often the greatest help we can provide as school professionals is to be present with youth who are struggling, even when they may still be denying that their mental health or substance use is a problem. Provide a safe space for youth to talk, without judgement or fear of stigma, and walk alongside them on a path to recovery. ♣ CSC



Looking for a Career in Dance?

Canada's National Ballet School's (NBS) Teacher Training Program provides a full-time program, including:

- Dance classes – including Cecchetti, Royal Academy of Dance (RAD), and NBS curriculum
- Professional certification + diploma – including Cecchetti, RAD, ISTD teaching credentials
- Guaranteed employment on graduation

Enter directly after high school, take a concurrent Diploma/Degree at York or Simon Fraser Universities, or begin after post-secondary college/university.

NBS offers a variety of programs beginning with a 1 year certificate to 5 year joint Diploma/Degree.

Entry to the Teacher Training Program is by audition.

L'ÉCOLE NATIONALE DE BAIJET DU CANADA
Dance's Ensemble

CANADA'S NATIONAL BAIJET SCHOOL
Sharing Dance

Photo: Cylla von Tiedemann

Visit nbs-enb.ca • Email registrar@nbs-enb.ca • Or call 416 964 3780 for more information.

SPORTS MANAGEMENT



Career Focus:

The business behind the games

Mind OVER Muscle

Athleticism is not a prerequisite for entrance into sports management training.

By Sharon Chisvin

As Vice-President of Business Operations for the Brampton, Ontario professional hockey team the Brampton Beast, Ken Vezina enjoys a career that is multi-faceted, rewarding, challenging and exciting. It is also a career that he has learned entirely on the job, starting as an unpaid intern when he was in his early twenties.

Vezina had always been passionate about sports and had been a talented junior hockey player, but when he graduated high school in Winnipeg in 1996 he was not aware of any university sports management programs, so he enrolled in commerce at the University of Manitoba's Asper School of Business instead.

After completing his degree, Vezina began tagging along with a friend who had an internship with the Manitoba Moose hockey team, and soon became an intern for the team as well. Within a few months, that informal and unpaid position gave Vezina the confidence and know-how to reach out to other teams for work. Eventually it led to his current top echelon position with the Beast.

Vezina recognizes that he has been more than lucky with his career trajectory, but, he says, sports-minded young adults nowadays are in a much better position than he ever was. "Kids now have a huge advantage because there are so many sports management programs," Vezina states. "It was not on my radar at all."

Post-secondary sports management programs, in fact, have enjoyed tremendous growth in North America in the last two decades. Today there is a huge variety of college and university

sports management programs in Canada, and countless more in the United States. There are two-year diploma programs, four-year degree programs, five-year combined degree programs, co-op programs and numerous Master's and PhD programs as well.

Generally, the undergrad programs fall under the auspices of different faculties and departments, including kinesiology, health sciences, recreation studies, management and business. While there is a lot of overlap, each program offers unique courses and has its own philosophy and entrance requirements, including, in most cases, Grade 12 English and a minimum high school average of about 75%. Yet, while each program is distinctive, they all share the same objective – to prepare students to work professionally in the world of athletics, leisure and recreation at every level and in every realm, including the public municipal sector, the non-profit sector and the private sector.

Sports management studies are interdisciplinary in nature and introduce and expound on a range of subject areas, including human resources, resource management, communications, economics, advertising, analytics, marketing, merchandising and event management.



©GettyImages/Yuliia Zatula | ©GettyImages/baona

“Sports management incorporates business, law, organizational psychology, sociology and recreation to develop a broad understanding of physical activity and sport in a variety of contexts,” explains Alison Doherty, a professor of sports management in the School of Kinesiology at the University of Western Ontario.

“The students develop a skill set in the context of movement and physical activity (and) health and wellness,” she explains, “and the skill to deliver it, design it, coach it, lead it and make policy decisions around it.”

In both Canada and the United States, most sports management undergrads, who generally are equally divided between male and female, enter the program of their choice directly from high school. While many of these new students are, or have been, high performance athletes, athleticism definitely is not a prerequisite for any of the North American university or college sports management programs. Rather than elite athletes, sports management students tend to be young adults who have a passion for sports, are naturally creative and outgoing, and have a solid business aptitude and good people skills. Most importantly, they also have an appreciation of the power and

potential of sports to enhance wellness and physical fitness and build community.

“We are seeing more and more people who are really gravitating to sport recreation management,” says Doherty, who also volunteers with the Ontario Sport Management Collective. “The students are not necessarily jocks but are people who have had very positive experiences with sports growing up.”

The University of Western Ontario, where Doherty teaches organizational theory and behavior and human resource management, is one of several post-secondary institutions in Ontario that offer undergraduate degrees or diplomas in sports management. Each of these programs, like the many others across the country, have their own specific enrollment requirements, including certain university level high school courses, and offer their own variations and combinations of core academic classes. The programs also tend to fall under the auspices of different university faculties and departments.

The sports management program at the University of Western Ontario, similar to many of the other Canadian programs, limits annual enrollment to about 25 new students per semester. Classes in many of the American colleges, to the contrary, are much bigger.

The 25 undergraduate students accepted into the sports management program at Western each year, for example, are enrolled in the School of Kinesiology and, upon completion of a four-year program, receive an Honours Bachelor of Arts in Kinesiology with Specialization in Sports Management. Similarly, the 25 new students annually accepted into the Bachelor of Sport and Recreation Science program at the University of Regina are enrolled in the Faculty of Kinesiology and Health Science. Those students also have the opportunity to simultaneously pursue a Diploma in Business Administration through the Faculty of Business.

“We take pride in our small class sizes and format, which provides great opportunities for class discussion and student engagement,” says Doug Cripps, Undergraduate Associate Dean in the Faculty of Kinesiology and Health Studies at the University of Regina. “A number of our Bachelor of Sport and Recreation Science courses,” he adds, “are also available in an online format allowing for students to take courses from their home communities.

Sports management students at the University of Alberta in Edmonton, on the other hand, are enrolled in that institution’s Faculty of Kinesiology, Sport and Tourism, while back in Ontario, sports management students at Brock University in St. Catherine’s register through the university’s Faculty of Applied Health Sciences.

The program at Dalhousie University in Halifax is referred to as recreation management, and students are registered in both the School of Health and Human Performance and the Faculty of Management, and graduate after five years with both a Bachelor of Science and a Bachelor of Management degree. The University of Western Ontario’s Department of Kinesiology

also offers a five-year, dual track sports management and business degree program in partnership with the university's Ivy School of Business.

At Laurentian University in Sudbury, Ontario, sports management students are actually commerce students and graduate from the program with an Honours Bachelor of Commerce degree.

"We offer the only undergraduate business degree in sports management and the oldest sport management program of any kind in Canada," says Anthony Church, the Director of the university's School of Sports Administration.

The Laurentian program, he adds, is larger than most other sports management programs in Canada, accepting about 70 students each year, most of them directly from high school.

Regardless of the name of the program, degree and the school, faculty or department that administers it, all of the Canadian undergrad programs amalgamate classroom learning with experiential internships, usually in the third or fourth year of their studies.

"We believe strongly in the value of work-integrated-learning," Church says. "Our students are required to do an internship as part of their degree and we have various required courses throughout the four years that are applied in nature and emphasize the value of soft skills."

Tuition fees in the United States are significantly higher than in Canada, although they too vary considerably depending on whether students are enrolled in a state, private or Ivy League school. In Canada, according to Statistics Canada, domestic students in most undergrad programs, including sports management studies, can expect to pay about \$6,000 on average per year. However, tuition in Ontario, where there are many sports management programs, hovers around the \$8,000 range.

Whether sports management students opt to study in the United States or in Canada, at a private school or a state school, or in Ontario or in British Columbia, they will be required to complete an experiential internship as part of their studies.

Sports management internships or field placements – which may be with NBA or NHL teams, provincial associations, public relations firms or any other number of enterprises – provide students with invaluable opportunities to put theory into practice, work with and learn from experts in the field, and have a foot in the door for when they graduate and are ready to pursue full time employment.

These kinds of industry internships, as well as courses specifically focused on sports as a vehicle for change, will be integral to the new Bachelor of Sports Management program at Camosun College in Victoria, British Columbia. Both that program and the college's recently renewed two year Diploma of Sports Management program, which aligns directly with the first two years of the degree program, are expected to enroll about

40 students each year. Humber College in Toronto also has a two-year advanced diploma program that largely focuses on the organizational structure of sport, coaching standards, and the functionality of the sports industry from a Canadian perspective.

While every sports management program assists its students in finding field placements that best suit their needs and interests, some pro-active students turn to on-line resources to help them determine where they want to intern and what exactly they want to do. These resources include two invaluable websites: the [workinsports](http://www.workinsports.com)¹ and the [teamworkonline](http://www.teamworkonline.com)² site.

Ultimately, no matter where students intern or which college or university program they pursue, students who graduate with undergraduate sports management degrees or diplomas should have little difficulty finding rewarding employment. The sports industry, after all, is huge and growing, and sports managers are behind the scenes in every idea, innovation and endeavor that has to do with the burgeoning industry.

Sports managers are the people who manage amateur, collegiate and professional teams, and run fitness clubs and community centres. They are the people who recruit players, coordinate leagues, design tournaments, direct operations, pursue corporate sponsors, purchase equipment, promote athletic apparel, sell tickets, write advertising copy, and organize marathons and bike-a-thons.

"Sports is a huge industry and a lot of entrepreneurs have taken up businesses in support of that," Western's Doherty says. "There are lots of jobs now in marketing and events because sports itself is becoming more vocal."

In fact, the sports market industry in North America, according to Forbes, is expected to surpass \$73 billion in 2019. That means that the number and variety of employment opportunities within the industry will continue to grow as well.

Fortunately, young adults eager to join this diverse, exhilarating and fast-paced world no longer have to jump in and learn on the job, just as Ken Vezina had to do when he was younger. Instead, they just have to do some research and figure out which sports management program best suits their needs. Do they want a college program or a university program? Do they want a kinesiology degree or a commerce degree? Do they want a combined degree or a four-year degree? Do they want to study in the United States, stay in Canada, or venture out east or west?

Once they decide where to apply, and once they are accepted, they are guaranteed to receive the necessary education, experience, skills and self-assurance they need to succeed in what is one of the most in-demand, fastest growing and competitive careers of the 21st century. 🌐

©GettyImages/Yevhenii Dubinko

¹ www.workinsports.com

² www.teamworkonline.com

PLAYING ON A **BROAD FIELD**

By Sharon Chisvin



From tickets to tournaments – sports management careers are as diverse as athletics itself.

©GettyImages/SasinParaksa | ©GettyImages/South_agency | ©GettyImages/Pixfly | ©GettyImages/Manuel-F-O | ©GettyImages/stevecoleimages

For two-time Olympic gold medalist Sami Jo Small, being a sports manager means overseeing every detail of the Toronto Furies professional women's hockey team. For University of Regina graduate Allie Lindal, being a sports manager means managing all of the ticket accounts for the Western Hockey League's Saskatoon Blades junior hockey team. For Vice-President of Business Operations Ken Vezina, being a sports manager means building a relationship with and giving back to the community that hosts his Brampton Beast professional hockey team. And for 26-year-old Joey Swarbrick, being a sports manager means planning all of the travel and training camps for the Ottawa Redblacks of the Canadian Football League.

For countless other professionals in what is one of the fastest growing career paths in one of the fastest growing industries in North America, being a sports manager means taking on a wide variety of other roles and responsibilities, both major and minor, both in the public eye and behind the scenes, and both in the amateur and professional world of sports.

Being a sports manager means making sure the local ice rink is cleared of snow and the neighbourhood community club recruits enough coaches for its peewee teams. It means promoting the provincial curling and ultimate Frisbee associations, ordering the new cross-trainer for the private fitness franchise and scrutinizing contracts for the farm team. It means purchasing uniforms, arranging corporate sponsorships, developing Olympic contenders, balancing books, negotiating broadcasting rights, writing media releases, tweeting game day results, ensuring fan satisfaction, identifying vendors and hiring maintenance staff.

Being a sports manager means helping to create, enhance and raise awareness about athletic brands, teams, associations, experiences and opportunities. Joey Swarbrick has taken on many of these responsibilities in his role as the Coordinator of Football Operations with the Ottawa Redblacks, a position he was offered shortly after graduating with a Bachelor of Sport and Recreation Science degree from the University of Regina. While Swarbrick found all of his courses useful, particularly the sports marketing and sports economics classes, it was his field placement with the Pittsburgh Power of the Arena Football League that proved to be most valuable in preparing him for his career with the Redblacks. In addition to planning the football team's travel and training camps, Swarbrick now manages the team's daily operations, oversees its budget and coordinates the arrival and departure of all of its players.

Swarbrick's success to date is both admirable and enviable, but the truth is that most sports management degree graduates do not end up working with major league teams, especially at such a young age and so early in their careers. But most sports management graduates definitely do find satisfactory employment in their field, as there are currently countless career opportunities and countless opportunities for career advancement in the world of sports.

Swarbrick's success to date is both admirable and enviable, but the truth is that most sports management degree graduates do not end up working with major league teams, especially at such a young age and so early in their careers. But most sports management graduates definitely do find satisfactory employment in their field, as there are currently countless career opportunities and countless opportunities for career advancement in the world of sports.

Sports, after all, is a \$73 billion industry in North America and showing no signs of slowing down. Yet many high school students trying to decide what post-secondary studies to pursue and what professions to consider may not have a clear understanding of what sports management is or what sports managers do.

Generally speaking, sports management relates to the development and delivery of all sports, leisure and recreation activities for athletes, coaches, officials, sponsors, spectators and fans of all ages. Technically, it is the merger of business and sport, but it is, in fact, a multi-faceted, interdisciplinary profession that encompasses theory, skills and knowledge from a variety of academic and professional fields. Sports managers are well schooled in and often experts in finance and contract law, human resources and resource development, marketing and manufacturing, policy and program development, and organizational behavior.

Although many individuals pursue sports management studies because they are good at or passionate about gymnastics, swimming, basketball – or, as in Swarbrick's case, football – sports management is not about being a good athlete or being in the spotlight. In both Canada and the United States, most sports managers work far behind the scenes, pushing paper, making phone calls, negotiating contracts, planning events, and keeping all of the professional, collegiate and community teams, leagues, athletic associations, health clubs and charity runs running smoothly.

"Sports management skills are highly sought after by lots of areas," says Alison Doherty, a sports management professor in the School of Kinesiology at the University of Western Ontario. "Many students think only about careers in professional sports, but there are so many other opportunities with agencies and event firms. You can be part of them without being part of the big machine."

In fact, she adds, one of her students, who was completing the five year dual track sports management and business degree at Western, rejected a high profile internship with the NBA's Toronto Raptors in favour of working in community sports. She wanted to have more of an impact, Doherty explains.

Community level sports is definitely a burgeoning area for sports management professionals. This is partially due to the fact that it tends to have many entry level positions, and largely due to the fact that North Americans of all ages have become increasingly aware of the importance and long term benefits of being physically active. As a result, children are being registered for organized sports – and being recruited to elite teams – at much younger ages than in the past, and adults are returning to or remaining active in sports at much older

ages than in the past. As well, there simply are many more sport and physical activity choices now – among them Zumba, pickleball and ringette – than at any time in the past.

But sports management graduates, increasingly, are also finding employment in the philanthropic and corporate worlds. "Undergrads are finding jobs in all sorts of places," says Doherty. "Sports is a huge industry and a lot of entrepreneurs have taken up businesses in support of that," she adds.

These include businesses that design sports technology, sponsor sporting events, organize sports tours and travel, and manufacture and distribute sports equipment, apparel and food and drink supplements.

As well, many charities now rely on annual obstacle courses, mud runs, walk-a-thons, bike-a-thons and other physical activity based events to raise awareness of and raise funds for their cause. "We find that students are particularly attracted to those sorts of things," says Doherty.

Of course, every job in the world of sports management comes both with unique challenges and with unique rewards. This is as true for the director of children's programming with the local YMCA as it is for the director of corporate sponsorships with the local professional hockey team. It is true too for Allie Lindal and for Joey Swarbrick, who happened to graduate from the same university sports management program.

As the only ticket account executive with the Saskatoon Blades, Lindal has had to assume an increasing amount of responsibility. But she recognizes that the challenges and pressure of her job now will help her in the future. "I am very happy to be here as I did want to work in the Western Hockey League," she says, "and getting the opportunity to work in the WHL right after I finished school really was a dream."

"I have taken on a lot," she adds, "which is giving me even more experience and knowledge for when I further my career." While Lindal says she would be happy to remain working with the WHL, she also dreams of moving up to the NHL or Hockey Canada.

As for Swarbrick, while he appreciates the tremendous opportunity he has been given and loves his job and the responsibilities and rewards that come with it, he has a few words of caution for students considering a career in sports management.

Working in the big leagues is not all glamour and glitz. It is a high pressure, demanding job that requires a lot of hard work and long hours. "My biggest piece of advice," he says, "is to make sure you understand the time commitment that is required of you if you choose a career in sports."

Sports management positions often are not limited to nine to five, Monday to Friday, especially if they are with a seasonal or professional team. "But," adds Swarbrick, "the payoff in the end is unmatched by other professions." So is the potential.

While Swarbrick says that his short term goal is to help the RedBlacks win another Grey Cup, his ultimate goal is to become a General Manager in the Canadian Football League. Considering how far he is already come in such a short time, that ultimate goal certainly seems attainable. 🏒



For further information about sports management career opportunities, check out the on-line resource www.sports-management-degrees.com/business-careers.

Camosun's Centre for Sport & Exercise Education (CSEE)

CAMOSUN COLLEGE

Camosun's Centre for Sport & Exercise Education (CSEE) offers innovative degree and diploma programs that combine sport, fitness and rehabilitation with management, science and leadership. Programs include: Athletic and Exercise Therapy, Exercise and Wellness, Sport Management, Adventure Education and Massage Therapy. CSEE's affiliations with Camosun's on-campus Athletic & Exercise Therapy Clinic, Chargers Athletics and Fitness and Recreation, along with CSEE's partner organizations, create an integrated learning environment with applied, real-world opportunities for students.

Camosun's sport management programs provide students with a strong foundation in business, sport and industry-relevant learning to excel as professionals in the sport management industry. The Bachelor of Sport Management (pending Ministerial approval) is a four-year program. The two-year Diploma of Sport Management aligns with the first two years of the degree program. Students can enroll full-time or part-time and start studies in September or January.

Learning is focused on management; event and program design, delivery and assessment; organizational leadership; facility and resource management; athlete and coach development; and sport as a vehicle for change. Sport Management professionals combine business, sport science, management and social-cultural knowledge to work as leaders and planners in the industry. If you're passionate about the business of sport, Camosun's Sport Management programs could be just what you're looking for.

Degree Graduates of this leading-edge program are analytical and strategic thinkers and are prepared to lead and manage in a variety of local, provincial, national and global sport environments. Career opportunities for degree graduates may include leadership and management positions, event management, and program and project development with sport related businesses, not-for-profit, community and corporate organizations.

Diploma students gain a foundation in sport management, along with the knowledge and skills to succeed in entry-level careers. Career opportunities for diploma graduates may include facility, resource and event management roles in sport related organizations. 🌐



camosun.ca/sported

The Centre for Sport & Exercise Education

Camosun's Sport & Exercise Education programs combine sport, fitness and rehabilitation with management, wellness and leadership:

- Bachelor of Athletic & Exercise Therapy
- Bachelor of Sport & Fitness Leadership - Exercise & Wellness Specialization
- Bachelor of Sport Management (*pending Ministerial approval*)
- Diploma in Exercise & Wellness
- Diploma in Massage Therapy
- Diploma in Sport Management
- Post-Degree Diploma in Adventure Education

Learn more at camosun.ca/sported or 250-370-4700



“ With an education in sport & fitness, there are countless opportunities to encourage positive change within our communities. ”

Hilary Graham
Bachelor of Sport & Fitness Leadership graduate



The Bachelor of Sport and Recreation Studies (BSRS) with a major in Sport and Recreation Management (SRM) offers:

- » Fieldwork and Paid Internship options
- » Exceptional learning environments
- » Small class sizes promoting student engagement
- » Multiple online courses
- » Extensive experiential learning opportunities on and off campus
- » Option to complete a Diploma in Business Administration in conjunction with the degree
- » International study tours



For more information please visit:
<https://www.uregina.ca/kinesiology/>
 or contact us at kinesiology@uregina.ca.

The Faculty of Kinesiology and Health Studies

UNIVERSITY OF REGINA

The Faculty of Kinesiology and Health Studies at the University of Regina offers a unique Sport and Recreation Management degree program for undergraduate students, that includes practicum and experiential learning opportunities.

Accompanying a catalog with over 25 different courses, students have a choice between a Fieldwork and Paid Internship to complete their degree. The fieldwork option consists of a 560-hour non-paid placement with a sport or recreation-based organization. The paid internship option is a minimum of eight months with a maximum of 16 months.

The Bachelor of Sport and Recreation Studies (BSRS) with a major in Sport and Recreation Management (SRM) offers students an exceptional learning environment with small class sizes, promoting class discussion and student engagement. A number of classes are also offered in an online format, and a wide variety of on-campus organizations creates opportunities for students to volunteer and work in relevant fields during their time at the University of Regina.

Students in the SRM major have the opportunity to complete a Diploma in Business Administration within the BSRS degree through the Faculty of Business Administration. In addition, our students have been able to participate in a number of European study tours.

Recent graduates of the program have had success finding careers in their field, including jobs with varsity-level athletic programs, WHL teams, provincial sport organizations, CFL teams, city and town recreation offices, and more.

SRM student Jake Murray completed his fieldwork with the WHL's Regina Pats in the Winter 2018 semester. "My internship has taught me how to succeed in a fast-paced industry, see the business side of sport, and learn all the aspects that go into creating and successfully executing an event at the national level." 🌐



©Gettyimages/VasjaKoman



[uregina.ca/kinesiology](https://www.uregina.ca/kinesiology)

School of Kinesiology - Sports Management

WESTERN UNIVERSITY

What is Sport Management?

The discipline of sport management ranges from the development of new sport products and policies, to the administration of interuniversity athletics and community sport, recreation and active living programs, to the marketing and management of professional sport franchises, and the Olympic and Paralympic Games.

About Sport Management at Western

Building on the disciplines of business, law, organizational psychology, sociology, recreation and physical education, Western University's undergraduate program in Sport Management allows students to examine physical activity and sport in a variety of contexts.

Offered through the School of Kinesiology, students in the program pursue an Honors Bachelor of Arts degree and select from a range of courses in sport, recreation and active-living management. The flexible curriculum helps students develop a keen understanding of how marketing, leadership, law, communication, event management, governance and human resources management combine to impact physical activity and sport.

Hands-on learning is a key part of the program with internships and field experiences available in a variety of settings to complement in-class learning. Opportunities are available with organizations such as: London Knights (Ontario Hockey League), Rowing Canada, Western Mustangs Athletics, GoodLife Fitness, Maple Leaf Sports and Entertainment, and many more. Graduates of the program have gone on to successful careers working with teams in the National Hockey League, in the head office of the Canadian Premier League (soccer), and with sport organizations such as Tennis Canada, Hockey Canada, Canadian Sport Tourism Alliance and U Sports, the governing body for university sport in Canada.

Faculty members in the Sport Management program are international leaders in the field and bring together expertise in non-profit and commercial sport; local, regional, provincial, national and global sport organizations; sport, recreation and fitness for participants and spectators. 🌐



uwo.ca/fhs/kin



Western

Sport Management

Undergraduate Studies

Be a leader.

Unlock the transformative power of physical activity and sport.

Western's undergraduate program in **Sport Management** helps students develop a broad understanding of physical activity and sport in a variety of contexts, including:

- Marketing
- Communications
- Law
- Tourism
- Sport for Development
- Event Management

Internships and hands-on learning experiences are available through this program.



School of Kinesiology

westernu.ca/fhs/kin

Human Kinetics (Honours Kinesiology), Sport Management UNIVERSITY OF WINDSOR

Bachelor of Human Kinetics (Honours Kinesiology), Sport Management Major

Sport Management at the University of Windsor is one of the oldest and most respected undergraduate programs in Canada. UWindsor Sport Management is the only undergraduate program in Canada to be able to proclaim that it is the foundation for the best Post-Graduate Sport Management Program in the country, as ranked by SportBusiness International. Featuring the second largest number of sport-specific faculty members in the nation, we ensure that our student-centred undergraduate classes are taught by our world-class, full-time, professors. Furthermore, our experiential learning opportunities are second to none. Our undergraduate students regularly participate in experiential learning opportunities ranging from grass-roots organizations, to large multinational corporations; small not for profits, to the Canadian Olympic Committee. These opportunities are created through our outstanding relationships with our extensive alumni network who work for some of the biggest sport organizations in the world.

Teaching & Research

Students recognize the quality of our program and have indicated their satisfaction through the most recent National Survey of Student Engagement (NSSE). Of first year students, 89% rated Kinesiology as excellent or good, which is 10% higher than the Ontario average for comparable Kinesiology programs. This top-level score is a direct result of our comprehensive hiring process that evaluates all prospective faculty members on research and teaching quality – criteria not found at all Canadian institutions. 100% of our faculty members are research active, which ensures the education being imparted upon students is at the forefront of knowledge creation in Sport Management. Finally, we have one of the few programs in Canada that enables undergraduate students to become actively engaged in research.

Alumni & Careers

Our most recent poll of Kinesiology graduates resulted in over 850 different career titles! Our Sport Management alumni have gained leadership positions in sport organizations such as Maple Leaf Sports and Entertainment, Toronto Blue Jays, Canadian Olympic and Paralympic Committees, Hockey Canada, Ontario Basketball, and U Sports. Other alumni have ventured into the sporting goods sector, working for companies such as Nike, Under Armour, Adidas and Reebok. Recreation, sport tourism, teaching, and academia are other typical career paths our graduates pursue. Historically, 93% of Sport Management graduates have gone on to secure careers in a related field within two years of graduation.

Experiential Education

Sport Management at UWindsor allows students to participate in co-op learning, internship placements, international exchanges, and other in-course experiential learning opportunities. Within a 10-minute drive of the UWindsor campus, students have access to some of North America's premier sport organizations, including those affiliated with the NHL, NBA, NFL, MLB, CHL, U Sports, and NCAA. Beyond the big brands, Sport Management students have become integral to the success of the local sport community with projects ranging from grass-roots initiatives, to world-wide, multi-country sporting events. Our undergraduate students experience the optimal blend of research-based theory and real-world education that prepares them for success in the practitioner or academic roles.



©GettyImages/4x6



uwindsor.ca/kinesiology



hk@uwindsor.ca

Sport Management

University of Windsor

Outstanding Student Satisfaction

89% of students rate Kinesiology *excellent* or *good*—10% higher than comparable programs on recent NSSE scores

Experiential Learning

Co-op, internship, academic exchange, and research opportunities for undergraduate students.

Best in Canada Pedigree

#1 Ranked Sport Management Masters Program in Canada and Top 25 program in the World ranked by *SportBusiness International!*

Strong Alumni Network

Leading and working for the most recognizable sport brands in North America.

Unmatched sports access within 10km of campus!



NFL U Sports
NHL OHL
MLB Indy Car
NBA PGA Canada
NCAA



University of Windsor

Faculty of Human Kinetics

[www.uwindsor.ca/
Kinesiology](http://www.uwindsor.ca/Kinesiology)





The AI Employment Les

Which jobs will still be good jobs 10 years from now? That's the million-dollar question, and it comes with a disconcerting answer. Nobody really knows for sure.

As artificial intelligence (AI) and robotics increasingly wrap their tentacles around jobs and professions which have been humans-only territory for generations, differing views on how the employment landscape might look a decade from now have emerged.

What experts in the field do agree on is that the world of work is on the verge of a sea change, and educators need to take heed. The difficulty in predicting how the employment revolution will unfold means that today's high school students – perhaps more than any other generation in the last 100 years – must be prepared to adapt to ever-shifting sands.

AI is expected to be exponentially more disruptive than technologies such as the telephone, automobile and personal computers were to jobs and careers in their day. "Whereas those technologies replaced existing tools with better ones, to a large degree AI replaces us," says Sean Lyons, PhD and professor in the College of Business + Economics at the University of Guelph. "And it directly enables the next wave of new technologies."

Disruption

bouleversements de l'IA

By/Par Laurie Nealin

We know that there will be the winners and losers in the age of artificial intelligence. The question is how does one best prepare for the unpredictable workplace of tomorrow?

L'ère de l'intelligence artificielle fera des gagnants et des perdants. Comment se préparer à l'imprévisible marché du travail en devenir?

©GettyImages/PhonlamiPhoto | ©GettyImages/filo

Quels emplois seront encore de bons emplois dans dix ans? À cette question cruciale une réponse déconcertante : personne ne sait avec certitude.

Alors même que l'intelligence artificielle (IA) et la robotique déploient leurs tentacules vers des professions et des emplois restés depuis des générations l'apanage de l'être humain, les avis divergent quant à ce que sera le paysage de l'emploi dans dix ans.

Les spécialistes s'entendent toutefois sur un point : le monde du travail connaîtra bientôt de grands bouleversements, dont l'éducation doit tenir compte. Or, vu la difficulté à prédire la trajectoire de cette déferlante, les élèves actuellement au secondaire doivent, plus encore, peut-être, que toute autre génération depuis cent ans, savoir marcher dans des sables mouvants.

Comparée à l'effet de technologies comme le téléphone, l'auto et l'ordinateur, en leur temps, l'incidence de l'IA sur l'emploi sera exponentielle. « Ces technologies ont remplacé des outils existants par de plus efficaces mais, dans une large mesure, c'est nous que l'IA remplacera », dit Sean Lyons, Ph. D., professeur au Collège d'administration et d'économie de l'Université de Guelph. « Sans compter que l'IA prépare une prochaine vague technologique. »

"In the immediate future, most jobs are more likely to be AI-enhanced which will ratchet down the qualifications (for the position) and, therefore, the pay and job security of job holders."

Understanding AI

To understand how artificial intelligence could transform work and society in the near future, we must look beyond the conventional vision of task robots taking over repetitive, low-skill job activities and turn our attention to another aspect of AI technology – the component capable of putting careers of well-educated knowledge workers at risk. Sophisticated machine learning algorithms are capable of independent learning and making decisions and predictions autonomously. Artificial intelligence of that kind has already replaced individuals whose jobs involve data-driven decision-making such as professionals in the investment management and banking fields. Between 2011 and 2017, for example, Goldman Sachs replaced 600 desk traders in its workforce with 200 coding engineers. It's instructive facts such as these that can help young people – and their parents and counsellors – chart a course for their post-secondary education.

The English Oxford Living Dictionary defines artificial intelligence this way:

The theory and development of computer systems able to perform tasks normally requiring human intelligence such as visual perception, speech recognition, decision-making and translation between languages.

In short, AI machines are capable of imitating intelligent human behaviour. They are human-like but not human.

Job jeopardy

Does that mean all kinds of occupations – even those traditionally held by highly-educated professionals, will become vulnerable to AI and automation? "My hunch is to say 'yes,' but in ways that are not easy to predict," Lyons replies. "The narrative now is that AI and robotics will kill jobs, but more accurately these technologies will transform jobs. Some low-skill jobs might be eliminated right away, such as a McDonalds being able to be run with one less crew member because of touch screen and mobile ordering. "But in the immediate future, most jobs are more likely to be AI-enhanced which will ratchet down the qualifications (for the position) and, therefore, the pay and job security of job holders," adds Lyons, who along with two Canadian colleagues, conducted a five-year research project to look at the generational career shift and how jobs will change in the future.

Lyons cites, as an example, the finance officers at bank branches who once had to gain a lot of experience and customer knowledge to make lending decisions. Gradually, they have been replaced with lower level customer service representatives who enter data that enables the AI system to make the lending

« In the near future, AI is more likely to increase the efficiency of most jobs. As a result, the skills required for a given position will be dragged down, as will salary and job security. »

Comprendre l'IA

Pour comprendre comment l'IA transformera d'ici peu le travail et la société, il faut transcender la vision traditionnelle du robot employé à des tâches répétitives et simples, et nous concentrer sur une facette qui risque fort de compromettre même les carrières de travailleurs du savoir très instruits. D'ores et déjà, en effet, des algorithmes d'apprentissage machine très perfectionnés apprennent, décident et font des prédictions en toute autonomie. L'IA de ce type a déjà supplanté des gens dont l'emploi consiste à prendre des décisions en fonction de données, par exemple les gestionnaires de portefeuilles et les professionnels du secteur bancaire. Ainsi, de 2011 à 2017, Goldman Sachs a remplacé 600 négociateurs aux pupitres par 200 ingénieurs en programmation. Voilà précisément le genre de faits instructifs qui peuvent aider les jeunes – mais aussi les parents et les conseillers – à planifier leurs études postsecondaires.

L'English Oxford Living Dictionary définit ainsi l'intelligence artificielle :

Théorie et conception de systèmes informatiques capables d'exécuter des tâches qui requièrent normalement l'intelligence humaine, comme la perception visuelle, la reconnaissance de la parole, la prise de décisions et la traduction d'une langue à une autre.

Bref, les machines dotées d'intelligence artificielle imitent le comportement d'un être humain intelligent. Cependant, bien qu'elles se rapprochent de l'être humain, elles ne sont pas humaines.

Emplois en péril

Faut-il en déduire que tous les emplois, même ceux qui exigent de longues études, sont vulnérables à l'IA et à l'automatisation? « Intuitivement, je répondrais oui. Mais comment? Qui peut le dire... Ce qu'on entend, pour l'instant, c'est que l'IA et la robotique vont supprimer des emplois. Disons plutôt qu'elles vont transformer des emplois, dont certains, peu spécialisés, risquent d'être immédiatement éliminés. Par exemple si les écrans tactiles et une appli de commande permettent à un McDonald's de retrancher un membre de son équipe. Dans un proche avenir, il est plus probable que l'IA augmente l'efficacité de la plupart des emplois. Par conséquent, les compétences exigées pour un poste donné seront entraînées à la baisse, tout comme le salaire et la sécurité d'emploi », précise Sean Lyons qui, avec deux collègues canadiens, a fait de la recherche pendant cinq ans sur la transformation des emplois d'une génération à l'autre et sur les perspectives d'avenir à cet égard.

Lyons donne l'exemple des agents financiers du domaine bancaire, qui devaient naguère acquérir beaucoup d'expérience et une solide connaissance des clients avant d'accorder un prêt. Ils cèdent peu à peu leur place à des conseillers du service à la clientèle, d'un palier hiérarchique

decision. These service reps then simply communicate the result to the customer. "A lot of knowledge jobs will be 'dumbed down' by reliance on AI, which is more predictable, generates big data and requires no training," Lyons advises. "As AI and robotics become cheaper and easier to obtain and program, they will do a lot more of our thinking work."

Advances in AI will also allow robots to do things they couldn't do before, notes Joel Blit, an assistant professor in the department of economics at University of Waterloo. Blit, who has written on AI and the future of work and advised policymakers on the subject, recently became a member of the university's new Artificial Intelligence Institute. AI with the help of robotics, Blit says, will take over jobs in areas such as food and beverage preparation and agriculture, including seed planting and harvesting. "If the types of things you mostly do (in a job) can be substituted by AI and robotics, then you're going to be in big trouble. "If, on the other hand, AI and robotics are going to complement what you do, then not only are you going to be safe, you're going to do extremely well. These tools will make you more productive. "For people like me, who try to gain insights from data to understand the bigger picture, AI could be complementary. It could make me more productive, more efficient and, therefore, my wages could go up because I'd be able to do more in a shorter amount of time."

Bullet-proof?

In Blit's opinion, data scientists are the closest thing to a bullet-proof profession. "I've also heard other areas that are fairly immune are health care (professionals), education and high-level managers.

inférieur, qui n'ont plus qu'à transmettre au client la décision rendue par le système d'IA dans lequel ils ont versé les données pertinentes. « Beaucoup d'emplois spécialisés sont condamnés au nivellement par le bas par l'IA, qui est plus prévisible, qui génère des mégadonnées et n'a pas besoin de formation. À mesure que les prix diminueront, l'IA et la robotique, plus accessibles et plus faciles à programmer, assumeront une plus grande part de notre travail de réflexion », explique le Pr Lyons.

Les progrès de l'IA augmentent le potentiel des robots, note Joel Blit, professeur adjoint au Département d'économie à l'Université de Waterloo. Récemment agréé par l'Institut d'intelligence artificielle de l'université, Blit a écrit nombre d'articles sur l'IA et l'avenir du travail, et il conseille les responsables de l'élaboration des politiques sur le sujet. Grâce à la robotique, dit-il, l'IA va pénétrer des domaines comme la transformation des aliments et l'agriculture, y compris la plantation et la récolte. « Si les tâches qui constituent l'essentiel de votre travail peuvent être assumées par l'IA et la robotique, vous aurez bientôt de gros ennuis. Par contre, si l'IA et la robotique complètent ce que vous faites, non seulement vous êtes en sécurité, mais votre avenir s'annonce brillant. Ces outils vont vous rendre plus productifs. Pour ceux qui, comme moi, essaient de comprendre l'ensemble d'une situation à partir de données, l'IA sera un instrument complémentaire. Elle me rendra plus productif et plus rentable, et pourrait donc augmenter mon salaire, puisque je pourrai faire plus en moins de temps. »

À toute épreuve?

Selon Joel Blit, le travail des experts en mégadonnées est ce qui se rapproche le plus d'une profession à toute épreuve. « D'autres domaines semblent à l'abri, notamment les soins de santé (ceux

10-08-8101

VIU Students Excel at Life and Learning

VIU students find the support that makes a difference in helping them reach their educational goals. We value each student's potential, and find a pathway for all applicants. Faculty and staff are dedicated to encouraging students' success in life and learning.

120+ programs

Opportunities for student research

Experiential learning

Guaranteed residence for first-year students

Small class sizes: max 34

Inclusive, friendly campuses



FINALIST
2018

Nanaimo · Cowichan · Powell River · Parksville-Qualicum

Matter Here
viu.ca/counsellors



VANCOUVER ISLAND
UNIVERSITY

The reason they are at low probability of being replaced is their very large human component which is hard to replace with robots and AI." Still, Blit offers this caveat when it comes to predicting which jobs hold the best prospects versus which ones will be on the chopping block. "I think you can make an argument for most jobs either way and decide which one is more convincing, but no one really knows."

Lyons concurs that occupations that involve human services – education as well as law enforcement, medicine and caretaking – and those related to entertainment and the arts will be less affected by AI. "Content creators will use AI tools, but the human element is essential to culture and entertainment, in particular," Lyons notes. Still he predicts change there, too, as people interact with the technology in ways we cannot yet imagine. And therein lies the dilemma for school counsellors. Steering students on educational and career paths that appear to be good choices today may prove not to be in the longer term as machines become more and more capable of replicating human performance.

que fournissent les professionnels), l'éducation et la haute direction, parce que l'aspect humain y est très substantiel et donc très difficile à remplacer par des robots et par l'IA. » Blit met en garde, toutefois, contre la tentation de prédire quels emplois sont promis au plus bel avenir et lesquels vont droit au billot. « Vous pouvez défendre ou condamner l'un ou l'autre et déterminer quel argument est le plus convaincant, mais en fin de compte, personne ne sait vraiment. »

Sean Lyons pense aussi que les services à la personne – éducation, application de la loi, médecine et prestations de soins – de même que les emplois du domaine du loisir et des arts seront moins touchés par l'IA. « Les créateurs de contenu utiliseront les outils de l'IA, mais l'élément humain restera essentiel à la culture et au divertissement », dit-il. Il envisage tout de même quelques changements, puisque l'interaction entre l'être humain et la technologie évolue de manière imprévisible. D'où le dilemme pour les conseillers scolaires : les parcours pédagogiques et professionnels qui semblent appropriés aujourd'hui pourraient ne plus l'être à long terme, puisque la machine reproduit de mieux en mieux le rendement humain.

Learn more from our experts

Professor Blit and two colleagues recently published a paper entitled Automation and the Future of Work: Scenarios and Policy Options. It explores the potential impact of the growth of computer power, AI and robotics on the labour market.

Read it here <https://www.cigionline.org/publications/automation-and-future-work-scenarios-and-policy-options>

Professor Lyons tweets on employment issues and youth @proflyons and co-authored a book about generational shifts in career attitudes, experiences and expectations. Buy it here <https://books.emeraldinsight.com/page/detail/Generational-Career-Shifts/?k=9781787544147>

UNIVERSITY of DEBRECEN

FACTS

- Founded in 1538
- 14 Faculties on 7 Campuses
- 5000+ International students

ACADEMIC DIVERSITY

UD offers almost 60 courses taught entirely in English including Medical and Biological Sciences, Dentistry, Pharmacy, Aviation, IT, Engineering and Business Studies among others

EUROPEAN RECOGNITION

The University conducts its programs according to the European Qualifications Framework of the Bologna Process

EXCELLENCE

An elite research university with its main Campus located in the heart of the "Great Forest"

MEDICAL PROGRAMS IN ENGLISH

APPLY NOW!

ADDITIONAL INFO:
www.edu.unideb.hu

MCCQE, AFK and USMLE Step1 Preparatory Programs Offered

Coordinating Center for International Education
94. Nagyerdei krt. Debrecen H-4032
info@edu.unideb.hu, www.edu.unideb.hu

More than just a **DEGREE**

Recently, some employment gurus have suggested that types of work that are much more difficult to automate – such as a plumber, carpenter, electrician and auto mechanic – are good prospects for careers in the foreseeable future. While Blit sees merit in that viewpoint, Lyons is not sold on the notion. “I would not be too quick to declare skilled trades AI-proof,” he says. “With technologies like Microsoft’s HoloLens (a wearable computer with an augmented reality visor), it will be possible for highly trained technicians to remotely advise lower-skilled and less-experienced technicians on the job site. Increasingly, craft jobs that require artisanry can be replaced by things like 3D printing.”

Humans wanted

As robotics and AI evolve, their disruptive potential will only increase, even in areas that, today, are considered unlikely candidates for automation.

Recently, it had been suggested there would be solid career prospects related to Big Data, but not all jobs in that sector are good bets over the longer term. Blit feels that people doing basic

Quelques gourous ont affirmé récemment que les domaines les plus difficiles à informatiser – plomberie, menuiserie, électricité et mécanique automobile – offrent de bonnes perspectives professionnelles. Joel Blit trouve l’idée défendable, mais Sean Lyons n’y souscrit pas. « Il me semble prématuré de dire que les métiers spécialisés sont à l’abri de l’IA », prévient-il. « Avec une technologie comme la HoloLens de Microsoft [ordinateur portable doté de lunettes à réalité augmentée], par exemple, un technicien bien formé peut guider à distance un collègue moins aguerri. On remplace de plus en plus les métiers artisanaux. Pensons à l’impression 3D. »

Cherchons humains

Le progrès va forcément accroître le potentiel perturbateur de la robotique et de l’IA, même dans des domaines qui semblent pour l’heure se prêter bien peu à l’automatisation.

Certains croient que les mégadonnées sont sources de carrières prometteuses. À long terme, toutefois, tous les emplois de ce

Nos experts peuvent vous en dire encore plus!

Joel Blit a récemment publié, avec deux collègues, un article intitulé *Automation and the Future of Work: Scenarios and Policy Options*, sur les répercussions potentielles de la puissance croissante de l’ordinateur, de l’IA et de la robotique sur le marché du travail.

À lire, ici : <https://www.cigionline.org/publications/automation-and-future-work-scenarios-and-policy-options>

Sur Twitter, @proflyons, le Pr Lyons écrit sur l’emploi et les jeunes. Il a participé à la rédaction d’un ouvrage sur l’évolution intergénérationnelle de l’attitude, de l’expérience et des attentes à l’égard de la carrière, que vous pouvez vous procurer [en anglais] à l’adresse <https://books.emeraldinsight.com/page/detail/Generational-Career-Shifts/?k=9781787544147>



LES ARTS NUMÉRIQUES AU CŒUR DE L'EXPÉRIENCE ÉTUDIANTE

La Cité marque la rentrée 2018 sous le signe de la nouveauté avec un pavillon immersif ultramoderne. De plus, les nouveaux programmes dans le domaine des arts numériques formeront des diplômés prêts pour le marché du travail de demain.

www.collegelacite.ca

LA CITÉ
LE COLLÈGE D'ARTS APPLIQUÉS
ET DE TECHNOLOGIE

COM-18-017A

ACROSS THE POND
STUDY IN BRITAIN • SINCE 2004
FREE EXPERT GUIDANCE AND ADVICE

Official Canadian Partner of
Top UK Universities

No LSAT Required
for UK Law Schools

Personal Statement Guidance

WANT TO FIND OUT MORE?
VISIT CA.STUDYACROSSTHEPOND.COM

ACROSS THE POND
STUDY IN BRITAIN • SINCE 2004

analysis such as finding relationships in the data will be replaced by AI as the technology's ability to analyze data and spot patterns grows. Lyons agrees, but is confident "we will need humans with the capacity to know which questions to ask and creatively make connections that are beyond mere number crunching. "Einstein did not develop the theory of general relativity by crunching numbers – he did it with thought experiments that required improvisational thinking. For now, only humans can do that, as far as I know," he says.

Blit is on the same page with his firm belief that people who frame the questions to be asked, interpret the data and decide what these relationships actually mean will benefit from the AI revolution. AI is not all doom and gloom, Lyons points out. Despite all the jobs that will be negatively affected by AI, completely new, as-yet-unforeseeable career opportunities will arise. "Trying to predict what those occupations will be at this point is like trying to predict how social media would affect our lives when we first brought computers into our homes in the 1980s. It will all unfold in unpredictable ways."

Supreme skills

The key for today's students is to focus on their adaptability, Lyons advises. They must always be thinking about the future, rather than getting too comfortable. Blit offers, "These kids should not be thinking about careers for life. They should be thinking about getting the skills that allow them to have possible careers in different fields and different occupations because there's going to be a huge amount of turmoil. "It's hard to predict, so it's more a matter of getting the skills that won't be replaced (by AI). These

Searching for a Career? Choose *Payroll*

A career in payroll can be very rewarding and becoming a Payroll Compliance Practitioner (PCP) will ensure you have the compliance knowledge and payroll skills needed for success.

- Employers look for this certification when hiring and consistently pay a higher salary to those who have achieved it (Hays Canada Payroll Salary Guide).
- PCP Certification requires taking four key courses and one year of payroll-related work experience.
- Courses are available online and at universities and colleges across Canada.

Certification is the smart choice to elevate your payroll career. The Canadian Payroll Association can guide you on your path.



For more information visit payroll.ca

Certification *IT PAYS TO KNOW*

"Having my PCP certification has given me greater confidence in my job. With the wealth of knowledge I obtained through the PCP program, I can answer questions quickly and accurately."

Nadine Harrison, PCP
Payroll Administrator



secteur ne sont pas sûrs. Blit pense en effet que les gens qui font des analyses de base dans le but d'établir des relations entre données, par exemple, seront remplacés par l'IA, dont la capacité d'analyser et de repérer les tendances va croissant. Lyons est d'accord, mais reste convaincu que « nous aurons besoin d'êtres humains créatifs qui sauront quelles questions poser et pourront établir des relations qui dépassent de loin la simple manipulation de chiffres. Einstein n'a pas élaboré la théorie de la relativité en triturant des chiffres : ses expériences avaient été longuement réfléchies, mais il devait aussi improviser. Pour l'instant, seuls les humains peuvent faire ça, pour autant que je sache », souligne-t-il.

Blit aussi croit fermement que la révolution de l'IA profitera à ceux qui savent formuler les questions, interpréter les données et comprendre le sens des relations mises au jour. Lyons tempère de même : tout n'est pas noir à l'horizon IA. Beaucoup d'emplois en souffriront, mais il naîtra des professions que l'on n'imagine même pas encore. « Tenter de prédire ce qu'elles seront, c'est comme si vous aviez tenté de prédire l'incidence des médias sociaux sur nos vies quand l'ordinateur est entré dans nos maisons dans les années 1980. C'est une évolution absolument imprévisible. »








Compétences suprêmes

Les étudiants actuels doivent absolument pouvoir s'adapter, conseille le Pr Lyons. Ils ne doivent pas s'endormir sur leurs lauriers, mais se tourner résolument vers l'avenir. Joel Blit leur suggère de ne pas « penser à une carrière unique pour la vie entière, mais d'acquérir plutôt des compétences qui les rendront aptes à occuper différents emplois dans divers domaines, parce que les bouleversements à venir sont considérables. « Comme il est difficile de prévoir, ils doivent acquérir



Apply to VCAD and get up to \$5,000* in scholarships!

Choose from programs in:

| | | | |
|---|---|--|---|
|  <p>Fashion Design</p> |  <p>Architecture Design and Technology</p> |  <p>Interior Design</p> |  <p>Graphic Design</p> |
|  <p>3D Modeling Animation Art and Design</p> |  <p>Visual Effects Art and Design</p> |  <p>Game Development and Design</p> | |

scholarships.vcad.ca // 1.800.753.1678

*Some conditions apply.

VCAD
VISUAL COLLEGE OF ART AND DESIGN
OF VANCOUVER



**Blyth
ACADEMY**

“With the help of the dedicated staff at Blyth Academy, my daughter was accepted into every Canadian university to which she applied, as well as five European universities — all with scholarships. This doesn't happen without excellent teachers and great leadership.”

—Mark B.
Blyth Academy Ottawa parent

RANKED AS
**CANADA'S #1
PRIVATE
HIGH SCHOOL**
IN THE
HUFFINGTON POST

FOUR-TERM STRUCTURE • SMALL CLASS SIZES • POST GRAD PROGRAM
LEARN WHAT BLYTH ACADEMY CAN DO FOR YOUR STUDENTS!

BLYTHACADEMY.CA • 1-866-960-3552

technologies are very good at specific tasks, a narrow task, but they're not very good at being generalists and having a general purpose solution to a bunch of different problems. That's why some of these broader skills that humans bring are relatively safe."

Blit strongly encourages students to seek education that will hone their soft skills including creativity, communication skills, empathy, critical thinking, deep thinking, problem solving and judgment. "Those skills are always going to be safe, at least for a long time. The systems will give you the information but you have to be able to decide what to do with it," he explains. In addition, Blit considers computer programming and data interpretation skills a must for young people. "Those skills will also get you that first job (today) because they are in demand," he says.

Blit believes that people with an entrepreneurial bent will benefit greatly from the AI-driven revolution. The technology will complement the skills entrepreneurs bring and allow them to implement their visions, ideas or technology and reach millions of people at relatively low cost. "We need to push entrepreneurship and the culture of entrepreneurship to our kids. I think people who do this are going to benefit hugely in this new world. Being entrepreneurial about your own career and being able to identify new opportunities and move into new sectors is also important." Lyons recommends that rather than relying on employers or educational institutions, people must stay curious about new innovations, take control of their own career development and embrace new opportunities to gain self-awareness and confidence in their skills. That, he says, is the prescription for navigating increasingly turbulent career paths in the age of AI. 🍁 csc



Start gaining experience in
**Emergency
Management**
at Brandon University

Emergency Management professionals learn from experience. Graduates with a B.A. or B.Sc. from Brandon University's Applied Disaster and Emergency Studies program can choose Co-Op placements and will complete applied projects.

Learn more at BrandonU.ca/ADES



APPLIED DISASTER AND
EMERGENCY STUDIES

1967-68 2017-18
BU50



des compétences que l'IA ne saurait remplacer. La technologie fait merveille dans des tâches précises et limitées, mais ce n'est pas une bonne généraliste : elle n'offre pas une solution générique à une gamme de problèmes différents. Voilà pourquoi certaines compétences plus générales, typiquement humaines, sont relativement protégées. »

Blit encourage fortement les étudiants à préférer des programmes d'études qui développent les habiletés générales comme la créativité, la communication, l'empathie, la pensée créatrice, la profondeur de réflexion, la résolution de problèmes et le jugement. Il explique : « Ces habiletés sont des valeurs sûres et pour longtemps encore. Les systèmes fournissent l'information, mais c'est à vous de choisir ce que vous en ferez ». Il estime que les compétences en programmation et en interprétation de données sont incontournables. « C'est grâce à elles que vous décrocherez votre premier emploi parce qu'elles sont très recherchées », souligne-t-il.

Joel Blit croit en outre que la révolution de l'IA profitera aux entrepreneurs dans l'âme. Elle complétera leurs aptitudes et leur permettra de concrétiser leur vision et leurs idées, de mettre leurs technologies en œuvre et de se créer un marché de millions de personnes à coût relativement faible. « Nous devons convaincre nos enfants de l'importance de l'esprit d'entreprise et de la culture entrepreneuriale. À mon avis, les jeunes entrepreneurs seront les mieux placés pour tirer leur épingle du jeu dans ce nouveau monde. Il importe aussi de savoir comment devenir entrepreneur, repérer les occasions et apprivoiser de nouveaux secteurs. » Pour résister aux turbulences professionnelles de l'ère IA, Lyons recommande enfin de se tenir au fait des innovations, de veiller soi-même au développement de sa carrière et de saisir toutes les occasions de découvrir et de maîtriser ses aptitudes plutôt que de compter sur les employeurs ou les établissements d'enseignement. 🍀 csc

QUEEN'S UNIVERSITY BELFAST

SHAPING A BETTER WORLD SINCE 1845

RUSSELL GROUP

QS WORLD UNIVERSITY RANKINGS TOP 200 2019
We're ranked in the **top 200 universities** in the world (QS World University Rankings 2019)

WE'RE IN THE WORLD'S TOP 25 MOST INTERNATIONAL UNIVERSITIES
(Times Higher Education World University Rankings 2018)

WE'RE RANKED 8TH IN THE UK FOR RESEARCH INTENSITY (REF 2014)

WE ARE FOCUSED ON YOUR FUTURE

HUMBER
School of Liberal Arts & Sciences

YOUR PATHWAY CAN BE AS UNIQUE AS YOU ARE

Humber's General Arts and Science programs let you explore future study options, upgrade your academic skills and earn valuable transfer credits.

Take your first step in

- College Transfer Certificate
- University Transfer Certificate or Diploma
- Technology Transfer Certificate
- Pre-Health Sciences Certificate

Programs are offered at North, Lakeshore and Orangeville campuses. Please note that not all programs are offered at each campus, so check specific programs online.

liberalarts.humber.ca

OCTOBER 17, 2018
Special event! Visit us at humber.ca/guidance-counsellors/guidance-lunch



Scholarships that are about students. Not just their grades.

Students can receive up to \$70,000 with the TD Scholarships for Community Leadership. Together, we're opening doors for a more inclusive tomorrow.



**THE
READY
COMMITMENT**

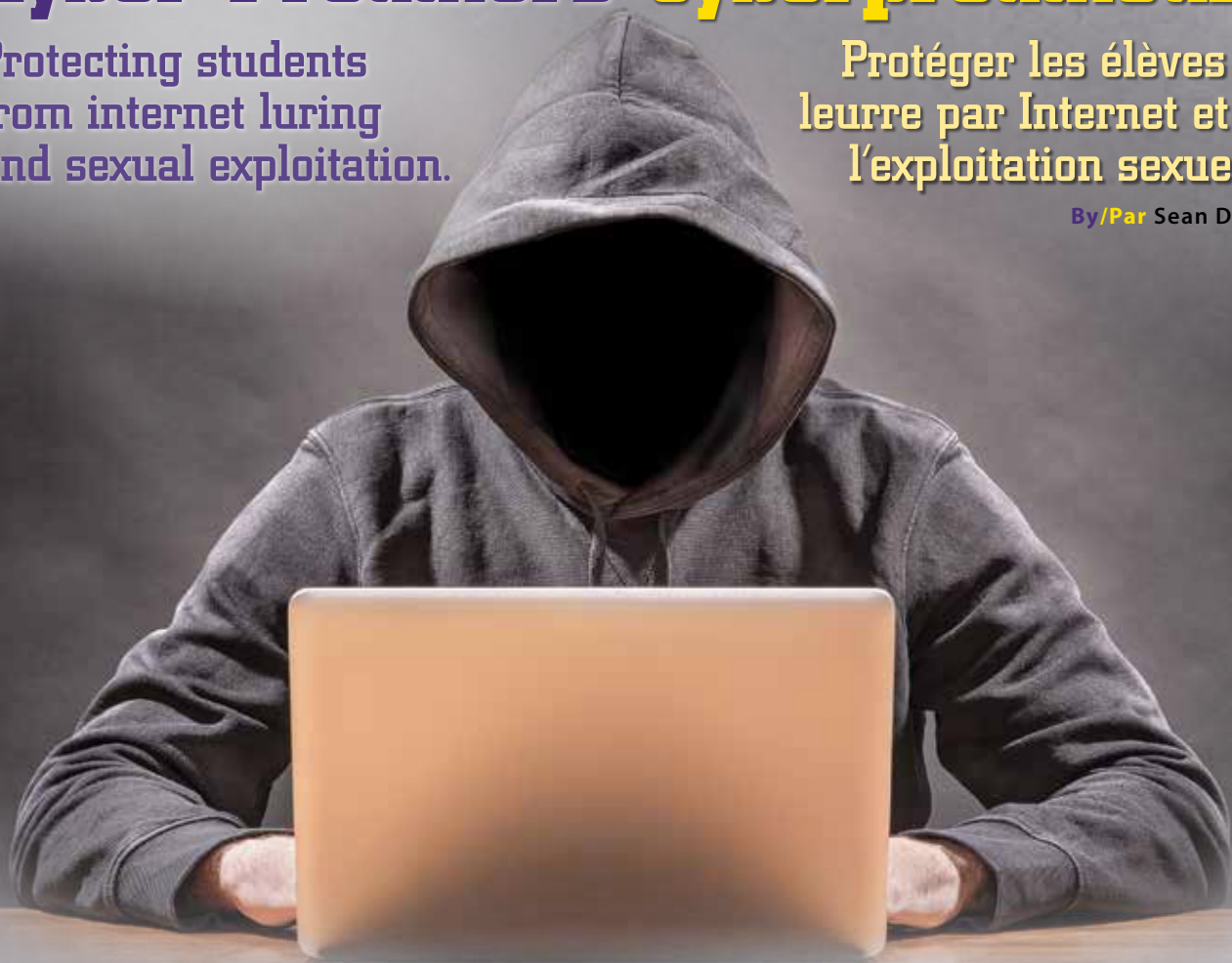
Apply by November 16, 2018
at td.com/scholarships

COMBATING **Cyber-Predators** LA LUTTE AUX **cyberprédateurs**

Protecting students from internet luring and sexual exploitation.

Protéger les élèves du leurre par Internet et de l'exploitation sexuelle.

By/Par Sean Dolan



©GettyImages/frankpeters

It's a nightmare scenario: He clicks through social media platforms and chat rooms looking for a vulnerable young person. He is clever and manipulative, knowing which questions to ask and what information to ask for. She is flattered by the attention and affection shared by this seemingly kind adult. The exchanges continue, sometimes over a matter of days, sometimes for months. They go on for as long as it takes. Eventually the conversation becomes sexual. Nude images are exchanged, desires are shared, and a meeting is arranged at a local motel. Hopefully a parent, friend or teacher learns about the situation and puts a stop to it. Otherwise, the meeting takes place and lives are changed.

In the news

Every once in a while, stories like this surface in news reports. Of course, people are only hearing about the incidents that make it to the news – there are many stories of adults luring children into compromising situations that are either never revealed or are kept under wraps by concerned family members and terrified victims. This is all part of the insidious world of internet luring and sexual exploitation.

C'est un scénario cauchemardesque. Lui, il hante les plateformes de médias sociaux et les bavardoirs (chat rooms). D'un clic à l'autre, il cherche une jeune personne vulnérable. Intelligent et manipulateur, il sait quelles questions lui poser, quels renseignements lui demander. Elle, elle est flattée par l'attention et l'affection que lui manifeste cet adulte qui lui semble aimable. Les échanges se poursuivent, parfois sur quelques jours, parfois pendant des mois. Cela prend le temps qu'il faut. La conversation finit par prendre une tournure sexuelle. On s'échange des images de nudité, des désirs, puis on se donne rendez-vous dans un motel voisin. Espérons qu'un parent, une amie ou un enseignant apprendra ce qui se passe et y mettra un frein. Autrement, la rencontre aura lieu et toute une vie sera chamboulée.

Dans l'actualité

De temps à autre, des histoires comme celle-là font surface dans les médias. Bien sûr, on n'entend parler que des incidents qui font la manchette : beaucoup de cas d'adultes ayant attiré des enfants dans une situation compromettante ne sont jamais révélés à la presse ou sont cachés par des parents inquiets et des victimes terrorisées. Tout cela fait partie du monde insidieux du leurre par Internet et de l'exploitation sexuelle.

Contemporary research indicates that youth willing to engage in **risky behaviour** are most **vulnerable** when it comes to being **taken advantage of** by **manipulative adults**.

Not a growing phenomenon

Guidance counsellors often learn about this form of child abuse from either the victims themselves or concerned friends and family members. While the prospect of young people connecting with manipulative adults' intent on luring them into risky behaviour is disturbing, people can rest assured that internet luring is not a rampant and growing phenomenon. Police statistics indicate that only a fraction of a percentage of youth are victims of internet luring (three cases per 100,000 youth in Canada) and even if luring cases are grossly under-reported, the numbers come nowhere near the epidemic proportions that are sometimes indicated in the media. In short, internet luring is a concern, but it is something that can be avoided through strong parenting, thoughtful teaching and a judicious use of digital literacy skills by today's youth.

Who is at risk?

The overwhelming majority of young people are not at risk of being a victim of internet luring. However, there is a commonly accepted general profile of a luring victim. These individuals tend to be young people who are:

- 13-17 years of age
- Female
- Males who are either gay or questioning
- A victim of physical or sexual abuse
- In major conflict with parents or guardians
- Willing to engage in risky behaviour

Pas de croissance effrénée

Les conseillers en orientation entendent souvent parler de cette forme d'abus à l'égard des enfants soit par la victime elle-même, soit par des amis ou des membres de la famille inquiets. La perspective qu'une jeune personne entre en relation avec un adulte manipulateur qui cherche à l'attirer dans une situation risquée n'a rien de rassurant; ce qui l'est, toutefois, c'est que le leurre par Internet n'est pas un phénomène généralisé qui prend de l'ampleur. D'après les statistiques policières, la proportion des jeunes victimes de leurre par Internet est extrêmement faible (trois cas par 100 000 jeunes au Canada), et même si, en réalité, les cas de prédation sont beaucoup plus nombreux que cela, les chiffres ne s'approchent aucunement des proportions épidémiques que mentionnent parfois les médias. Pour résumer, le leurre par Internet est un phénomène préoccupant qu'on peut toutefois éviter par des pratiques parentales vigoureuses, par un enseignement réfléchi et par une utilisation judicieuse des compétences numériques chez les jeunes.

Qui est à risque?

L'immense majorité des jeunes ne sont pas à risque de leurre par Internet. Les spécialistes s'entendent toutefois sur un profil général de la victime de leurre. Selon cette tendance, une personne à risque serait :

- âgée de 13 à 17 ans;
- soit une fille, soit un garçon gai ou qui s'interroge sur son orientation;
- une victime de sévices physiques ou sexuels;
- en conflit majeur avec ses parents ou ses tuteurs;
- disposée à adopter un comportement à risque.

**FRENCH IMMERSION
DOESN'T STOP AFTER
GRADE 12.**

PREPARE YOURSELF FOR THE
BILINGUAL JOB MARKET.

COLLÈGE BORÉAL

#1 APPLY TO THE
FRENCH COLLEGE IN ONTARIO!

Des études contemporaines indiquent que les jeunes personnes disposées à adopter un **comportement à risque** sont particulièrement **vulnérables** aux **abus** d'un **adulte manipulateur**.

The last point seems to be the most important. Contemporary research indicates that youth willing to engage in risky behaviour are most vulnerable when it comes to being taken advantage of by manipulative adults. This prospect applies to both online and offline activities. Put simply, if a young person is convinced to pursue a path that clearly crosses a line of commonly accepted behaviour into an area of known risk, they are potential victims of exploitation. In terms of internet luring, there are some specific actions that bring with them a higher degree of risk. Young people who engage in the following behaviours are more likely to become victim of luring and sexual exploitation:

- share personal information with an online stranger
- visit and participate in adult-oriented chat rooms or social media platforms
- engage in sexual conversations with an online stranger
- share nude images either online or via SMS

While engaging in any or all of the behaviours above do not, in themselves, indicate that someone will be a victim of internet

Ce dernier point semble le plus important. Des études contemporaines indiquent que les jeunes personnes disposées à adopter un comportement à risque sont particulièrement vulnérables aux abus d'un adulte manipulateur. Cette perspective s'applique aussi bien aux activités concrètes que virtuelles. Autrement dit, si une jeune personne se laisse convaincre de transgresser clairement les limites d'une conduite acceptable pour entrer dans une zone de risque connu, elle devient une victime potentielle de l'exploitation. Dans le cas du leurre par Internet, certaines actions comportent un haut niveau de risque. Les comportements suivants exposent particulièrement les jeunes au leurre par Internet et à l'exploitation sexuelle :

- communiquer des données personnelles à un inconnu;
- consulter et utiliser des bavardoirs ou des plateformes de médias sociaux destinés aux adultes;
- engager une conversation à connotation sexuelle avec un inconnu;
- diffuser des images de nudité sur Internet ou par texto.

En soi, ces comportements n'indiquent pas que la personne sera victime de leurre par Internet et d'exploitation sexuelle, mais ce sont

EASTERN CANADA'S LEADING LIBERAL ARTS UNIVERSITY DEVOTED TO THE CHRISTIAN FAITH

GRADUATE | UNDERGRADUATE | CERTIFICATE

Programs in Arts, Business, Science,
Organizational Management
and Education

- > **Exceptional faculty and staff, with a 13:1 student-to-professor ratio.**
- > **Introducing ClayStone: a life-transforming Gap-year experience!**
- > **NEW bursaries and guaranteed entrance scholarships!**
- > **Nationally ranked Chargers Athletics.**

crandallu.ca | 1.888.968.6228 | admissions@crandallu.ca



Crandall
University

luring and sexual exploitation, they are commonly accepted markers of a luring victim. Also, these are the markers that the perpetrators of this crime look for when pursuing victims. They are also aware of the fact that the gateway into the personal lives of young people can be frighteningly easy, as is indicated by the following statistics:

- 30% of youth say they use their real names and addresses when signing up for online platforms that require social media accounts
- 16% of youth have intentionally visited pornographic web sites
- 9% of youth have visited and participated in an adult chat room

While these numbers indicate that most young people are not positioning themselves to be exploited, too many are leaving themselves vulnerable to manipulative adults.

Who are the perpetrators?

The perpetrators of internet luring tend to be males between the ages of 18 and 34. This demographic accounts for 60% of those who have been tried and convicted of internet luring under the Canadian Criminal Code. Of that group, half are between the ages of 18 and 24 and the other half are between the ages of 25 and 34. However, a United States study suggests that the majority of luring offences are committed by people under the age of 21 with only 10% of internet luring perpetrators being older than 21.

des marqueurs généralement acceptés de la victime de leurre. Et ce sont aussi les marqueurs que surveillent les prédateurs à la recherche d'une victime. Ceux-ci savent également à quel point il peut être épouvantablement facile de s'immiscer dans la vie personnelle des jeunes, comme l'indiquent les statistiques suivantes :

- 30 % des jeunes déclarent s'inscrire sous leurs nom et adresse véritables dans les plateformes virtuelles nécessitant un compte dans les médias sociaux;
- 16 % des jeunes ont déjà visité volontairement un site Web pornographique;
- 9 % des jeunes ont déjà consulté et utilisé un bavardoir pour adultes.

Ces chiffres donnent à penser que la plupart des jeunes personnes ne s'exposent pas à l'exploitation, mais trop d'entre elles se retrouvent quand même en position de vulnérabilité face à des adultes manipulateurs.

Qui sont les prédateurs?

Les prédateurs virtuels sont souvent des hommes de 18 à 34 ans. Cette tranche d'âge regroupe 60 % des personnes jugées et reconnues coupables de leurre par Internet en vertu du Code criminel du Canada. Ce groupe est réparti à parts égales entre les 18-24 ans et les 25-34 ans. Cependant, d'après une étude étatsunienne, la majorité de ces infractions sont commises par des personnes de moins de 21 ans et seulement 10 % des prédateurs virtuels ont plus de 21 ans.

Les prédateurs ciblent leurs victimes de façon très sélective. Comme le prédateur sait qui viser (comme on l'a vu ci-dessus), il réussit souvent à convaincre sa victime de le rencontrer et d'avoir une relation sexuelle. Les spécialistes qui étudient le leurre par Internet estiment important de dissiper le mythe du pédophile penché sur son écran d'ordinateur, qui trompe des enfants pour les amener à avoir une relation sexuelle avec lui. Il faut plutôt entretenir l'idée d'un homme jeune qui vise à manipuler une jeune personne vulnérable en vue d'une activité sexuelle. En fait, ces tentatives de manipulation sont tellement fructueuses que dans plus de 70 % des cas, le prédateur et sa victime se rencontrent plus d'une fois. Au bout du compte, les prédateurs virtuels ont rarement recours à la supercherie. Leur façon de convaincre une jeune personne vulnérable de s'exposer à une situation à haut risque est empreinte d'une transparence sournoise.

Que pouvons-nous faire?

La meilleure chose qu'un parent, une enseignante ou un conseiller en orientation puisse faire face à la menace du leurre par Internet est de s'informer et d'informer les victimes potentielles au sujet de l'existence de cet acte criminel. Les parents doivent s'impliquer dans la vie de leurs enfants, insister sur l'obligation de garder les ordinateurs dans un endroit visible de la maison et considérer le téléphone de leur enfant comme un appareil familial auquel ils ont librement accès (sans entrer inutilement dans l'intimité de leur fils ou de leur fille). Les enseignants doivent présenter à leurs élèves les mérites de l'habileté numérique et de la réflexion critique,

YORK UNIVERSITY
UNIVERSITÉ
UNIVERSITY

redefine THE POSSIBLE.

DISASTER & EMERGENCY MANAGEMENT
Bachelor of Disaster & Emergency Management (BDEM)
Masters of Disaster & Emergency Management (MDEM)
Certificate in Disaster & Emergency Management

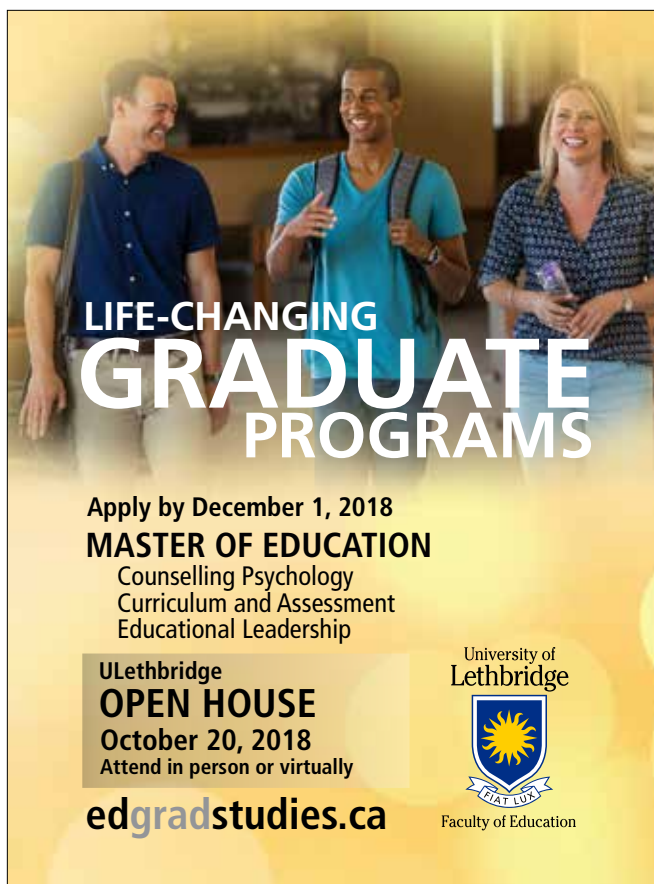
EXPLORE NEW OPPORTUNITIES
http://sas.laps.yorku.ca/bdem • http://dem.gradstudies.yorku.ca
gpandem@yorku.ca • 1-416-736-5744

The perpetrators are very selective in their targeting of victims. They know who to target (see above) and this is why they are often successful in their attempts to convince their victims to meet and engage in a sexual encounter. Experts studying internet luring think it is important to dispel the myth of the pedophile hunched over a computer tricking kids into having sex with them. Instead, people should foster the idea of a younger man bent on manipulating a vulnerable young person into engaging in sexual activity. In fact, their efforts are so successful that, in over 70% of cases, the perpetrator and the victim meet on more than one occasion. In the end, trickery is seldom used by the perpetrators of internet luring. There is a devious transparency involved in the methods used to convince a vulnerable young person into a high-risk situation.

What can we do?

The best thing a parent, teacher or guidance counsellor can do in the face of the threat of internet luring is to educate themselves and potential victims about the existence of this crime. Parents should be engaged in the lives of their children, insisting that computers be kept in visible locations in the home and that a child's smartphone be considered a family device they can access easily (without unnecessarily disturbing the privacy of their son or daughter). Teachers should be instructing students on the merits of digital literacy and critical thinking, reminding students that sharing personal information, compromising pictures and engaging in relationships with adults constitutes a risk to their physical and emotional wellbeing.

Meanwhile, guidance counsellors should be on alert for students who fall into the at-risk category and develop strategies for




**LIFE-CHANGING
GRADUATE
PROGRAMS**

Apply by December 1, 2018
MASTER OF EDUCATION
Counselling Psychology
Curriculum and Assessment
Educational Leadership

ULeithbridge
OPEN HOUSE
October 20, 2018
Attend in person or virtually

edgradstudies.ca

University of
Lethbridge

Faculty of Education

The digital boom is happening without you.

Start your career in digital design now.

Ready to join a billion-dollar industry?

The digital world is thriving, year after year becoming a larger and more profitable area to grow your career in. Businesses, governments and organizations of all sizes across the world require talented individuals like you to create websites, marketing material and more to keep their online presence alive.

bowvalleycollege.ca



implementation when students bring their internet luring stories into their office. These guidelines should be of some assistance:

- use a team approach to the problem. Consult the school social worker, child youth worker and school administration as a preliminary step after learning about a case of child luring.
- handle the student with care. Be as calm as possible while telling them about the necessary next steps in dealing with the situation.
- have a member of the team contact the student's parent or guardian to discuss what has happened.
- have the administrator contact the police so that child luring charges can be pursued.

These suggestions constitute a rough idea of what can be done when encountering cases of child luring and sexual exploitation. Different cases often warrant additional steps. One obstacle a counsellor may encounter is resistance from the victim. Often the young person has been groomed into thinking that the adult who lured them is the "love of their life." Based on this belief, they will be very reluctant to do or say anything that will get the adult perpetrator of this crime into any kind of trouble.

While internet luring and sexual exploitation are not an immediate concern for most adolescents, the few that are affected are the very people that wind up sitting across from a psychologist, child youth worker or guidance counsellor to reveal their victimization. It is important to be aware and alert of this form of manipulation so that appropriate measures can be taken to protect the students in your care. ♣ CSC

While internet luring and sexual exploitation are not an immediate concern for most adolescents, the few that are affected are the very people that wind up sitting across from a **psychologist, child youth worker or guidance counsellor** to reveal their **victimization**.

Si le leurre par Internet et l'exploitation sexuelle ne sont pas une préoccupation immédiate pour la plupart des adolescents, les quelques personnes qui subissent ces actes sont les mêmes qui finissent par révéler leur **victimisation** dans le cabinet d'un **psychologue, d'une travailleuse auprès des enfants et des jeunes** ou d'un **conseiller en orientation**.



Get ready to be **INSPIRED**

UNDERGRADUATE-LEVEL PROGRAMS (BSc, BEng)

- Environment
- Life Sciences
- Wildlife Biology
- Bioresource Engineering
- Food Science
- Microbiology and Biotechnology
- Environmental Biology
- Agro-Environmental Sciences
- Plant and Animal Sciences
- Dietetics and Human Nutrition
- Agricultural Economics
- Global Food Security

COLLEGE-LEVEL PROGRAM

- Farm Management and Technology (www.mcgill.ca/fmt)

www.mcgill.ca/macdonald/prospective

Tel: 514-398-7925

studentinfo.macdonald@mcgill.ca



tout en leur rappelant que la communication de renseignements personnels et de photos compromettantes et les relations personnelles avec des adultes les exposent à un risque pour leur bien-être physique et émotionnel.

Quant aux conseillers en orientation, ils doivent être à l'affût des élèves qui tombent dans la catégorie à risque et élaborer des stratégies de mise en œuvre lorsqu'une ou un élève vient leur parler de son expérience avec un prédateur virtuel. Il est alors utile d'adopter les lignes de conduite suivantes :

- Abordez le problème en équipe. La première chose à faire lorsqu'on vous informe d'un cas de leurre d'enfant est de consulter les spécialistes en travail social et en travail auprès des enfants et des jeunes de l'école, ainsi que l'administration.
- Traitez l'élève avec soin. Exposez-lui le plus calmement possible la marche à suivre pour faire face à cette situation.
- Demandez à un membre de l'équipe de communiquer avec les parents ou tuteurs de l'élève pour discuter de ce qui est arrivé.
- Demandez à l'administration de contacter les services policiers en vue de porter des accusations pour leurre d'enfant par Internet.

Ces suggestions donnent une idée sommaire de ce qu'on peut faire lorsqu'on est confronté à un cas de leurre d'enfant et d'exploitation sexuelle. Selon le cas, la marche à suivre est très variable. Entre autres obstacles, le conseiller ou la conseillère se heurtera peut-être à une résistance de la part de la victime.



Are you looking for a fun, creative, and rewarding career?

Interior Designers of Canada (IDC) has information on Canada-wide accredited programs, standards, exams, job postings and much more.

Since 1972, IDC has been the national advocacy body representing interior designers throughout the country.

Visit idcanada.org to learn more about student membership today!



FUTURE FULL OF PROMISE.

200+
ACADEMIC
MAJORS

200+
STUDENT
CLUBS

COUNTLESS
POSSIBILITIES

Join us for our

FALL OPEN HOUSE

Nov. 3, 2018 10 am - 4 pm
FREE TUITION DRAW!

For Open House information, or for a campus or virtual tour:
uwindsor.ca 1-800-864-2860



University
of Windsor

École nationale de cirque
M O N T R É A L
NATIONAL CIRCUS SCHOOL

Become a
Professional Circus Artist

- > Diploma of Collegial Studies in Circus Arts
95% placement rate for graduates
- > Circus and High School Studies
On-campus residence
- > Teacher training in Circus Arts

Audition | Deadline to register January 15

ecolenationaledecirque.ca/en

Culture et Communications Québec

Canada

Souvent, la jeune personne est conditionnée à l'idée que l'adulte qui l'a leurrée est « l'amour de sa vie ». Cette conviction la rend très réticente à poser un geste ou à faire une déclaration préjudiciable à l'adulte responsable de cet acte criminel.

Si le leurre par Internet et l'exploitation sexuelle ne sont pas une préoccupation immédiate pour la plupart des adolescents, les quelques personnes qui subissent ces actes sont les mêmes qui finissent par révéler leur victimisation dans le cabinet d'un psychologue, d'une travailleuse auprès des enfants et des jeunes ou d'un conseiller en orientation. Il importe d'être conscient et à l'affût de cette forme de manipulation afin de pouvoir prendre des mesures appropriées pour protéger les élèves dont nous avons la charge. ✦ CSC



©GettyImages/NiroDesign

CAREERS IN THE SKILLED TRADES

Are your students interested in an apprenticeship program?

Construction & Maintenance Electrician (Trade code: 309A)

OSSGD (or equivalent) with the following credits:

- Grade 12 English or French
- Grade 12 Mathematics
- Grade 11 Physics (or higher)
- One of the following Senior Sciences (grade 11 or higher): Chemistry, Biology, Electrical Shop, Construction Technology, Manufacturing Technology or Transportation Technology

Powerline Technician (Trade code: 434A)

OSSGD (or equivalent) with the following credits:

- Grade 12 English or French
- Grade 12 Mathematics

Instrumentation & Control Technician (Trade code: 447A)

OSSGD (or equivalent) with the following credits:

- Grade 12 English or French
- Grade 12 Mathematics
- Grade 11 Physics (or higher)
- One of the following Senior Sciences (grade 11 or higher): Chemistry, Biology, Electrical Shop, Construction Technology, Manufacturing Technology or Transportation Technology
- 2 year Instrumentation & Control Technician College Diploma

For more information on our **Refrigeration and Air Conditioning Systems Mechanic (Trade code: 313A)**, **Plumber (Trade code: 306A)** and **Sheet Metal Worker (Trade code: 308A)** apprenticeships, please visit: cusw.ca/apprenticeship

Please visit cusw.ca/apprenticeship for more details.
For further inquiries, please call 1-866-907-7694



Internet luring and the law

In 2002, lawmakers in Canada had to re-write the Criminal Code to combat a new tactic being used by sexual predators to gain access to potential victims. Law enforcement agencies were encountering young sexual assault victims who were being lured and groomed by adults for the purposes of sex via internet chat rooms. The new provision in the Criminal Code made it illegal for adults "to communicate with children [under the age of 18] over the Internet for the purpose of committing a sexual offence." The law had teeth with 75% of those charged with internet luring convicted of the offence.

Le leurre par Internet et la loi

En 2002, le législateur canadien a dû réviser le Code criminel pour combattre une nouvelle tactique utilisée par les prédateurs sexuels pour entrer en contact avec des victimes potentielles. Les organismes d'application de la loi étaient confrontés à de jeunes victimes de violence sexuelle qui avaient été leurrées et conditionnées par des adultes à des fins sexuelles dans des bavardoirs Internet. La nouvelle disposition du Code criminel interdit aux adultes « de communiquer avec des enfants [de moins de 18 ans] sur Internet dans le but de commettre une infraction d'ordre sexuel ». Cette disposition donne du mordant à la loi, car 75 % des personnes inculpées de leurre par Internet sont reconnues coupables.

Bon en maths? Les actuaires aussi.

LES ACTUAIRES SONT DES EXPERTS EN GESTION DU RISQUE. ILS UTILISENT LES MATHÉMATIQUES, LES STATISTIQUES ET LES PROBABILITÉS POUR AIDER À ASSURER LA SÉCURITÉ FINANCIÈRE DES CANADIENS.

Pour en savoir plus sur une carrière stimulante et enrichissante, régulièrement classée comme l'une des meilleures en Amérique du Nord, visitez

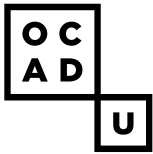
cia-ica.ca/cscf



Canadian
Institute of
Actuaries



Institut
canadien
des actuaires



**Everything you
wanted to know
about supporting
art and design
students ***

*** But were afraid to ask**



Tips on how to identify and support future art and design students.

[OCADU.CA/TEACHERS](https://www.ocadu.ca/teachers)

OCAD University in Toronto is Canada's biggest and oldest art and design university.

Michael Veneracion, *Reclamation: Self Portrait as GoodSon ft. Bully*, Gold leaf and oil on canvas, 2017.



A Room of Your Own

At-risk teen girls draw support through innovative book club

By Tania Marie Lee



Tania Marie Lee along with Book Club participants during visit by Toronto Mayor John Tory

Photo courtesy of A Room of Your Own

In a world where owning your own book, reading books for the sheer pleasure of it, daring to dream about what you have read, engaging your imagination through the written word, and exploring different worlds is a reality to a lot of teenage girls, this is not the reality of teenage girls living in poverty.

For many at-risk teen girls living in poverty in the Greater Toronto Area and across Canada, owning a book of one's own is a complete luxury and privilege. The possibility of attending book clubs and discussing books with authors seems far-fetched and implausible. One woman, Tania Marie Lee, dared to change all of this through her book club initiative, "A Room Of Your Own" that started in Toronto in January 2017.

"A Room Of Your Own" is an interactive book club targeted primarily at teen girls (13-18 years of age) of all races and ethnic backgrounds. Allowing them to express their curiosity, ambitions, hopes and frustrations, "A Room Of Your Own" is a forum for these girls to share their feelings and opinions with their peers and with their favourite authors. This book club for a new generation meets once a month for an hour. The book club's chief objectives are to have fun and give teen girls what they feel they need and to focus on the girls' mental health. The target group for participation is at-risk teen girls from underserved/high needs communities in the Greater Toronto Area. We hope that eventually, such book clubs will be spread across the country.

This fully interactive book club for teenage girls discusses all subject matter that pertains to being young and maturing into adulthood with today's societal standards and social pressures. This unique and innovative book club focuses on a teen novel every month and the participants discuss the theme of the book and the relevance to their lives. In choosing books to be discussed, the range of topics is wide-reaching and great consideration is made with regard to the relevance to these girls' lives. We have the author present along with a specialist in the particular subject area that is being discussed, enabling the novel to be a doorway into the lives of teen girls of all backgrounds. The book club is held at Lillian H. Smith Public Library in Toronto. What makes this book club so special is that the publishers provide the books free of charge to the book club for the teen girls. The girls then get the books to read about six weeks before the allotted book club session. They are asked to read the book and to generate questions for the author and for discussion.

We love having lively and thought provoking discussions. Often, forty or more questions are addressed during the hour.

Tanya Marie Lee is the founder of "A Room Of Your Own". Intimately observing and studying the world of teens, she realized that the choices one makes when one is young affect the rest of one's life. Most adults seem to forget that their adolescent years were difficult – difficult because at such a young age one is not always adept at communicating feelings, frustrations, and fears, nor might one have the sophistication to handle the various problems being faced. Lee states, "Not only have I studied it, I have lived it. I am a survivor of sexual abuse. I came from a dysfunctional family, and by the time I was 18, I was pregnant. At 19 I was a teenage mom with no money, and my options were limited". Tanya realized the difficulties she faced, and knows the importance of teaching young teens the skills of how to cope with the hardships of maturing mentally, emotionally, spiritually and physically into adulthood.

"A Room Of Your Own" is a space where at-risk teen girls feel valued, loved, respected, heard and honoured. They get to be regular teenage girls and not worry about anything for a short time. These amazing young women have a space they can call their own. They know that as soon as they walk into Lillian H. Smith Public Library, are greeted by Wade the security guard and are let into the basement, it's their space. No one is allowed into the basement when the girls arrive. In this space, they have a chance to be themselves, to be girls and to not be put down because of it or treated as second class citizens! These girls can celebrate and honour their ethnicity, they can celebrate and honour their religious background (if they so choose), they can celebrate and honour their unique voice, and they can celebrate and honour being treated and valued as an equal member of society. Just their presence at these sessions is a celebration and honouring of who they are.

Quotes from some of the young women from grades 9 to 12 with regards to the book club:

"I felt valued, trusted, loved and accepted in the club. Being able to experience all of the positivity and love was beyond amazing. It would be awesome if other girls who don't get enough support had a chance to experience all of that."

"It gives us girls the advantage to express ourselves and our voices that other girls can relate to. Meeting the authors is a big advantage to me because I can ask questions about their experiences as authors. It is also a great opportunity to meet new friends. For all book lovers, it is a great experience to do a variety of activities. Also, you get delicious foods!"

"This club allows girls to speak up in an environment which is safe for them. It allows them to talk about topics that may be bashed anywhere else. Being able to meet other girls and to be able to talk about topics such as racism, sexism and how it negatively impacts our world is absolutely amazing. Having not only a place where women can speak out, but women of colour, is taking us a step closer to change."

One of the goals of "A Room Of Your Own" is to eventually be live-streamed across Canada to different cities and schools via YouTube. Teen girls across Canada can then participate via Twitter and send in questions to the book club to have the questions answered by the author(s). We have applied for grants to be able to do this as soon as possible. Our hopes are that we will be able to live-stream the book club and provide more books to at-risk teen girls who would like to participate in the book club across Canada. 🍁 CSC

If you would like to participate in the book club with the girls from your school, please contact Tanya Lee at aroomofyourownbookclub@gmail.com. Please note that to qualify, your school must be in a zone that is deemed high priority and in a neighbourhood that is underserved.

Risks and Rewards

Marginalized youth making positive connections through skateboarding

By Alison Zenisek



©GettyImages/ungureanus | ©GettyImages/CREDIT

Competency and Community: Skateboarding for Marginalized Youth

In Afghanistan girls are not allowed to ride a bike, or even fly a kite. These two activities represent just some of the prohibitions imposed by their culture. Skateistan, an award-winning global organization, introduced the Afghan girls to skateboarding, a sport so new to the country that it has not yet been forbidden. Skateistan aims to empower and educate youth through skateboarding. Working in Afghanistan, Cambodia, and South America, they do much more than give kids skateboards and build skate parks. Their program introduces education and skateboarding skills to marginalized youth around the world. According to their communications manager, Hannah Bailey, one of the biggest takeaways of their program is its unifying effect.

Closer to home, an Alberta-based non-profit organization called Academy Skateboard Collective has also found that skateboarding is a vehicle for positive change in marginalized youth. "At the forefront, it also builds relationships and community," according to Everett Tetz, who is the founder and director of operations. Inspired by the global program Skateistan and desiring to learn more about their outreach, Tetz flew to Johannesburg, Gauteng, South Africa. "I came back here and thought there was a real need for that here. We have our own marginalized populations here in Canada based on our own history, and I thought skateboarding is such a great vehicle for social change and building relationships." Using the universal culture and language of skateboarding, the Academy seeks to connect marginalized communities and vulnerable youth. Through this new sense of belonging, the youth grow confident enough to interact with adults, support their peers, form friendships, learn to trust, respect, and mentor each other.

students are invited to take risks, sometimes fail, and to find solutions to overcome problems they encounter on the skate park and in their everyday lives.

Tetz says that although the public's perception of skateboarding being for kids on the fringe has changed, skating still attracts troubled youth who are seeking out non-traditional activities. "It just attracts a unique kind of kid that doesn't view the world the same as everyone else, and I think there is a lot of value in that, and the kids know there is value in that. That's what empowers them." Given the right opportunities these youth can grow up to be leaders. Tetz explains that the Academy is an umbrella to three different categories of their work. The first is transporting equipment and resources to isolated communities such as Indigenous reserves in the north. They also work with the Central Alberta Refugee Effort and recently landed immigrants. Finally, the Academy directly supports and sets up school-based skateboarding programs across the nation with skateboarding class curriculums.

of tricks on YouTube. Skateboarding gives youth a community to inspire them, guide them, and challenge them to grow.

Tetz is also a former vice-principal of a middle school in Red Deer, Alberta. The Academy became the extension of the work he was already doing at the school. As a result one of Canada's first school based skateboarding programs was founded. Originally designed for students on the margins, it became so successful that other students wanted to sign up. The program eventually became a stand-alone class where students not only skateboarded, but also learned to design their own graphics for t-shirts. The curricula developed by the Academy teach the entrepreneurial skills needed to build a successful business. These learnings are replicated across the country in other schools.

Through the Academy Skateboard Collective students are invited to take risks, sometimes fail, and to find solutions to overcome problems they encounter on the skate park and in their everyday lives. Their future is a world where challenges will become increasingly more complex. Persistence, critical thinking, and complex problem solving are needed to overcome these challenges. A survey released by IBM in 2010 found that creativity was the most sought-after quality for future employees, according to more than 1500 Chief Executive Officers from around the world.

©Gettyimages/oktaydegi/mencid

Avery Acheson is the intake and settlement manager for the Central Alberta Refugee Effort. Speaking of the Academy she says, "For us it was an instant fit, we had a group of kids that just loved trying anything new, different, and exciting." The refugee kids began to engage with their new community and make friends. They were also motivated to learn English through these friendships, reading skateboard magazines, and watching videos

Make a Difference **Community Development**

Transfer options available.
communityservices.humber.ca



**WE ARE
CHANGING LIVES**

In the sport of skateboarding there is no coach, manual, or textbook, so self-directed learning is something that skateboarders intuitively understand. Their habit of persisting, in spite of falls and failure while endeavoring to master a trick, becomes second nature to them. Most skateboarders view the world around them as a playground in which they test themselves over and over on a board, maneuvering it around obstacles, down a set of stairs or onto and across a handrail. Skateboarders are always challenging themselves to become better. The skateboarding culture not only promotes community among its participants, but also motivates them to set personal goals. In our media saturated society, the challenge is how to engage youth through physical activity. The students, who often represent various socio-economic and cultural backgrounds, learn how to negotiate their differences as they skate together. Children and youth who might be viewed as “troubled” or “at risk” continue to be attracted to the free-wheeling world of skateboarding. The cost for the skater is low; all he needs is a skateboard and a place to skate, which makes the sport accessible to most youth. There is minimal parent and adult supervision, which is a plus for students who have struggled with authority.

The importance of positive role models and mentorship of the youth is vital to the success of the Academy. The program works to connect hard to reach youth with caring adults in a positive and welcoming setting. As they achieve growth in creativity, complex problem solving, persistence, and self-directed learning they are attaining qualities considered crucial to be a success in a complex world. The Academy Skateboard Collective creates a community where the members find an outlet for their youthful energy while simultaneously gaining the skills and qualities necessary to become lifelong learners. ♣ CSC

Applying for post-secondary programs in Alberta?

> www.applyalberta.ca

Apply online to one or more of Alberta's public post-secondary institutions at www.applyalberta.ca





Alberta Post-Secondary Application Systems

REGISTER BY NOVEMBER 7 FOR EARLY BIRD RATES!

NATIONAL CAREER DEVELOPMENT CONFERENCE

Shaw Centre, Ottawa, Canada

January 28-30, 2019

CANNEXUS19

By/Par CERIC

**The largest conference of its kind,
Cannexus brings together 1,000
professionals to exchange information and
explore innovative approaches in career
education and development.**



Deborah
Saucier



Mary
McMahon



Right Hon
David Johnston

Photo credit: ©iStockphoto.com
Robert Hill © CSC, 2017

**“The conference is full of ideas, strategies
and possibilities to fuel planning and
implementation of career development
programs and practices anywhere.”**

*– Adriano Magnifico, Career and Entrepreneurship
Consultant, Louis Riel School Division, MB*

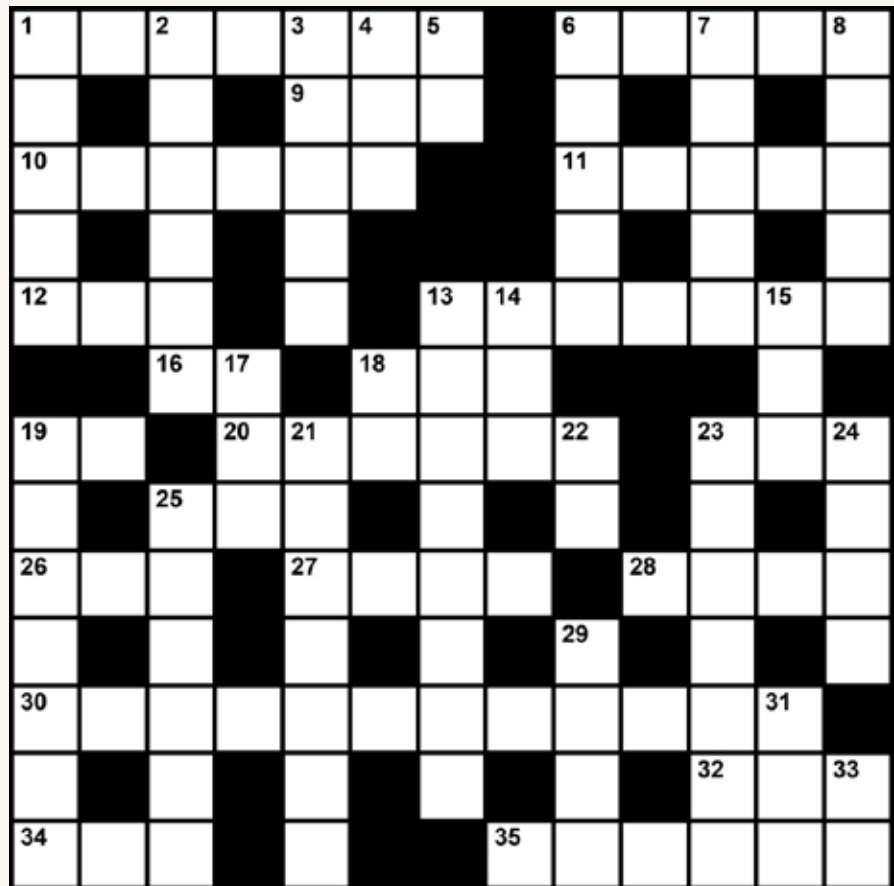
CHOOSE FROM 130+ SESSIONS INCLUDING:

- Futuristic and Sustainable Careers and Vocations
- Infusing Career Across the Curriculum
- Career Guidance Program for Primary Years
- Engaging the Online Generation by Gamifying Career Development
- Expanding Horizons: Creating Middle Schoolers' Career Paths
- STEM Careers: Essential for a Comprehensive Career Program
- Career Pathways in K-12 at Edmonton Public Schools
- From Barriers to Resilience: Building Sustainable Youth Employment
- MyHomeWorks: Bringing Local Labour Market Information to Students

Cannexus.ca

Across

- 1 Made up of people from different races and backgrounds
- 6 Schoolyard menace
- 9 Pour ___ on troubled waters
- 10 Canada's leading educational publisher- they've launched a scholarship program for indigenous youth
- 11 Isolated
- 12 Summer in Quebec
- 13 Conjectured
- 16 Senior, for short
- 18 Baby dog
- 19 Emotional intelligence, abbr.
- 20 In danger, as a kid who is less likely to successfully move into adult life - 2 words
- 23 ___ mot, witty remark
- 25 Words before "jiffy" or "pinch"
- 26 Company that created Watson for Jeopardy
- 27 A friendly ___ is sometimes all that's needed to help a student
- 28 Toronto based organization empowering and advocating for children with incarcerated parents
- 30 Organization running a campaign to educate kids on the dangers of cannabis, 2 words
- 32 Rideau Canal winter surface
- 34 Youngster
- 35 Relied (on)



crossword solution on page 74

Down

- 1 School social event
- 2 Appreciates the worth of
- 3 Origins
- 4 Sermon subject
- 5 ___ Capitan, US park attraction
- 6 Point the finger
- 7 Appearances
- 8 Give way
- 13 What a counselor provides
- 14 Downs' opposite
- 15 Green prefix
- 17 Fled the scene
- 18 One who gives quotes to the media
- 19 Defamatory phrase, as used by a bully
- 21 Quietly and without fanfare
- 22 Boxing blow, abbr.
- 23 Mix well with, other students for example, 2 words
- 24 Jotted message
- 25 Have an effect
- 29 Girl from Green Gables
- 31 Great tennis serve
- 33 Jovanovski, for one

Columbia College
Vancouver, Canada

Apply Now!
January
May
September

- University Transfer
- Associate Degrees
- High School (Grades 10, 11, 12)
- ESL Program

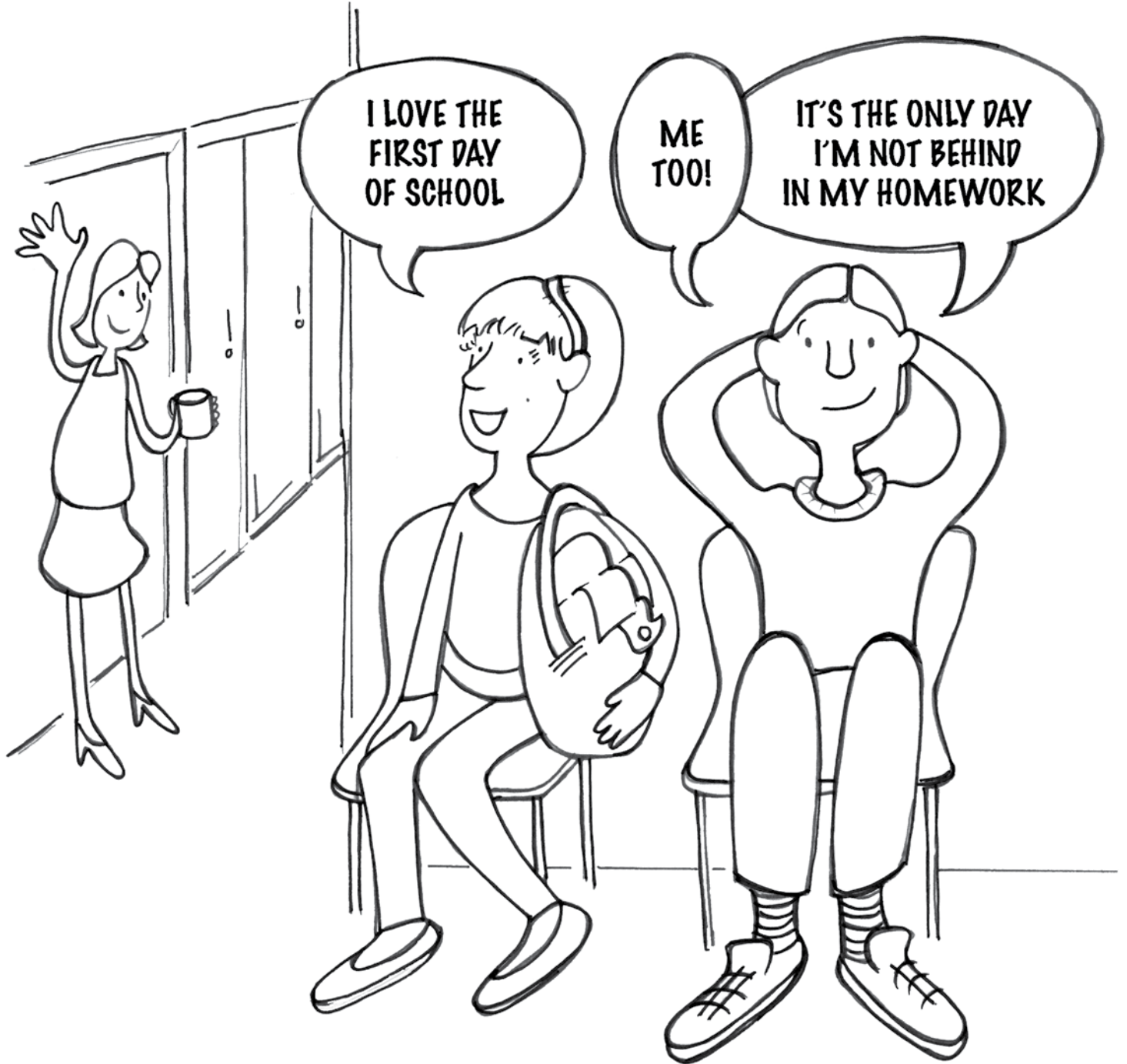
Counsellors! Have your students email us with promo code "CSC" to have their application fee waived.

438 Terminal Ave. Vancouver, BC V6A 0C1 Canada
T +1 604 683 8360
E admin@columbiacollege.ca
www.columbiacollege.ca

www.facebook.com/ccactivities
@columbiacollege1936

a
PLACE
ON THE WAY

WE ARE ALL ON A JOURNEY TO
FIND OURSELVES, OUR PATH, OUR VOICE,
BUT SOMETIMES WE JUST NEED
A SAFE PLACE ON THE WAY.



(Green)

Advertiser's Index

| | | | | | |
|---|-------|---|----|---|----|
| Apply Alberta..... | 71 | Denturist Association of Canada..... | 75 | Queen's University Belfast..... | 55 |
| Automotive Industries Association of Canada..... | 2 | Gabriel Dumont Institute..... | 20 | Red Deer College..... | 7 |
| Blyth Academy..... | 54 | Goldsmiths University..... | 30 | The Royal Conservatory..... | 17 |
| Booth University College..... | 18 | Harris Institute of Art..... | 5 | Scholarships Canada..... | 28 |
| Bow Valley College..... | 61 | Horizon College & Seminary..... | 53 | St. Mary's University..... | 25 |
| Brandon University (ADES)..... | 54 | Humber College, School of Liberal Arts & Sciences..... | 55 | Study & Go Abroad Fairs..... | 19 |
| BuildForce Canada..... | 9 | Humber College, School of Creative & Performing Arts..... | 11 | Study Across the Pond..... | 52 |
| Burman University..... | 74 | Humber College, School of Social & Community Services..... | 70 | Toronto Dominion Bank..... | 56 |
| Camosun College..... | 41 | IMI International Management Institute Switzerland..... | 29 | Université St. Boniface..... | 15 |
| Canada Law from Abroad..... | 8 | Interior Designers of Canada..... | 63 | University of Buckingham..... | 28 |
| Canada's National Ballet School..... | 34 | International Summer Schools (ISSOS)..... | 29 | University of Debrecen..... | 50 |
| Canadian College of Funeral Services..... | 12 | La Cite..... | 51 | University of Guelph, College of Business & Economics..... | 24 |
| Canadian Institute of Actuaries..... | 22,65 | McGill University, MacDonald Campus..... | 62 | University of Lethbridge..... | 61 |
| Canadian Payroll Association..... | 52 | Medicine Wheel Education..... | 4 | University of Regina, Faculty of Kinesiology & Health Studies..... | 42 |
| Canadian Ski Instructors' Alliance..... | 68 | National Circus School..... | 64 | University of South Wales..... | 11 |
| Canadian Union of Skilled Workers..... | 64 | National Theatre School of Canada..... | 25 | University of Sudbury..... | 19 |
| Cardiff Metropolitan University..... | 13 | Nipissing University..... | 26 | University of Windsor..... | 63 |
| Centre for Distance Education..... | 3 | Nova Scotia College of Art & Design..... | 32 | University of Windsor, Faculty of Human Kinetics..... | 45 |
| Canadian Education and Research Institute for Counselling (CERIC)..... | 71 | Ontario College of Art & Design..... | 66 | Vancouver Island University..... | 49 |
| College & Association of Respiratory Therapist of Alberta..... | 6 | Pearson College (UWC Canada)..... | 14 | Visual College of Art & Design..... | 53 |
| College Boreal..... | 58 | Portage College..... | 10 | Vita Salute San Raffaele, University of Milan..... | 76 |
| Columbia College..... | 72 | Project Learning Tree..... | 30 | Western University, School of Kinesiology..... | 43 |
| Crandall University..... | 59 | Providence University College..... | 16 | York University, Disaster & Emergency Management..... | 60 |
| De Montfort University..... | 16 | | | | |

BURMAN UNIVERSITY

THINK. BELIEVE. ACT

www.burmanu.ca | info@burmanu.ca
 (403) 782-3381 | (800) 661-8129

6730 University Drive
 Lacombe, AB, Canada T4L 2E5

Burman University
 @burmanuniv
 @burmanuniversity

crossword solution





DENTURIST ASSOCIATION OF CANADA
L'ASSOCIATION DES DENTUROLOGISTES DU CANADA
66 Dundas Street East, Belleville, ON

Consider a Career in Denturism become a Licensed Denturist and join us!

You may be asking what is a Denturist? A Denturist is defined as a 'Dental' Health Care Professional, who provides denture care directly to the public. A Denturist is a part of an independent self-regulated profession who works with other oral health care providers to provide the best denture care and service to their patients. As a Denturist you would be providing denture services to patients via chair side appointments and would have the ability to fabricate these dentures in your clinic.

What Provinces is this Profession Legislated? The Denturism Profession is legislated in all Provinces and Territories in Canada. The Denturism Profession is also legislated in other Countries.

NOC Code – 3221 Denturists

How Many Denturists are there? There are approximately 2,000 Denturists in Canada, which is seen as a world leader in this profession, Denturism is also a respected Profession in a considerable number of Countries around the world for more information please visit www.international-denturists.org.

Where would I go to school for the Denturism Program? Currently, there are 6 Schools of Denturism in Canada. The Schools of Denturism that are Accredited by the Commission on Accreditation for Denturism are George Brown College (www.georgebrown.ca), Northern Alberta Institute of Technology (www.nait.ca) and CDI College (www.cdicollege.ca). Not-Accredited are Oxford College (www.oxfordedu.ca), College Edouard-Montpetit (www.collegeem.qc.ca) and Georgian College (www.georgiancollege.ca).

FOR MORE INFORMATION PLEASE VISIT OUR WEBSITE AT WWW.DENTURIST.ORG



DENTURIST ASSOCIATION OF CANADA
L'ASSOCIATION DES DENTUROLOGISTES DU CANADA
66, rue Dundas Est, Belleville (Ontario)

La denturologie est une profession de choix! Devenez denturologiste diplômé et rejoignez-vous à nous!

Mais qu'est-ce qu'un denturologiste? Les denturologistes sont des professionnels des soins « dentaires » en contact direct avec les patients, qui veillent à la partie clinique de l'activité prothétique. Ils sont membres d'une profession autonome et autoréglementée et collaborent avec d'autres professionnels de la santé buccale pour procurer les meilleurs soins et services dentaires aux patients. Ils offrent des services prothétiques en cabinet, sur rendez-vous, et fabriquent les prothèses dans leur propre clinique.

Dans quelles provinces la profession est-elle réglementée? La denturologie est réglementée dans toutes les provinces et tous les territoires canadiens. Elle l'est aussi dans d'autres pays.

Classification nationale des professions : 3221 – Denturologistes

Combien y a-t-il de denturologistes? Il y a environ 2000 denturologistes au Canada, qui est une figure de proue de la profession. La denturologie est également une profession respectée dans un grand nombre de pays. Pour en savoir plus, rendez-vous à l'adresse www.international-denturists.org.

Où trouver un programme d'études en denturologie? Il existe actuellement quatre écoles de denturologie au Canada. Trois sont agréées par le Comité consultatif des programmes d'études et cautionnées par l'Association des denturologistes du Canada : le George Brown College (www.georgebrown.ca), le Northern Alberta Institute of Technology (www.nait.ca) et le Vancouver Community College (www.vcc.ca). Le Trillium College (www.trilliumcollege.ca) et le Collège Édouard-Montpetit (www.college-em.qc.ca) offrent la formation mais ne sont pas agréés.

POUR EN SAVOIR PLUS, VISITEZ NOTRE SITE À L'ADRESSE WWW.DENTURIST.ORG.



Study Medicine at Vita-Salute San Raffaele University of Milan

Everything starts from here!



Study Medicine in Milan in the **heart of Europe** at **Vita-Salute San Raffaele University** which offers a six year - English taught **International MD Program** to which students enroll directly after high school.

Selection is based on a logic and problem-solving test and is organized once a year in spring and the Program especially welcomes international students as more than half of the places available are reserved to them.

The University and the renowned Research Hospital Ospedale San Raffaele, part of the San Donato Group, Italy's largest hospital group, are located on the same premises allowing for unsurpassed interaction in an exciting environment where breakthroughs are made every day in the treatment of acute and chronic conditions.

Small classes, a multicultural environment and state of the art facilities make studying Medicine at the International MD Program in Vita-Salute San Raffaele University a unique learning experience.



 international.office@univr.it  +39 2.91751.543/544/580

 [UniversitàVitaSaluteSanRaffaele](#)  [UniversitàVitaSaluteSanRaffaele](#)  [MyUniSR](#)  [univr](#)

Università Vita-Salute San Raffaele, via Olgettina 58, 20132 Milan, Italy