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CANADIAN SCHOOL Counsellor[®] MAGAZINE

MAIN FEATURE

TRANSGENDER YOUTH

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ACTUAIRE

Erratum –

In the *Back to School* issue of Canadian School Counsellor, we misspelled the French translated word **Actuaire as Actuire** in the title of our career opportunity editorial – **Actuary**. This was an error on our part, and we sincerely apologize for any inconvenience this may have caused.

Erratum -

Dans le numéro *De retour à l'école* de Canadian School Counsellor, nous avons mal orthographié la traduction française **Actuaire (Actuire)** dans le titre de notre éditorial à propos des opportunités de carrière **Actuaire**. Ce fut une erreur de notre part et nous nous excusons de tout inconvénient que cela a pu causer.

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The Coming (Out) of Trans Youth

What everyone should know
Part one of a two-part series

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Première partie d'une série de deux



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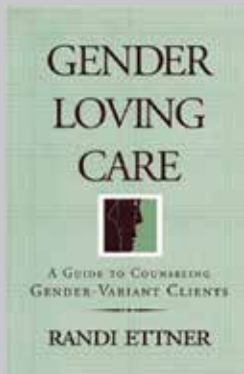
Healing at-risk youth through equine-assisted therapy



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GENDER LOVING CARE: A GUIDE TO COUNSELING GENDER-VARIANT CLIENTS

By: Randi Ettner

ISBN-13: 978-0393703047

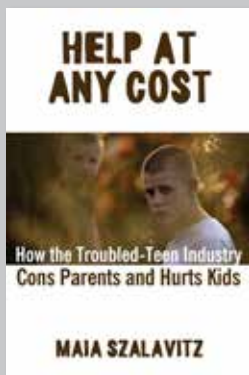
This book is a comprehensive guide to understanding and treating gender identity disorders.

It provides an overview of the field, including history, etiology, diagnosis, research, and treatment of these conditions, primarily transsexualism, where a person feels trapped in the wrong-sexed body.

These conditions are biologically based and have existed throughout history and in all cultures. Only recently, however, have hormonal and surgical treatments to change one's gender been available. For people seeking such sex reassignment, counseling is mandated by the Standards of Care followed by surgeons, endocrinologists, and other professionals involved in treating transgendered individuals.

Transsexuals, cross-dressers, and other gender-variant clients are frequently misunderstood and, therefore, inappropriately treated by clinicians. The condition is often inaccurately diagnosed as a sexual identity issue, further obscuring effective interventions. Furthermore, the options of recommending hormonal and surgical treatments often cast the therapist in the unfortunate position of gatekeeper.

To this confusing and emotionally charged topic, Randi Ettner brings a deeply humane and thoroughly authoritative voice. She shares stories from her clinical practice, letting readers hear the struggles and turmoil of gender-variant individuals. She provides both an overview of gender identity disorders and practical advice on counseling. *Gender Loving Care* is the first book to combine theory and application to assist professionals counseling the transgendered.



HELP AT ANY COST: HOW THE TROUBLED-TEEN INDUSTRY CONS PARENTS AND HURTS KIDS

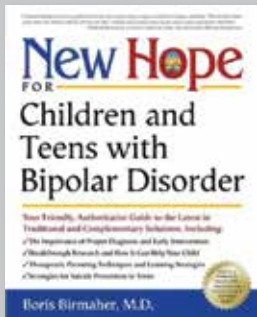
By: Maia Szalavitz

Publisher: Riverhead Books

The troubled-teen industry, with its scaremongering and claims of miraculous changes in behavior through harsh discipline, has existed in one form or another for decades, despite a dearth of evidence supporting its methods. And the growing number of programs that make up this industry are today finding more customers than ever.

Maia Szalavitz's **Help at Any Cost** is the first in-depth investigation of this industry and its practices, starting with its roots in the cultlike sixties rehabilitation program Synanon and Large Group Awareness Training organizations likeest in the seventies; continuing with Straight, Inc., which received Nancy Reagan's seal of approval in the eighties; and culminating with a look at the World Wide Association of Specialty Programs-the leading force in the industry today-which has begun setting up shop in foreign countries to avoid regulation. Szalavitz uncovers disturbing findings about these programs' methods, including allegation of physical and verbal abuse, and presents us with moving, often horrifying, first-person accounts of kids who made it through-as well as stories of those who didn't survive. The book also contains a thoughtfully compiled guide for parents, which details effective treatment alternatives.

Weaving careful reporting with astute analysis, Maia Szalavitz has written an important and timely survey that will change the way we look at rebellious teens-and the people to whom we entrust them. **Help at Any Cost** is a vital resource with an urgent message that will draw attention to a compelling issue long overlooked.



NEW HOPE FOR CHILDREN AND TEENS WITH BIPOLAR DISORDER

Your Friendly, Authoritative Guide to the Latest in Traditional and Complimentary Solutions.

By: Boris Birmaher, M.D.

Publisher: Harmony Books / ISBN: 978-0-7615-2718-3

With proper diagnosis and early intervention, there is unlimited hope for children and teens diagnosed with bipolar disorder to lead fulfilling and enjoyable lives, starting today.

Inside, you'll discover compassionate and informative methods to help manage the diagnosis and develop the natural strengths, gifts, and skills that every child has to offer. Written by a top expert in the field, this life-changing book is presented in clear, straightforward language that dispels the myths about bipolar disorder and offers real solutions. You'll uncover keen insight and the latest options for helping your bipolar child or teen by understanding:

- * The causes of bipolar disorder
- * The path and outcome of bipolar disorder in children and teens
- * The latest biological treatments and psychosocial therapies, and how to use them
- * How to handle behavioral and academic problems, as well as assess and manage suicidal tendencies, and much more



MUSIC MATTERS: A NEW PHILOSOPHY OF MUSIC EDUCATION

By: David J. Elliott

Publisher: Oxford University Press, Inc.
(February 9, 1995)

ISBN: 019509171X / 400 Pages

Music has always been part of every culture since the earliest recordings of mankind. No matter of ethnicity of cultural background, music is still integrated to this day into our daily lives. With this being said the question of the value of music in today's education curriculum still remains a highly debated topic. Questions such as: "Does music deserve a place in our educational systems? And if so, then why?" Music Matters sheds lights to these questions by analyzing music as a whole and the practices cultures carry on. Explaining why music helps develop ways of thinking and it being a valuable tool for knowledge and growth, allowing teachers to affirm that music deserves a place in schools and for all people.

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Canadian War Museum launches national Supply Line program for schools

A scratchy uniform jacket, an intricately engraved shell casing and a First World War recruitment poster — students across Canada can now literally hold these pieces of history in their hands thanks to Supply Line, an educational program commemorating the 100th anniversary of the First World War. The Canadian War Museum is thrilled to officially launch today this free, national program at Brookfield High School in Ottawa.


“Supply Line is already proving to be very popular, with over 150 requests received from teachers from across the country,” says James Whitham, the Director General of the Canadian War Museum. “First World War Discovery Boxes have been reserved for schools from all ten provinces and one of three territories. We couldn’t be happier.”

Teachers throughout Canada can arrange to borrow one of 25 Supply Line First World War Discovery Boxes for a two-week period at no cost. Each box contains authentic objects and reproductions of items such as barbed wire and steel helmets, as well as lesson plans and background documents for teachers. The boxes are intended to promote active classroom learning and discussion, and give students in Grades 4 to 12 a tangible way to imagine what life was like for Canadians who experienced the First World War. For more information or to book a Box, visit www.warmuseum.ca/supplyline.

The Canadian War Museum is Canada’s national museum of military history. Its mission is to promote public understanding of Canada’s military history in its personal, national and international dimensions.

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Canadian School Counselling Week February 2 – 6, 2015

"Canadian School Counselling Week" will be held February 2 to February 6, 2015. This week is to recognize the contributions of the School Counselling Profession to the personal, social, educational, and career development, and the mental health and well being, of all students in Canada. "Canadian School Counselling Week" is organized by the School Counsellors Chapter of the Canadian Counselling and Psychotherapy Association and supported by regional School Counselling Associations in Canadian provinces and territories.

The goal of "Canadian School Counselling Week" is to increase the public's awareness of the scope of programs and services that characterize the School Counselling Profession in Canada and highlight the role of School Counsellors in supporting student success. Various templates of promotional materials are available on the CCPA School Counsellors Chapter website. Resources may be downloaded by School Counsellors to advertise and organize plans for Canadian School Counselling Week. Resources include a sample press release and proclamation, sample posters, certificates and suggested activities.

At the national conference in May, 2015, CCPA will celebrate its fiftieth anniversary. School Guidance Counsellors were among those who initiated the Canadian Guidance and Counselling Association (CGCA) in 1965. It was subsequently renamed the Canadian Counselling Association (CCA), and is presently the Canadian Counselling and Psychotherapy Association (CCPA).

For more information about Canadian School Counselling Week, please access the CCPA School Counsellors Chapter website: ccpa-accp.ca/en/chapters/schoolcounsellors.



CCPA School Counselling Award

In honour of their 50th Anniversary, the Canadian Counselling and Psychotherapy Association has created the CCPA School Counselling Award. This award recognizes the work of exceptional School Counsellors and acknowledges their personal and professional commitment to the profession.

Amount: \$300 honorarium + Plaque
Criteria for eligibility...

1. The nominee must be:
 - » A CCPA member in good standing
 - » A member of the CCPA's School Counsellors Chapter (in good standing)
 - » Currently employed as a school counsellor in an elementary or secondary school system, or a retiree from the same
2. The following criteria will be considered when choosing a recipient of the CCPA School Counselling Award. The recipient will have demonstrated:
 - » A commitment to 'life-long learning' and evolution of professional practice
 - » Exceptional leadership service within their school, community, province, and / or on a national level
 - » Strengths in counselling competency, ethical decision-making, and intervention skills
 - » Advocacy for school counselling within the school and community

To nominate...

1. Any two (2) members of CCPA (other than the nominee) must sign the application form.
2. Four (4) copies of information and documentation (e.g. professional portfolio or curriculum vitae) must be provided to substantiate the eligibility criteria stated above.
3. Nomination forms are available on the CCPA website: http://www.ccpa-accp.ca/_documents/forms/AwardsForm.pdf

The deadline to submit nominations for this award is March 31, 2015 and the winner will be announced May 21 at the CCPA Annual Banquet.



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APPS FOR THE MODERN SCHOOL COUNSELLOR

By: Amanda Thomas

School counsellors today face high school students that are armed with more technology than ever before. Students have the wiles of the internet and social media at their fingertips and this can have both a positive and negative impact on their school life. Counsellors can embrace the new technology and welcome the smartphone lifestyle into schools, by way of the almighty “app”. App developers have been creating various apps to help counsellors and students communicate and work through issues.

Some of the greatest hurdles facing today’s high school students and counsellors alike are bullying, and the university application process.

STOPIT is an anti bullying app that was designed to safely and confidentially report cyberbullying incidents to school administrators and counsellors. It comes in two versions, one for the student body and one for the school officials. STOPIT enables students of all ages to become an upstander rather than a bystander by reporting cyberbullying attacks against friends or schoolmates. Students are also able to reach out for emotional and psychological support through the app. Counsellors can use the app to document electronic transmissions to recall for future investigation should there be an ongoing case. Additionally, it makes the students feel more comfortable because of the anonymity that the app provides if they prefer to make an anonymous tip - the student doesn’t have to feel like a “tattle tale”.

©iStock

The College Application App by Black Bee Mobile helps students with the sometimes confusing, and always time sensitive college application process. This interactive app is available online at gocanvas.com and is compatible with literally every device from a Windows desktop computer to an Android smartphone. There's a more basic free version online and a fully paid version available to purchase that is more comprehensible for school counsellors to be able to store numerous students college application data.

The key component in this app lies within the way it can organize student performance data which helps the school counsellor see which student might need additional support. It also allows the counsellor to compare the students transcript to the requirements of the university or college to better understand what is needed from the students course load.

Students today also deal with numerous social issues and anxieties. High school hallways are an extremely competitive place

these days and now school counsellors are able to add a few key apps to their arsenal when working through these issues.

MindShift is an app that helps students deal with the anxieties of their school life. It has subsections that help the user deal with test anxiety, perfectionism, social anxiety, performance anxiety, panic, and conflict. There's a section to document each of their symptoms and another subsection that has different remedies to help negate the specific anxiety in a calming manner. With the documenting process students can then revisit each issue with their counsellor at a later date. MindShift is available both in the Apple App Store and on Google Play.

The Homework Helper is a great tool to use for students who may be falling behind in their studies. Counsellors can set reminder alarms for the student for due dates and test times in the students mobile phone or on their computer. There's also a Homework Help button in the app that the student can use to request help and find information on the school subject they're having trouble with. Counsellors can then work through homework questions with the student without the questions being forgotten or passed over.

And if Homework Helper isn't enough, students and counsellors can call on an old time favorite with a modern twist - flash cards! StudyBlue turns electronic class notes into flash cards that can be shared and studied with classmates. Teachers, students, and counsellors can change the notes that they've stored in StudyBlue's sister app Evernote into flash cards and practice quizzes within minutes. This is a great study tool that counsellors can share with teachers and administrators to really get students excited and involved. The app is available for free for iPhone, iPad and Android users, and online at studyblue.com for desktop computers.

If used proficiently apps can be an engaging way for counsellors to support today's modern student. Tackling the issues that students face in a way that's second nature to them is sure to be welcomed by the ever changing student body. [csc](#)

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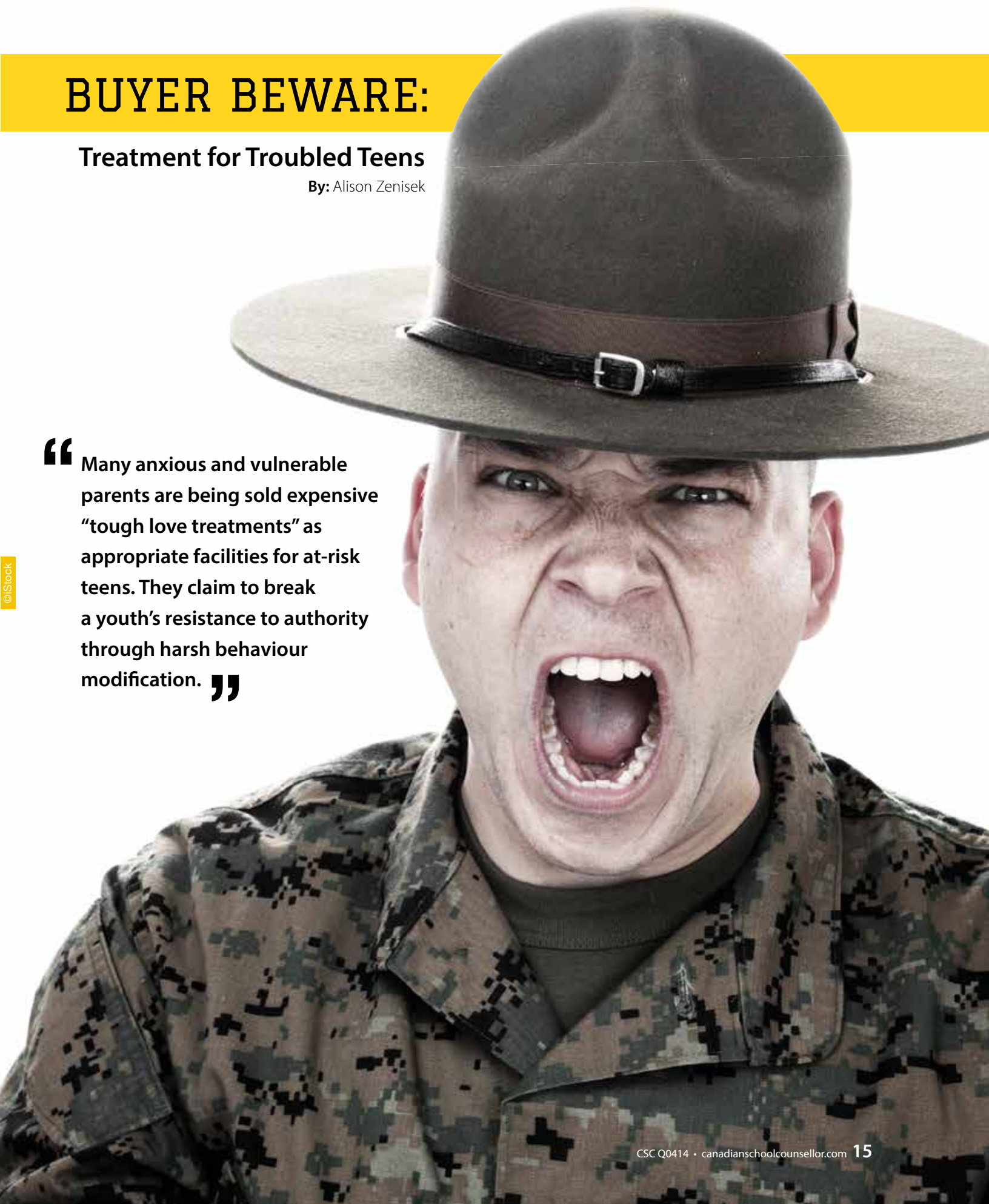
BUYER BEWARE:

Treatment for Troubled Teens

By: Alison Zenisek

“ Many anxious and vulnerable parents are being sold expensive “tough love treatments” as appropriate facilities for at-risk teens. They claim to break a youth’s resistance to authority through harsh behaviour modification. ”

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There is no lonelier feeling than when your teenager begins to act out, skips school, behaves defiantly, and hangs out with a different and more at-risk crowd. If this behaviour includes substance abuse, it only ups the ante of anxiety. Parents are at their most vulnerable here and at a loss to know where to turn. News of their son or daughter's failing grades and disrespectful behavior often originates from the school and inevitably results in meetings with teachers, the principal, and guidance counsellor. For the school guidance counsellor this presents an opportunity to make a dramatic difference in both the student's future and in the lives of his or her extended family. This article will give an overview of the treatment options available to parents, what works and what doesn't, what programs are safe and the red flags associated with the programs that aren't.

"Troubled teens" are big business in the United States. This industry is driven by corporations that are motivated by profit rather than providing quality service. Desperate parents miss the red flags of slick high pressure marketing and are particularly vulnerable as they fear for the wellbeing and safety of their struggling son or daughter. The vast array of boot camps and treatment

programs can make it confusing even for professionals trying to advise families about difficult choices. Many anxious and vulnerable parents are being sold expensive "tough love treatments" as appropriate facilities for at-risk teens. They claim to break a youth's resistance to authority through harsh behaviour modification. "Educational consultants" representing these unethical corporations use high pressure tactics and fear in order to convince anxious parents that the rehab program is what their child needs, and that they better enroll him immediately. The costs are often prohibitive and many parents end up deeply in debt.

Therapeutic residential treatment programs for teens go by various names and some share similar troubling "treatment" approaches. The treatment program offered should never be a "one size fits all approach" that does not take into account the individual needs of a troubled teenager. Some programs, for example, will enroll teens with almost any learning disorder or mental illness including ADHD, Asperger's Syndrome, bipolar disorder, and post-traumatic stress disorder. It is not uncommon to find that they assess a candidate's appropriateness for their program with nothing more than a questionnaire on a web page or over the phone. Teens suffering from depression, substance abuse and addiction, trouble

at school and defiant behaviours are also included in the mix.

The treatment offered is almost identical for all the above conditions: a rigidly-controlled environment, strict discipline, a "levels system" of behaviour change, and confrontational "transformation therapy." After a 2007 Congressional hearing, the US government worked to enact legislation to reduce abuses and negligence at "troubled teen boot camps." Today, the industry has moved towards a more successful model that focuses on teaching coping skills and changing self-destructive behaviours, but abuses and unscrupulous programs still operate with impunity.





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In Canada there is a history of close regulation and scrutiny of schools, camps, and programs that deal with troubled teens. Government regulations cover numerous accountabilities, restrictions, and requirements when it comes to long-term secured settings. However, there is little regulation for programs that operate outside a secured facility. The impact of untreated substance abuse among adolescents is not a happy one. These youth struggle academically, diverge developmentally from their age peers, and are in greater danger for high risk behaviours and acts of delinquency. Adolescents often do not perceive a need for treatment, either because



the substance abuse is common among their peers, or they are in denial about their addiction, or ambivalent about giving it up. Some may be motivated to change, but are uncomfortable with formal treatment models or programs. Stigma associated with getting professional help for substance abuse and mental health issues is often a major barrier to seeking help, not only for youth but also for their parents.

Which treatment is the better choice for youth struggling with substance abuse, boot camps or residential treatment programs?

Here again, the choice depends on the youth. The traditional boot camps that focus on discipline and physical conditioning only are on their way out. Modeled after army training camps, their focus is on the external. What is required is treatment and rehabilitation focused on internal changes such as strengthening self-esteem and learning better coping skills. Boot camps can be a catalyst for change, but they typically do not go deep enough in teaching youth more functional behaviours. A well run boot or wilderness camp can be of short term



“ A treatment centre that offers intensive therapy by certified youth counsellors, family counselling, esteem-building activities, and medication if needed, can improve the youth’s functioning without humiliating or demeaning the adolescent. ”

help in getting adolescents with less severe emotional or mental health issues out of a negative environment, away from harmful substances, and can provide them the opportunity to face their behaviours.

It is important to understand that not all programs are the same and many do not provide client-specific quality services. This reality applies to boot camps, wilderness programs, boarding schools, and residential treatment programs. It therefore behooves guidance counsellors and parents to take the time to research and investigate therapeutic options. The search for the appropriate treatment requires an informed and assertive consumer. A more expensive placement does not necessarily mean a better quality

program. Advice can be gleaned from mental health professionals and other parents. Good programs want the parents involved. Quality of care can be measured in concrete ways. Does the agency have detoxification capability? What percentages of their clients reduce or eliminate substance use? How many of the youth in care participate in AA meetings? Observations and feedback from the youth themselves are invaluable in assessing the quality of care. In a nurturing, supportive environment, depressed and troubled teens build on small successes and begin to feel good about themselves again. Surrounded by a positive peer group and caring staff, teens develop new interests and become reinvested in their own futures.

Early boot camps models offered little to improve interpersonal relationships and the youth participating in them frequently reported feelings of being in danger from staff. Critics of boot camps also raised concerns that the military basic training and confrontational interactions might create undue stress on a vulnerable youth population. With an increase in adolescents presenting for addiction treatment, organizations are implementing evidence based approaches, assessment, and treatment which do result in more positive outcomes. There is growing neurobiological and psychological evidence that teenagers respond better to compassionate reward-based incentive programming than to punitive ones, where a change of behaviour is desired. Other evidence-based methods now used in treatment include cognitive behaviour therapy and family based treatment.

Before a placement is made in any treatment program an adolescent should receive a thorough and independent evaluation from a mental health professional, preferably with a psychologist or psychiatrist. A comprehensive assessment is invaluable for placing the youth in an appropriate program that will address his or her needs. It also minimizes over-pathologizing which only tends to frighten parents and alienate youth. The best programs create individualized treatment plans and meet regularly with the teen and her family to set goals, assess the teen’s progress, and refine the treatment plan. A treatment centre that offers intensive therapy by certified youth counsellors, family counselling, esteem-building activities, and medication if needed, can improve the youth’s functioning without humiliating or demeaning the adolescent. Professionals knowledgeable and skilled in helping this age group will work to establish trusting and open bonds with the teens in order to understand the root causes of the anger, defiance, substance abuse, and other negative behaviours.

In the new environment the youth not only get clean and sober and away from negative influences, but also have the opportunity to address their feelings with an accomplished therapist with expertise in treating substance abuse. Here they often get introduced to the 12 steps of AA, get educated about the disease of addiction, and receive



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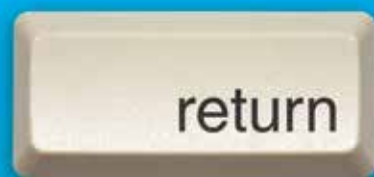
reinforcement for positive behaviour change through greater privileges and respect from staff and peers. Teenagers struggling with academic underachievement, substance abuse, defiance, depression, learning disabilities and other emotional and behavioural issues are, above all, people in pain who have not learned to deal with their emotions in healthy ways.

Addiction professionals advise that any good treatment program that is both close to home and in the youth's community is ideal, as it allows for maximum family involvement and care. There is also more opportunity for parents to support other parents they meet because their children attend the same program. It also facilitates outpatient treatment once the child comes home. Many teens do suffer relapses before they completely give up substance abuse. The good news is, despite setbacks, addiction treatment has become very sophisticated and has an excellent success rate for the majority of teens.

If a boarding school is the choice made because of the family's particular set of circumstances, then parents and guidance counsellors should look for a good ratio of staff to students. Class sizes should be small and the educators should know how to recognize learning disabilities, which are associated with substance abuse. Medical doctors should be readily available and the credentials of staff should be professional: look for psychiatrists, psychologists, licensed therapists, as well as counsellors and teachers with graduate degrees. The atmosphere on campus should be warm and nurturing. The entire program should be individualized to meet the student's needs and offer him or her opportunity to succeed academically and to develop new interests in sports, hobbies, or the arts. Again, there should be abundant opportunity for parental involvement as this is crucial to teen recovery.

Parents coping with negative teen behaviour often feel isolated and need support and community based resources. Angry and defiant teens are often coping with some trauma or loss; a parent's divorce, the death of a close friend or loved one, or strained family relationships. Some risky behaviour among teenagers is normal and many families manage to hang in there with their teenagers until they reach adulthood. What is needed for the anxious parents

is professional support so that appropriate decisions can be made regarding their children's health and future. A valuable resource for parents seeking treatment for their youth is ASTART: Alliance for the Safe, Therapeutic & Appropriate Use of Residential Treatment. Their website can be found at www.astartforteens.org 



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Count Me In

A guidance counsellor's reflection on how this high school leadership program is paving the way to student success

By: Roderick Conte, Head of Guidance and Career Education,
Westmount Collegiate Institute, York Region District School Board

Réflexion d'un conseiller en orientation à propos de l'impact de ce programme de "leadership" du secondaire sur le succès des étudiants.

Par : Roderick Conte, chef de la formation en orientation et carrière,
Westmount Collegiate Institute, York Region District School Board.





All photos courtesy of John Delaney

You probably know Count Me In™ as the largest youth-run organization in North America. Over the past 5 years, this incredible movement has impacted over 3 million youth across Canada, and other parts of the world. What you may not know, however, is this organization began in a small guidance office in York Region, Ontario.

In 2008, Shane Feldman, a grade 9 student of mine, walked into my office and announced "Mr. Conte, I want to create a conference." Since this was my first year as a guidance counsellor at Westmount Collegiate Institute, my first thought was "Can a student even do that?". However, my outside voice simply asked Shane, "Okay, what kind of conference?" to which he confidently replied, "I want to put together an event that will motivate students to get involved in the community. I want to show students that they can make a difference." "Mr. Conte, they just need the motivation and confidence and I want to figure out how to do that for them".

Vous connaissez sans doute Count Me In™ comme l'organisation la plus importante en Amérique du Nord dirigée par des jeunes. Depuis 5 années, ce mouvement incroyable a influencé plus de 3 millions de jeunes au Canada et dans d'autres parties du monde. Ce que vous ne savez probablement pas est que cette organisation a connu ses débuts dans un petit bureau d'orientation dans la région de York en Ontario.

En 2008, un de mes élèves de 9e année du nom de Shane Feldman est entré dans mon bureau d'orientation et m'a annoncé, "monsieur Conte, je veux créer une conférence". Comme j'en étais à ma première année comme conseiller en orientation au Westmount Collegiate Institute, ma première pensée a été : "Est-ce qu'un étudiant peut faire ça ?". Cependant, ma voix a simplement demandé à Shane : "OK, quel genre de conférence ?". Ce à quoi il a répondu avec confiance : "Je veux organiser un événement qui motivera les étudiants à s'impliquer dans la communauté. Je veux

I should also mention that this isn't the first time Shane had sat down for a meeting in my office. After a rough start to the school year, Shane had met with me to try and transfer to a different school. He talked about how he was having difficulty making friends, and because he had recently moved to the community, he felt isolated among his peers. I encouraged him to sign up for a few clubs and councils, and helped him find the senior students in charge of the school initiatives I felt matched his hobbies and interests. That little push is all Shane needed to get started. He quickly became the most involved student in his grade, and was beginning to love school.

When I asked Shane why he wanted to start this conference, he explained to me that the more he got involved, the more he realized how many students were missing out on the rewarding opportunities around them. Shane couldn't understand why his

montrer aux étudiants qu'ils peuvent faire une différence." "Monsieur Conte, ils ont simplement besoin de motivation et de confiance et je veux trouver comment faire cela pour eux."

Je dois aussi mentionner que ce n'était pas la première fois que Shane venait à mon bureau pour une rencontre. Après un rude début de l'année scolaire, Shane m'avait rencontré pour tenter un transfert vers une école différente. Il a discuté de ses difficultés à se faire des amis et parce qu'il venait récemment d'emménager dans la communauté, il se sentait isolé parmi ses pairs. Je l'ai encouragé à s'inscrire dans quelques clubs et conseils et je l'ai aidé à trouver les étudiants seniors responsables des initiatives scolaires que je croyais en phase avec ses passe-temps et ses intérêts. Cette petite poussée était tout ce dont Shane avait besoin pour démarrer. Il est rapidement devenu l'étudiant le plus impliqué de son niveau et il commençait à aimer l'école.



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SHANE FELDMAN

peers were so apathetic about extracurricular involvement and volunteering in the community. On that day in 2008, I witnessed a commitment in Shane to “stop the talk and walk the walk”, a commitment to “make a difference”.

We were all skeptical at first, but Shane stuck to his plan and in the course of a year he assembled a volunteer organization committee, found sponsors who gave him money and product, developed

Quand j'ai demandé à Shane pourquoi il voulait entreprendre cette conférence, il m'expliqua que plus il s'impliquait, plus il réalisait combien d'étudiants manquaient les opportunités de récompense autour d'eux. Shane ne comprenait pas pourquoi ses pairs étaient si apathiques à propos de l'implication parascolaire et le bénévolat dans la communauté. En ce jour de 2008, j'ai été témoin d'un

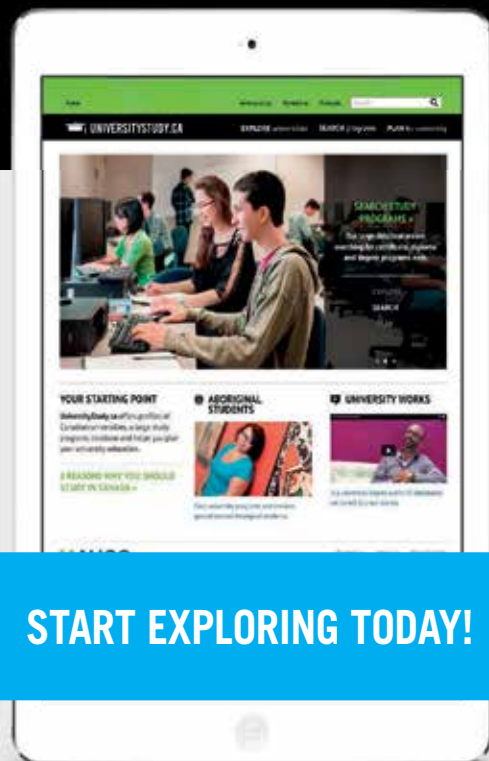


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an itinerary for the day, created promotional material including, posters, cards and press releases, and inspired a group of students to volunteer to work at his event. My colleagues and I watched in amazement as the plans began to take shape. We literally had front row seats, as Shane had taken over a vacant office in the Guidance Department. By spring of 2010 it was pretty evident that this event was going to happen. The first Count Me In conference filled the City Playhouse Theatre with about 400 students from all over the region, and got both television and print coverage across

engagement de Shane pour "agir et non seulement parler", un engagement pour "faire une différence".

Au début, nous étions tous sceptiques, mais Shane s'en est tenu à son plan et, au fil des années, il a monté un comité pour l'organisation de bénévoles, il a trouvé des commanditaires qui lui ont donné de l'argent et des produits, il a développé un itinéraire du jour, il a créé du matériel de promotion incluant des affiches, des cartes et des communiqués de presse et il a inspiré un groupe d'étudiants à faire du bénévolat pour cet événement. Mes collègues et moi avons

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the Greater Toronto Area. When I was interviewed by CTV news, my comment to the reporter was, "Never underestimate what a teen can do." The rest is history. Since the first conference, Count Me In has become the largest youth-led movement of its kind; helping teens find their passion through volunteerism. The movement helps inspire young people to get involved, and connects them with local opportunities matching their interests. Count Me In creates a valuable link between teens and their communities, inspiring local involvement, leadership, and social innovation.

As a guidance counsellor, I view Count Me In as the ultimate high school leadership program. It has made such a positive impact with our students that now our school has built Count Me In programming into the school registration package for grade nines and tens. These junior students return from Count Me In programs inspired, confident and excited by the keynote speakers and hands-on workshops. They return to school, share their experience with their teachers and friends and proceed to not only get involved in school extracurricular, but become leaders in their respective clubs and committees. It's pretty amazing to witness the newfound confidence and sustained leadership within the school that has been motivated by Count Me In. Our students now understand, and are experiencing the real meaning and benefit of M.A.D. (Making a Difference). Students not only realize the direct benefit of having volunteer experience on their resume but they begin to experience true civic pride and see first-hand how their volunteering and leadership creates a meaningful and positive impact to any school, organization and community.

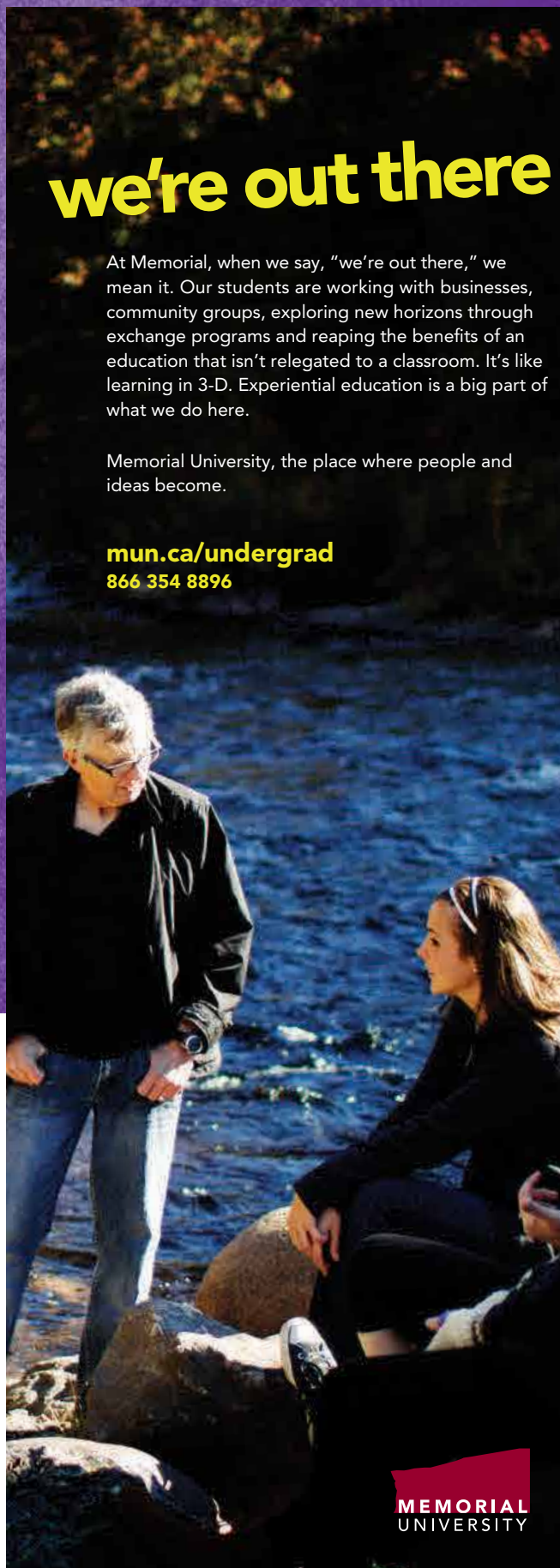
At the Ontario School Counsellors' Association (OSCA) Annual Conference this November, Count Me In will be officially announced as the association's new youth partner. Count Me In will work with OSCA to strengthen the relationship between high school students and Guidance and Career Education programming and counselling across the province. Count Me In plans to remind us

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suivi avec stupéfaction les plans qui prenaient forme. Nous étions littéralement aux premières loges car Shane s'est emparé d'un bureau libre au département d'orientation. Au printemps 2010, il est devenu évident que cet événement aurait lieu. La première conférence Count Me In a rempli le théâtre de ville avec environ 400 étudiants de la région et une couverture médiatique télévisée et écrite dans toute région du Grand Toronto. Quand je fus interviewé par les nouvelles de CTV, mon commentaire au journaliste a été : "Ne sous-estimez jamais ce qu'un adolescent peut faire". La suite c'est de l'histoire. Depuis la première conférence, Count Me In est devenu le plus important mouvement de la sorte dirigé par des jeunes, aidant les adolescents à trouver leur passion par le bénévolat. Le mouvement aide à inspirer les jeunes à s'impliquer et les connecter avec les opportunités locales correspondant à leurs intérêts. Count Me In créé un lien utile entre les adolescents et leur communauté, inspirant l'implication locale, le leadership et l'innovation sociale.

Comme conseiller d'orientation, je considère Count Me In comme le programme de leadership ultime du secondaire. Il a eu un tel impact positif sur nos étudiants que notre école a inclus le programme Count Me In dans la trousse d'inscription pour les neuvièmes et dixièmes années. Ces étudiants juniors reviennent des programmes Count Me In inspirés, confiants et enthousiasmés par les principaux conférenciers et des ateliers pratiques. Ils reviennent à l'école, partagent leur expérience avec leurs enseignants et leurs amis et non seulement s'impliquent-ils dans les activités parascolaires, ils deviennent des leaders de leurs clubs et comités respectifs. Il est vraiment incroyable d'être témoin de la nouvelle confiance et du leadership soutenus dans une école qui a été motivée par Count Me In. Nos étudiants comprennent maintenant et font l'expérience de la signification réelle et de l'avantage de faire une différence. Les étudiants non seulement réalisent les avantages immédiats d'avoir de l'expérience en bénévolat sur leur curriculum vitae, ils commencent aussi à faire l'expérience d'une vraie fierté civique et à constater de première main comment leur bénévolat et leur leadership créent un impact positif et significatif sur l'école, l'organisation et la communauté.

À la conférence annuelle en novembre de l'Association des conseillères et des conseillers d'orientation scolaire de l'Ontario (ACOSO), Count Me In sera officiellement présenté comme le nouveau partenaire jeunesse de l'association. Count Me In travaillera avec l'ACOSO pour renforcer les relations entre les étudiants du secondaire et le programme d'orientation et de formation au cheminement de carrière partout en province. Count Me In prévoit nous rappeler comment le volontariat améliorera la confiance en soi et l'estime de soi chez les étudiants. Ce sentiment de valeur propre retrouvé, combiné à de nouveaux contacts personnels et professionnels, orientera les étudiants dans la bonne direction pour "ouvrir des voies vers le succès" ce qui est le thème de la conférence de cette année de l'ACOSO. Shane Feldman comprend comment les compétences acquises et développées par un engagement direct auprès de sa communauté sont associées aux habiletés d'apprentissage enseignées dans la classe. Ces habiletés d'apprentissage se transforment par la suite

Photos courtesy of John Delaney



Photo courtesy of John Delaney

how volunteerism will boost personal confidence and improve self esteem in students. This newfound feeling of self-worth, combined with new personal and professional contacts, and not to mention newly developed skills, will move students in the right direction to "Creating Pathways to Success", which happens to be the theme of this year's OSCA conference. Shane Feldman understands how skills learned and developed while engaging with your community directly relate to the learning skills taught in the classroom. These learning skills then evolve into employability skills and character. OSCA and Count Me In are excited about this new partnership and look forward to working together to motivate and create young

en compétences nécessaires à l'employabilité et en caractère. L'ACOSO et Count Me In sont enthousiastes à propos de ce nouveau partenariat et sont impatients de travailler ensemble pour motiver et créer de jeunes leaders dans les écoles de toute la province et du pays.

En considérant l'avenir, Count Me In prévoit se concentrer sur les effets sociaux et émotionnels positifs du bénévolat. Les étudiants qui s'impliquent dans la communauté récoltent les récompenses de santé et bien-être positifs ainsi qu'une attitude plus saine envers la vie en général. Selon l'Association canadienne pour la santé mentale, "le nombre total de jeunes de 12 à 19 ans au Canada qui risquent de développer une dépression est un imposant 3.2

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millions". Également, "le suicide représente 24 % de toutes les mortalités parmi les jeunes de 15 à 24 ans". Il a été bien établi que des programmes qui soutiennent des enfants en santé et qui établissent des connexions sociales sont utiles à la prévention de la dépression et Count Me In travaille pour l'engagement de la jeunesse et offre des solutions qui leur plaisent. En 2014 et 2015, Count Me In travaillera avec des écoles et des groupes communautaires pour présenter des événements éducatifs et divertissants qui favoriseront l'engagement de la jeunesse dans du bénévolat local qui sera suivi par des foires d'action directe de bénévolat et mentorat (événements "après-fête"). Cette "tourné" inclura aussi un programme de "microsubventions" offrant aux étudiants une opportunité unique d'avoir accès à des fonds pour démarrer leurs propres initiatives scolaires et communautaires significatives et très attendues. La "tourné nationale" inclura de célèbres conférenciers, des musiciens, des hôtes stimulants et elle atteindra directement plus de 50 000 jeunes Canadiens. La tourné se terminera par le spectacle principal et la diffusion de Count Me In Toronto™ qui mettra en scène 3 000 jeunes et atteindra plusieurs millions de plus par une diffusion directe en continu (live-streaming) et des plateformes numériques, avec des écoles partout dans le monde syntonisant le programme périscolaire maintenant nommé "le plus grand événement au monde dirigé par la jeunesse".

À titre d'appel à l'action pour les conseillers confrères partout au pays, encouragez vos élèves à visiter le site Web de Count Me In qui est la plateforme numérique pour les jeunes agents de changement. Le site Web inclut de l'information à propos de programmes de formation de leadership pour étudiant (ainsi qu'à propos de la "conférence au sommet sur le leadership de Count Me In" qui aura lieu en Ontario en 2015), en plus d'une myriade de vidéos et ressources novatrices de suivi pour motiver vos élèves et qu'ils commencent à mener des projets locaux significatifs.

Westmount attend avec impatience la programmation de cette année de Count Me In. Je soutiens mes commentaires au journaliste de CTV d'il y a quatre années : "ne sous-estimez jamais notre jeunesse". Shane Feldman est l'exemple parfait de ce qu'un adolescent peut faire. Shane fait également des tournées en Amérique du Nord comme conférencier liminaire inspirant, partageant son cheminement personnel avec des étudiants, des enseignants et des audiences corporatives pour inspirer plus de gens à donner un sens et un but à leur vie. À titre personnel, quand on me demande pourquoi j'ai décidé d'être un enseignant, c'est à cause d'étudiants comme Shane. ♣ CSC

Site Web Count Me In : cmimovement.com

Site Web de Shane Feldman : ShaneFeldman.com

Programme CMI de leadership pour étudiant : cmiLeaders.com

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Count Me In

leaders in schools across the province, and country.

Looking to the future, Count Me In plans to focus on the positive social and emotional effects of volunteerism. Students participating in community involvement reap the rewards of positive health and wellness and a healthier attitude towards life in general. According to the Canadian Mental Health Association "The total number of 12-19 year olds in Canada at risk for developing depression is a staggering 3.2 million." Also "Suicide accounts for 24% of all deaths among 15-24 year olds." It has been well established that programs that support healthy children and build social connections are helpful in preventing depression and Count Me In works to engage youth and offer solutions that they relate to. In 2014 and 2015, Count Me In will work with schools and community groups in 10 provinces, to hold educational and fun events that engage youth in local volunteerism followed by direct action Volunteer and Mentorship Fairs ('After-Party' events). These "Tour Stops" will also incorporate a "micro-grant" program, offering students the unique opportunity to access funds to start their own meaningful and much needed school or community initiatives. The "National Tour" will include celebrity speakers, musicians and inspirational hosts and will directly reach over 50,000 Canadian youth. The tour will culminate with the Count Me In Toronto™ main stage event and broadcast that will host 3,000 youth, and reach millions more through live-streaming and digital platforms - with schools around the world tuning into the landmark co-curricular program, now dubbed "the largest youth-run event in the world."

As a call to action for fellow counsellors across the country: please encourage your students to visit the Count Me In website, which is a digital hub for young changemakers. The website includes information on student leadership training programs (including the global "Count Me In Leadership Summit" to be held in Ontario in May 2015), as well as a myriad of videos and innovative mentorship resources for your students to get motivated, and begin leading meaningful local projects.

Westmount is looking forward to this year's Count Me In programming. I stand by my comments to the CTV reporter four years ago: "never underestimate our youth". Shane Feldman is a perfect example of what any teen can do. Shane also tours North America as an inspiring keynote speaker, sharing his personal journey with students, educators and corporate audiences, with the intent to inspire more people to live with meaning and purpose. On a personal note, when I get asked why I decided to become a teacher, it's because of students like Shane. ♣csc

Count Me In website: cmimovement.com

Shane Feldman website: ShaneFeldman.com

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Youth today face many social, educational, and mental health challenges not experienced at such epidemic levels by previous generations of students. They have from their early years been exposed directly, or through the media, to traumatic events such as wars, school lockdowns and shootings, the destruction of the World Trade Center, and most recently to the shootings in Ottawa. They are also uncomfortably aware of the suicide and drug overdoses that have dogged their own generation. There exists opportunity within the school environment to address the mental health concerns of Canada's youth. In the past decade, research and interest in pediatric bipolar disorder BD has increased substantially. Rates of the disorder have doubled in outpatient settings. Published research on the disorder has also increased sharply.

The school counsellor is an essential partner in creating a school climate that fosters awareness and communication regarding mental health issues among the administration, teachers, specialists, and parents. The counsellor is often an agent of prevention and early intervention. Within their office counsellors can create a caring environment where the students feel safe to unburden their fears and concerns. School counsellors are in a unique position to provide leadership, advocacy, and support. Their ability to collaborate with other professionals and the delivery of their educational programming contribute to students' environment and facilitate student achievement. Schools can provide a critical facility in which professionals work together as a team to maintain the well-being of its

youth. In the following paragraphs bipolar disorder will be examined: how it presents, the age of onset, early childhood indicators, which children are at risk, its causes and treatment, and what supports need to be in place in the school.

BD is a brain disorder that causes unusual and extreme shifts in mood, energy, activity levels, and concentration, all of which affect the ability of persons to carry out day-to-day tasks. These symptoms can result in damaged relationships, poor job or school performance, and even suicide. The disorder tends to run in families and is thought to be genetic in origin. Genes are not the only risk factor for developing BD. Studies of identical twins have shown that the twin of a person with BD does not always develop the disorder even though they share the same



Team Effort:

A NECESSARY SUPPORT FOR BIPOLAR YOUTH

By: Alison Zenisek



genetic heritage. Environmental factors interacting with a variety of genes are thought to contribute to bipolar disorder.

People with bipolar disorder experience unusually intense emotional states that occur in distinct periods called “mood episodes.” Each one represents a drastic change from a person’s usual mood and behaviour. An overly happy or excited state is called the manic episode, and an extremely depressed or hopeless state is called a depressive episode. Sometimes both are at work simultaneously and that is called a mixed state. Irritability and explosive anger can also be a part of the “mood episode.” The extreme changes in energy, activity, and behaviour correlate with these sudden changes in mood.

It has only recently been understood by mental health professionals how a developmental approach is necessary to

a psychiatric diagnosis in youth. For example, understanding that a major psychiatric illness such as bipolar disorder evolves and progresses in a series of recognizable clinical stages facilitates an early and accurate diagnosis and the reality of an effective intervention is therefore possible. Bipolar disorder seems to evolve from nonspecific childhood precursors, including sleep disturbances, anxiety, sensitivity to stress, and minor mood disorders. Major mood episodes do not typically appear till around the age of 12 and the mean age of onset is mid-adolescence. The first major mood episode is almost always depressive in nature. Understanding that the early natural history of bipolar disorder often unfolds in predictable stages can work as an early warning system to guidance counsellors, family physicians, and other health professionals. Monitoring the

disease through the team work of the adults and professionals in the student’s life is critical to maintaining his or her emotional balance.

Youth diagnosed with bipolar disorder harbor a unique brain trait. In the largest study of its kind, magnetic resonance imaging of youth age 6 to 16 with bipolar disorder displayed lower overall brain volume than their mentally healthy peers. The group exhibited especially low tissue volume in the hippocampus, an inner brain region involved in managing emotions, learning and memory. The connections between brain regions are important in coordinating functions such as forming memories, learning, and emotions, but scientists are just beginning to discover how different parts of the human brain connect. Brain development seems to occur differently in children with bipolar

» Bipolar Disorder

disorder than that of persons who develop it later in life. Another difference that seems to be correlated with age is the escalating euphoria typical of adults with the disorder. Conversely children often exhibit severe irritability punctuated by violent outbursts, during which they are very difficult to calm.

Bipolar disorder can worsen if left undiagnosed and untreated. Episodes may become more frequent and more severe over time. Delays in getting the correct diagnosis can contribute to personal, social, and school related problems. When the proper diagnosis and treatment is administered early, a healthy and productive life is possible. Substance abuse is very common among sufferers of this disease as a means to self-medicate. Unfortunately, alcohol and drugs can sometimes trigger and exacerbate symptoms and behaviour control. Restlessness and an inability to concentrate are also symptoms of the disease and add to the suffering and confusion of youth with bipolar, many who

may already be experiencing the difficult developmental stage of adolescence. At least half of all of all cases start before the age of 25. Bipolar disorder usually lasts a lifetime, which makes the early diagnosis and treatment critical.

Getting the right medications for the disorder is crucial. Sometimes genetic tests are used to determine how the individual will process different medications. These medications need to be carefully monitored by the attending doctor. Scientists at the Mayo Clinic are conducting research to understand and identify the neuroanatomical and molecular changes in bipolar disorder. Their goal is to develop better and more targeted drug treatment options based on variations in brain imaging patterns, brain metabolism and genetic makeup. Although pharmacologic treatments are considered essential in the treatment of youth with BP, psychological interventions are critical to help the child and family cope with symptoms.

These interventions are essential as there is significant morbidity and mortality associated with bipolar disorder.

Although the school counsellor is not involved in either the diagnosis or therapy of a student with BP, they can be an invaluable support on many levels. The school counsellor can assist the treatment team, which usually consists of a therapist and a medical doctor, by keeping the lines of communication open between professionals. The counsellor's collaborative skills play a vital role here as appropriate information concerning the student needs to be exchanged between parents, teachers, and the administration. Within this context, professionals from different perspectives are in communication and providing necessary feedback about the nature and intensity of the symptoms, as well as the best response to the behaviours associated with BP.


Within this circle of support, education about symptoms and how to manage behaviours is essential. Detecting symptoms



before they escalate, for both the student and those involved in their life, is an invaluable tool. Because suicidal thinking is common during depressive episodes the student should be encouraged to be honest with their support system and get immediate help. Ideally the student with BD becomes an expert on the disorder, which in turn results in better self-monitoring and the ability to seek out support at critical times. Both the student and their loved ones often have difficulty accepting the diagnosis, yet a diagnosis is the only avenue to effective treatment.

Two triggers commonly associated with both manic and depressive episodes are ceasing to take the prescribed medication and stress. Even everyday stressors or unforeseen excitement can provoke an episode. Self-knowledge of one's own particular vulnerabilities regarding stress is a great help, as are developing problem solving skills. Regular hours of sleep are also vital in maintaining balance. Accurate

information about bipolar disorder can be garnered from the medical community, journals, books, and data bases.

The guidance counsellor's relationship of trust with the student is invaluable within the school setting. If bipolar disorder or any other major psychological disorder is suspected, then encouraging the student's family to seek medical help is advised. In the meantime counsellors can show support by checking in with the student first thing in the morning to ask how they feel and gage their "emotional temperature." Appointments should be scheduled to see them at least once a school cycle. Actual therapy and treatment is the responsibility of a medical doctor or psychiatrist. In Manitoba the family physician will refer the youth to an adolescent psychiatrist at the Manitoba Adolescent Treatment Centre. Unfortunately, there is a waiting list to be admitted as a patient. Quality of care varies from province to province, but each child who is suffering emotional pain deserves our very best effort. 



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Par: Laurie Nealin



Out) of trans youth

What everyone should know

PART ONE OF A TWO-PART SERIES

By: Laurie Nealin



Transgender youth are not a new phenomenon. It just seems that way. Trans individuals have always existed, but in the school setting they often stayed under the radar out of fear for their safety in an environment where not conforming to gender stereotypes for girls and boys made them vulnerable to soul-sapping discrimination and bullying.

Today, however, as societal awareness grows, transgender students are increasingly “coming out,” following in the footsteps of gay and lesbian high school students who helped pave the way with their own life-affirming struggle for acceptance of their sexual orientations. That has educators and parents of school-age children across Canada playing catch-up.

Until quite recently, the topic of gender identity tended to be folded into education policies, initiatives and professional development sessions that focussed on gay and lesbian students and, in some cases, it still is. It is not surprising, then, that educators and administrators are still working towards gaining a solid understanding of gender identity issues and what being transgender means for trans individuals themselves, their families, other students and the school community as a whole.

Aaron Devor, an internationally recognized expert on transgender issues, says, “What we’re seeing now with trans people is something similar to what we saw with gay people in the 1970s and ‘80s. Gays were always there before that, but they were hiding it. Then a few

Les transgenres ont toujours existé, mais à l’école, ils sont souvent restés dans l’anonymat par peur pour leur sécurité dans un environnement où ne pas se conformer aux stéréotypes de genre pour filles et garçons les rendait vulnérables à la discrimination dégradante et à l’intimidation.

De nos jours cependant, avec l’augmentation de la conscience sociale, les étudiants transgenres sortent de plus en plus de leur placard (coming out) en suivant les pas des étudiants gais et lesbiens du secondaire qui aident à ouvrir le chemin par leur propre combat d’affirmation de soi pour l’acceptation de leurs orientations sexuelles.

Cette situation amène les parents d’enfants d’âge scolaire au Canada à faire du rattrapage.

Jusqu’à récemment, le sujet de l’identité de genre tendait à être amalgamé aux politiques d’éducation, aux initiatives et sessions de développement professionnel qui traitent des étudiants gais et lesbiens, et, pour certains, c’est toujours le cas. Il n’est pas surprenant alors que les enseignants et les administrateurs travaillent toujours à comprendre en profondeur les problèmes d’identité de genre et ce que le fait d’être transgenre représente pour les étudiants eux-mêmes, pour leurs familles, pour les autres étudiants et la communauté scolaire de façon générale.

Aaron Devor, un expert des problèmes affligeant les transgenres, mentionne que “ce que nous voyons maintenant pour les transgenres est similaire à ce que nous avons vu pour les gais dans les années 70 et 80”. Les gais ont toujours existé, mais ils se cachaient. Puis, quelques

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“ **Not everybody knows trans people yet, but we're getting there.** ”

braves individus se sont pointé le nez et se sont affichés. D'autres ont suivi et, éventuellement, les gais ont commencé à sortir de leur placard.

"Maintenant, les gais sont partout, ils sont visibles et tout le monde connaît les gais. Les transgenres ne sont pas encore aussi connus, mais nous y arrivons."

La recherche nous informe qu'une ou deux personnes parmi 200 sont transgenres. Cela signifie que dans presque toutes les écoles du Canada, il y a des filles et des garçons transgenres, qu'ils soient visibles ou non.

Le genre est entre les oreilles

Pour ceux qui pourraient confondre genre et sexe biologique, feu Virginia Prince, activiste et pionnière en recherche à propos des transgenres, offre une succincte clarification. Pour paraphraser Prince: le genre est entre les oreilles. Le sexe est entre les jambes.

Devor, professeur avec doctorat en sociologie à l'université de Victoria (C.B.), nous fait comprendre comment les transgenres se sentent par rapport à leur identité de genre.

"Les transgenres peuvent ressentir qu'ils ne correspondent pas parfaitement à ce qu'est une femme ou un homme. Ils peuvent ressentir qu'ils ne sont ni femme ou ni homme, qu'ils sont à la fois femme et homme ou qu'ils possèdent un genre autre que leur sexe biologique dicterait."

"Des gens peuvent être transgenres uniquement sur la base de leurs sentiments à propos d'eux-mêmes, ils peuvent apparaître avoir un genre ambigu pour d'autres ou ils peuvent changer de genre

Étudiant : Simon Leclair

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brave souls poked their heads up over the parapet and took some shots. More followed and eventually gays starting coming out of the closet.

"Now, gay people are everywhere, they're out and everybody knows gay people. Not everybody knows trans people yet, but we're getting there."

Research tells us that among every 200 people, one to two are transgender. That means trans boys and trans girls are attending almost every school in Canada, whether they are visible or not.

Gender is between the ears

For anyone who might confuse gender with biological sex, a succinct clarification was offered by the late Virginia Prince, an activist and pioneer in the field of transgender research. To paraphrase Prince: Gender is between the ears. Sex is between the legs.

Devor, a PhD and professor of sociology at the University of Victoria (B.C.), offers insight into how transgender people feel about their gender identity.

"Transgender people may feel that they do not fit perfectly as either women or men. They may feel themselves to be neither women nor men, to be both women and men, or to be a gender other than what their (biological) sex would normally dictate.

"People may be transgender on the basis of only their feelings about themselves, they may appear ambiguously gendered to others, or they may change genders and live unnoticed as another gender," says Devor, the founder and academic director of The Transgender Archives', a collection of historical materials and research housed at the University of Victoria.

et vivre incognito avec un autre genre" selon Devor, fondateur et directeur académique de "The Transgender Archives", une collection d'informations historiques et de recherches hébergée à l'université de Victoria.

Plus que deux

Devor mentionne que les conseillers scolaires doivent être conscients que la jeunesse d'aujourd'hui rejette l'idée qu'il n'y a que deux façons d'exprimer le genre. "Ils ne sont pas arrêtés à l'idée que vous devez avoir un corps particulier pour avoir un genre particulier." Pour les personnes plus âgées qui s'identifient comme transgenres, il est fréquent de dire que l'esprit et le corps doivent être alignés et donc "si je possède ce genre, alors je dois posséder le corps correspondant".

"La jeunesse d'aujourd'hui s'éloigne de cette façon de penser."

Le terme "genderqueer"* (intersexué) reflète ce changement il exprime l'idée qu'une personne n'a pas besoin d'être enfermée dans deux genres, qu'il peut bien en exister plus que deux. Il inclut également le sentiment de certaines personnes que la notion de genre est trop restrictive.

Il y a des pays qui ont reconnu d'autres genres au-delà d'homme et de femme comme le note Reece Malone, coordonnatrice du programme d'éducation au Winnipeg's Rainbow Resource Centre qui se spécialise en accroissement de la conscience populaire et l'identité sexuelle, l'orientation sexuelle et une saine sexualité.

Malone souligne que "dans différentes cultures du monde, incluant les personnes bispirituelles des cultures autochtones, les différences entre les genres sont célébrées et vénérées".



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More than two

"School counsellors should be aware", says Devor, "that young people today are increasingly rejecting the idea that there are only two ways to express gender. They are not locked into the idea that you have to have a particular body in order to have a particular gender. For older people who identify as transgender, it is common to say the mind and body need to line up so 'if I'm this kind of gender, then I have to have the body to match it.' Young people today are moving away from that thinking."

The term genderqueer* reflects this shift -- it expresses the idea that a person does not need to be locked in to two genders, that there may be many more than two. It also encompasses the feeling of some people that the whole notion of gender is too restrictive.

There are countries that have acknowledged other genders beyond men and women, notes Reece Malone, the education program coordinator at Winnipeg's Rainbow Resource Centre who specializes in enhancing public awareness and providing training on gender identity, sexual orientation and healthy sexuality.

"In different cultures around the world, including Two-Spirit people in indigenous cultures, gender differences are celebrated and revered," Malone points out.

"If you google third-gender people, you will see that countries such as Laos, Philippines, Indonesia, Pacific Island countries and Latin American countries acknowledge more than two genders with each culture having its own name or language to refer to the third gender.

"Si vous faites une recherche Google avec 'personnes du troisième genre', vous verrez que des pays comme le Laos, les Philippines, l'Indonésie, les îles du Pacifique et l'Amérique latine reconnaissent plus de deux genres et que chaque culture possède son propre nom ou son propre langage pour désigner le troisième genre."

"Même dans le contexte autochtone d'Amérique du Nord, il existe des références historiques à deux ou plusieurs genres. Les années passant, je crois que notre culture occidentale reconnaîtra qu'il y a d'autres genres en plus de ceux de la femme et de l'homme ou même de celui de l'homme ou de la femme transgenre", nous dit Malone qui détient une maîtrise en santé publique et un doctorat en sexualité humaine.

Devor ajoute qu'il "est important de se rappeler que vous ne pouvez pas réellement connaître l'identité de genre d'une personne sans lui avoir demandé".

**Les personnes d'un certain âge peuvent ne pas savoir que le mot "queer" (allosexuel) n'est plus considéré comme un mot dénigrant utilisé comme insulte. La jeunesse s'est approprié ce mot dans les années 90 et le considère maintenant comme un point de fierté.*

Orientation sexuelle

Une fausse idée courante à propos des transgenres est qu'ils sont tous gais, lesbiens ou bisexuels. Une cause probable de cette incompréhension serait l'acronyme GLBTT qui lie les minorités d'orientation sexuelle gais, lesbiens, bisexuels, allosexuels aux minorités d'identité de genre bispirituels, transgenres, transsexuels, intersexués.

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"Even in the North American indigenous contexts, there is historical reference to two or more genders. As the years go by, I believe our Western culture will acknowledge that there are different genders beyond man and woman, or even transgender man or transgender woman," says Malone, who holds a Masters degree in Public Health and a Doctorate in Human Sexuality.

Devor adds, "It is important to remember that you can't actually know a person's gender identity without asking them."

**People of a certain age might not be aware that the word "queer" is no longer considered a derogatory word used as a slur. Young people reclaimed that word in the 1990s and now consider it a point of pride.*

Sexual orientation

A common misconception about trans people is that they are all either gay or lesbian or bisexual. One reason for this misunderstanding perhaps is the LGBTQ acronym which links sexual orientation minorities -- lesbians, gays, bisexual, queer people -- with gender identity minorities -- Two-Spirit, transgender, transsexual, genderqueer people.

"It's easy for people who are not well versed with the trans world to think that transgender is all a variation on homosexuality and being trans is really just a more extreme form of being gay. There is some overlap, but there are also many differences. Sexual orientation is a different dimension than gender identity," Devor explains, offering an example to clarify his point.

A 15-year-old, who is anatomically a boy, has been living successfully as a girl for a number of years; she acts, sounds, feels and identifies as girl and is attracted to boys. It is unlikely that she would identify herself

"Il est facile pour les gens qui ne sont pas bien versés dans le monde trans de penser que le transgenre est une variation de l'homosexualité et que d'être trans n'est que simplement une forme extrême d'être gai. Il y a un peu de chevauchement, mais il y a également plusieurs différences. L'orientation sexuelle est une dimension différente de l'identité de genre", comme l'explique Devor, en offrant un exemple pour clarifier ce point.

Un jeune de 15 ans qui est anatomiquement un garçon, a vécu normalement comme une fille pendant un nombre d'années, elle agit, résonne, sent et s'identifie comme fille et elle est attirée par les garçons. Il est improbable qu'elle s'identifie comme gaie ou homosexuelle, mais plutôt comme hétérosexuelle en s'appuyant sur son identité de genre, peu importe ce qui peut être sous ses vêtements. Son petit ami identifiera également son orientation sexuelle comme hétéro basé sur l'identité de genre de son amie.

Les personnes intersexuées parce qu'elles ne sont pas confortables avec le système binaire des genres affirmeront généralement que leur orientation sexuelle est allosexuée (queer) ce qui est tout sauf une relation standard, hétérosexuelle, homme-femme.

"Les trans peuvent posséder toutes expressions de genre, incluant celles qui sont très conventionnelles, et ils peuvent être de toutes les orientations sexuelles imaginables. Mais, ce sont les gens qui transgressent les stéréotypes de genre et les attentes de la façon la plus dramatique qui souffrent de la plus grande part de discrimination", selon Devor qui a étudié, enseigné et fait des discours liminaires à propos de sujets associés aux transgenres pendant 30 années.



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"Une personne qui par ailleurs est hétérosexuelle dans tous les sens du terme, peut subir de la discrimination pour être un homme féminin ou une femme masculine. Certaines personnes penseront qu'elles sont gaies ou lesbiennes et seront discriminatoires à leur égard sur la base de leur présentation de genre."

Transition

Les adolescents, qui s'identifient comme trans ou intersexué ou tout autre nouveau terme, peuvent choisir ou non de modifier leur corps. Les éducateurs doivent être flexibles en ce qui concerne le type de corps qu'ils s'attendent à voir pour accompagner une expression particulière de genre.

Les enfants -- parfois avant le secondaire -- feront d'abord une transition sociale en changeant leur nom et en demandant aux gens d'utiliser des pronoms différents pour les désigner. Les jeunes intersexués peuvent vouloir qu'on s'adresse à eux par *ils* puisqu'ils estiment qu' *"il"* et *"elle"* sont trop restrictifs. Ils changeront leur style de coiffure, leurs vêtements et voudront aller au cours d'éducation physique et fréquenter d'autres étudiants du genre auquel ils s'identifient le plus.

Devor affirme que "lorsque la puberté commence à se montrer, les enfants qui sont sérieusement malheureux de ce que la puberté peut leur faire, peuvent recevoir des traitements pour supprimer les modifications que leur corps tente d'apporter, mais cela ne les amènera pas à la puberté qu'ils préféreraient".

Des changements permanents -- chirurgicaux ou hormonaux -- ne sont généralement pas légalement permis tant qu'une personne n'a pas atteint un âge déterminé par la législation provinciale.

Devor ajoute que "l'âge peut être plus jeune si les parents y consentent, mais vous aurez de la difficulté à trouver des chirurgiens ou même des fournisseurs d'hormones qui accepteront d'intervenir à un âge trop jeune. De façon générale, les inhibiteurs d'hormones (aussi appelés bloqueurs de puberté) sont prescrits quand une personne est assez âgée pour comprendre ce qui se passe, comprendre ses options et est apte à prendre ses propres décisions ou si ses parents acceptent d'endosser ces hormones ou cette chirurgie."

Selon l'expérience de Malone, la plupart des jeunes transgenres n'auront pas de chirurgie de changement de sexe avant la fin du secondaire, même s'ils peuvent le faire plus tôt.

Risque de suicide

Des sondages effectués à propos du risque de suicide chez les minorités sexuelles et de genre concluent que les tentatives de suicide chez les jeunes transgenres sont plus nombreuses que chez les jeunes gais, lesbiens et bisexuels.

Le sondage Trans PULSE², effectué en Ontario en 2010, a mis en lumière que 43 pour cent des répondants trans avaient tenté de se suicider. Parmi les jeunes trans sondés, un sur cinq avait tenté de se suicider et près de la moitié avait pensé au suicide l'année précédente.

Devor mentionne que "le plus grand risque de suicide chez les adolescents et les jeunes adultes apparaît entre le moment où ils s'identifient comme trans et le moment où ils effectuent une transition satisfaisante. C'est une période de très forte anxiété associée à l'identité trans, l'impatience de la jeunesse et, généralement, beaucoup d'intimidation et c'est donc une période à risque extrême."

"Si vous ajoutez à ce mélange des parents qui soutiennent le jeune, le risque diminue abruptement."

as gay or homosexual, but rather as heterosexual based on her gender identity regardless of what might be under her clothing. Her boyfriend will also identify his sexual orientation as straight based on her gender identity.

Genderqueer people -- because they are not comfortable with the binary gender system -- will usually say their sexual orientation is queer, which is anything other than a standard, heterosexual man-woman relationship.

"Trans people might have any gender expression, including very conventional ones, and might be any sexual orientation that you can imagine. But, it is the people who violate gender stereotypes and expectations the most dramatically who suffer the largest amount of discrimination," says Devor, who has studied, taught and delivered keynote addresses about transgender-related matters for 30 years.

"A person who is otherwise straight in every sense of the word can be discriminated against for being a feminine man or a masculine woman. Some people will just assume they are gay or lesbian and discriminate against them on the basis of their gender presentation."

Transitioning

Teenagers who identify as trans or genderqueer or any of the newer terms may or may not choose to change their bodies. Educators need to be flexible regarding the kind of body they can expect to see to go with a particular gender expression.

Children -- sometimes before high school -- will first make a social transition, changing their name and asking people to use different pronouns when referring to them. Genderqueer youth might want to be referred to as *they* since they find *he* and *she* too restrictive. They will change their hairstyle and clothing and want to go to the gym class and hang out with other students of the gender they identify most closely with.

"As puberty starts to show up, kids who are seriously unhappy with what puberty might do to them may be given treatment to suppress the changes their bodies are trying to manufacture, but that won't bring them into the puberty they prefer," Devor says.

Permanent changes -- surgical or hormonal -- usually are not legally permitted until a person reaches a certain age as stipulated by their provincial jurisdiction.

"The age can be lower if there is parental consent but you'd be hard-pressed to find too many surgeons or even hormone providers who would interfere at too young an age. Generally, hormone suppressants (also called hormone blockers) are prescribed until a person is old enough to understand what is happening, what their options are, and either be old enough to make their own decisions or have parents who are ready to endorse hormones or surgery," he adds.

It is Malone's experience that most transgender youth will not undergo sex reassignment surgery until after high school, even if they could do it earlier.

Suicide risk

Surveys conducted on the subject of suicide risk among gender and sexual minorities indicate that suicide attempts among transgender youth are higher than for gay, lesbian and bisexual youth.

The Trans PULSE survey² conducted in Ontario in 2010 found 43% of trans respondents had attempted suicide. Among trans youth surveyed, one in five had attempted suicide and almost half had thought about suicide in the previous year.

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» Cover Story: Transgender Youth

"The highest suicide risk for teenagers and young adults is between the time they identify as trans and the time they reach a satisfactory transition. It is a very high anxiety period with trans identity, the impatience of youth and, generally, a lot of bullying, so it's an extremely high-risk time," Devor says. "If you put supportive parents into that mix, that risk drops precipitously."

Devor's own experience is that the trans youth who do the best are the ones who have parental support. Still, he cautions that not every parent is supportive.

"Most parents don't necessarily start off supportive, not to say they are hostile, but most are taken by surprise, don't know what to do, have a lot of anxiety about the welfare of their kid, and there is a learning curve for most. But, they will figure it out and do whatever they need to do to support their child. There are others who are scared, angry, feel guilty, perhaps think this is a sin and wrong," Devor says.

"Most do come around when they learn of the suicide risk, realizing they could lose their child altogether, and are prepared to do a lot of work to adjust their own attitudes."

Malone conducts seminars on transgender issues for teachers and parents throughout Manitoba and in Northwestern Ontario. He recommends working with the student using a strength-based approach with what's called an GLBTT affirmative framework -- to shift trans people's identities from being aligned with depression and suicide and self-harm, to identities that are healthy, good and valued which leads to survivorship and resiliency.

Malone adds, "When a person comes out as transgender, we need to see they can be valuable and productive in our community based on their personal strengths and contributions to society." ♣ csc

Part two of our series will provide additional insights from Drs. Devor and Malone about supporting trans students and from transgender individuals who talk about their own high school experiences.

Selon l'expérience de Devor, les jeunes trans qui s'en sortent le mieux sont ceux qui bénéficient d'un soutien parental. Il prévient tout de même que ce ne sont pas tous les parents qui soutiennent.

Devor affirme que "la plupart des parents n'offrent pas tout de go un soutien, sans dire qu'ils sont hostiles la plupart sont surpris, ils ne savent pas que faire et ils ressentent beaucoup d'anxiété à propos du bien-être de leur enfant. Pour la plupart, il y a une courbe d'apprentissage. Mais, ils finiront par comprendre et feront tout ce qui est nécessaire pour soutenir leur enfant. D'autres seront apeurés, en colère, se sentiront coupables, penseront peut-être que c'est un péché, que c'est mal."

"La plupart surmontent ces difficultés quand ils prennent connaissance du risque de suicide, réalisant qu'ils pourraient perdre leur enfant ils sont prêts à faire beaucoup de travail pour ajuster leurs propres attitudes."

Malone anime des séminaires à propos des problèmes affectant les transgenres pour les enseignants et les parents du Manitoba et du nord-ouest de l'Ontario. Elle recommande de travailler avec l'étudiant en utilisant une approche basée sur la force avec ce qui s'appelle un cadre affirmatif GLBTT -- pour transférer les identités des trans avec tendance à la dépression, le suicide et l'automutilation vers des identités saines, bonnes et valorisantes qui mènent à la survivance et la résilience.

Malone ajoute que "lorsqu'un transgenre sort de son placard, nous devons voir qu'il peut être utile et productif dans notre communauté par ses forces personnelles et ses contributions à la société". ♣ csc

La deuxième partie de notre série apportera des précisions supplémentaires de la part des docteurs Devor et Malone à propos du soutien aux étudiants trans et de la part de transgenres qui discutent de leurs propres expériences au secondaire.



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Aaron Devor
Professor of sociology, University of
Victoria (B.C.)



Reece Malone
Education program coordinator,
Rainbow Resource Centre,
Winnipeg

A LEXICON

gender identity - a person's deeply felt internal feeling and sense of being a man, woman or an identity between or outside of the two conventional genders. A person's gender identity may or may not be the gender usually associated with their assigned (biological) sex

cisgender - people whose gender identity is the same as the biological sex and gender assigned at birth

gender expression - how a person shows their gender to others. One may have a gender identity that is not the same as the gender that they express.

transgender - often an umbrella term for people who are assigned a certain sex and gender at birth and feel incongruent with that assignment

transsexual - a person who is seeking or has sought medical intervention such as surgeries or hormone suppression/replacement therapies to transition to their true gender.

trans - the transgender community is increasingly dropping "gender" and using only the word "trans" when speaking of their communities and the various people who comprise it

trans boy/man - a person who self-identifies as a boy/man but was assigned female and girl at birth

trans girl/woman - a person who self-identifies as a girl/woman but was assigned male and boy at birth

genderqueer/gender fluid - people who feel that aligning themselves consistently as either man or woman is not the answer for them, that their gender is beyond the binary of just male or just female

sexual orientation - a person's sexual, emotional and romantic attractions or behaviours regarding other people

gender minority students - trans, transgender, transsexual, agender, Two Spirit, gender fluid, genderqueer, questioning and other similar youth

sexual minority students - lesbian, gay, bisexual, asexual, queer, questioning and other similar youth

transition - the process of changing from birth-assigned gender to a person's true gender. Can involve dressing in a way to reflect their true gender, changing their name, hormone therapy and/or sex reassignment surgery

sex reassignment surgery - surgical procedures to change the genitals and secondary sex characteristics to better reflect one's gender identity

LEXIQUE

Identité sexuelle - le sentiment profond d'une personne et son inclination à être un homme, une femme ou une identité entre ou à l'extérieure des deux genres conventionnels. L'identité de genre d'une personne peut ou peut ne pas correspondre au genre habituellement associé à son sexe (biologique)

Cisgenre - personne dont l'identité de genre est la même que son sexe biologique et le genre assigné à sa naissance

Expression de genre comment une personne montre son genre aux autres. Une personne peut posséder une identité de genre qui n'est pas la même que le genre qu'elle affiche.

Transgenre souvent un terme générique pour des gens se sont fait donner un certain sexe et genre à la naissance et qui se sentent en contradiction avec cette assignation

Transsexuel une personne qui cherche ou a subi une intervention médicale comme une chirurgie ou une thérapie d'inhibition/de remplacement d'hormones pour transiter vers son vrai genre.

Trans la communauté des transgenres abandonne de plus en plus le mot "genre" et n'utilise plus que "trans" quand ils parlent de leur communauté et des diverses personnes qui la composent

Garçon/homme trans une personne qui s'identifie comme un garçon/homme mais qui fut définie comme femelle et fille à la naissance

Fille/femme trans une personne qui s'identifie comme une fille/femme mais qui fut définie comme mâle et garçon à la naissance

Intersexué/sexualité fluide des gens qui sentent que de se définir invariablement comme homme ou femme n'est pas la réponse, que leur genre est au-delà du système binaire uniquement mâle ou uniquement femelle

Orientation sexuelle l'attraction ou le comportement sexuel, émotionnel d'une personne envers d'autres personnes

Étudiants de minorité de genre trans, transgenres, transsexuels, agenes, bispirituels, sexualité fluide, intersexués, questionnant et autres jeunes similaires

Étudiants de minorité sexuelle lesbiens, gais, bisexuels, asexuels, allosexuels, questionnant et autres jeunes similaires

Transition le processus de changement d'un genre attribué à la naissance vers le vrai genre d'une personne. Peut impliquer une façon de s'habiller qui reflète leur vrai genre, changer leur nom, thérapie hormonale et/ou chirurgie de changement de sexe.

Chirurgie de changement de sexe procédure chirurgicale pour changer les parties génitales et les caractéristiques sexuelles secondaires pour mieux correspondre à l'identité de genre d'une personne

» Cover Story: Transgender Youth

Resources

Manitoba Education *Safe and Caring Schools – A Resource for Equity and Inclusion in Manitoba Schools* www.edu.gov.mb.ca/k12/safe_schools/mygsa/index.html has information for school counsellors including a youth suicide prevention guide www.edu.gov.mb.ca/k12/safe_schools/mygsa/guidance_counsellors.pdf

Public Health Agency of Canada *Questions and Answers: Gender Identity in Schools* addresses the most commonly asked questions about gender identity in the school setting. www.phac-aspc.gc.ca/std-mts/rp/gi-is/index-eng.php

Canadian Teachers' Federation Supporting Transgender and Transsexual students in K-12 Schools is for teachers, administrators and counsellors intended to enhance knowledge, understanding and sensitivity around transgender students. www.ctf-fce.ca/en/news/Pages/default.aspx?newsid=1983984754&year=2012

¹transgenderarchives.uvic.ca

²transpulseproject.ca/resources/trans-pulse-survey

Ressources

Éducation Manitoba *Écoles sûres et accueillantes guide pour l'équité et l'inclusion dans les écoles du Manitoba* www.edu.gov.mb.ca/k12/safe_schools/mygsa/index.html possède des informations pour les conseillers scolaires incluant un guide pour la prévention du suicide chez les jeunes www.edu.gov.mb.ca/k12/safe_schools/mygsa/guidance_counsellors.pdf

Agence de la santé publique du Canada *Questions et réponses: Identité de genre dans les écoles* répond aux questions les plus fréquentes à propos de l'identité de genre dans l'environnement scolaire. www.phac-aspc.gc.ca/std-mts/rp/gi-is/index-eng.php

Fédération canadienne des enseignantes et des enseignants *Soutien aux élèves transgenres et transsexuels dans les écoles de la maternelle à la 12e année* s'adresse aux enseignants, administrateurs et conseillers dans le but d'accroître la connaissance, la compréhension et la sensibilité envers les élèves transgenres. www.ctf-fce.ca/en/news/Pages/default.aspx?newsid=1983984754&year=2012

¹transgenderarchives.uvic.ca

²transpulseproject.ca/resources/trans-pulse-survey



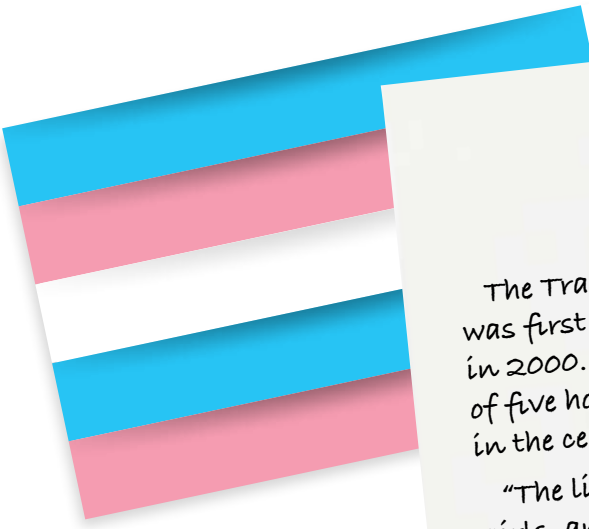

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The Transgender Pride flag was designed by Monica Helms, and was first shown at a pride parade in Phoenix, Arizona, United States in 2000. The flag represents the transgender community and consists of five horizontal stripes, two light blue, two pink, with a white stripe in the center. Monica describes the meaning of the flag as follows:

“The light blue is the traditional colour for baby boys, pink is for girls, and the white in the middle is for those who are transitioning, those who feel they have a neutral gender or no gender, and those who are intersexed. The pattern is such that no matter which way you fly it, it will always be correct. This symbolizes us trying to find correctness in our own lives.”

Other transgender symbols include the butterfly (symbolizing transformation or metamorphosis), and a pink/light blue yin and yang symbol.

Popular transgender symbols, used to identify transvestites, transsexuals, and other transgender people, frequently consist of modified gender symbols combining elements from both the male and female symbols. The most popular version, originating from a drawing by Holly Boswell, depicts a circle with an arrow projecting from the top-right, the male symbol; a cross projecting from the bottom, the female symbol; and with an additional crossed arrow, combining the female cross and male arrow, projecting from the top-left.

Adapted from http://en.wikipedia.org/wiki/Transgender_symbol#Transgender_symbols





NURSING

IT'S A GOOD TIME TO BECOME A REGISTERED NURSE

"Because I like helping people."

"Because I make a difference in people's lives."

"Because I love the adrenaline rush."

"Because nurses can change the world."

By: Nahanni McIntosh, Canadian Nurses Association.

We asked some of Canada's 300,000 registered nurses (RNs) why they love their profession, and this is just some of what we heard. A career as an RN can be equal parts rewarding and challenging. It's also an excellent time to enter nursing. The number of aging Canadians is growing. Many of today's RNs will be retiring in the near future. If being part of one of Canada's most trusted professions appeals to you, read on.

RNs care for people, to make them healthy or keep them healthy. They treat injuries, prevent and manage chronic illnesses and educate people about their health. They do physical exams and assessments, co-ordinate patient care and work closely with other care providers. RNs also speak up for their patients to make sure they're getting the best care possible.

RNs skills are in demand in every province and territory and in many different work environments. RNs work in remote, fly-in communities in Canada's north, in doctor's offices or in schools, in war zones or overseas in developing countries. Some work as researchers or nursing teachers. About 2/3 of Canada's RNs work in hospitals.

NG



"Mary" is a CNS who works in perinatal nursing. Her job involves mentoring new nurses, teaching medical students, running a postpartum clinic, orienting nurses to various procedures, developing practice guidelines and sitting on hospital committees.

NURSING

Education

In every province and territory (except for Quebec) you must have a bachelor's degree in nursing to become an RN. If you've already completed a degree in another area, you can apply to a "fast-track" program that lets you complete a nursing degree in two to three years.

Part of all undergraduate nursing programs are clinical placements or practicums. Nursing students are closely supervised as they practice their new skills with actual patients

in a variety of different real-life settings. These practicums are important because they give students an idea of what the job of an RN is like and what kind of patients they may want to care for after they graduate.

Getting licensed

In the same way you can't legally drive just because you've taken a driver's education course, you cannot work as an RN as soon as you graduate with a bachelor of nursing degree. You have to first pass a licensing

exam. All prospective registered nurses (with the exception of those in Quebec) write the same exam. Once you have passed the exam, you can apply for a license in the province or territory that you will be working in. Each province and territory is responsible for their own licensing and regulation of RNs.

The work environment

Caring for patients can be physically challenging and potentially dangerous. RNs face the possibility of workplace injury every

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"Carol" is an NP working in a hospital in cardiac care. She takes patient histories, conducts physical exams and prescribes medications. She works closely with the cardiologist to review treatment plans for each patient. She keeps all health providers informed about a patient's treatment and reconnects patients to their family doctor when they're discharged.

OSINIG

day. RNs deal with back problems at a higher rate than the general population and almost half report having been accidentally pricked by a contaminated needle or other sharp object. Of all health-care professionals, nurses are most likely to be victims of workplace violence, and health-care workers are more likely to be attacked at work than prison guards or police officers.

How much money RNs make depends on what job they're doing. Salaries for the same job are also different in different provinces and territories. On average, RNs make about \$70,000 a year. Most hospital nursing positions are shift work and are paid on an hourly basis, starting at about \$30 per hour. About 1/3 of RNs work overtime each week, either paid or unpaid. Because people need care 24 hours a day, expect to work evenings, nights and weekends.

A good investment

There's an excellent chance that if you study nursing, you will work in nursing after you graduate. In early 2014, the job search site Workopolis looked at more than 7 million resumes on its site and found that 97% of those who studied nursing were working in that field. This percentage was higher than in any other area of study.

One thing that many RNs love about the job is that their skills are in demand all over the country. Every year, thousands of RNs move to work in different provinces or territories.

No matter where you live or where you work, all RNs must renew their license each year. In order to do this, you must have practiced nursing for a minimum number of hours and have completed a certain number of assignments and courses. There are also many opportunities to continue your formal education after you begin working as an RN.

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NURSING


Continuing your education

Often, more education means better patient care, more job opportunities and/or increased salary. Once you have two years or more of work experience, you can get certified in one of 20 specialties through the Canadian Nurses Association's certification program. These specialties include psychiatric and mental health nursing, critical care nursing and neuroscience nursing. You can also go back to school for a graduate degree in nursing to become an advanced practice nurse. There are two types of advanced practice nursing roles in Canada: clinical nurse specialists (CNSs) and nurse practitioners (NPs).

A CNS is a registered nurse who has a masters or doctoral degree in nursing and clinical experience in a specialty area. The CNS role is very diverse, and can involve research, consultation, leadership, evaluating and improving care and teaching and working closely with others.

An NP is a registered nurse that has clinical experience and a graduate degree in nursing, but unlike a CNS, their practice is focused primarily on clinical care. They bring together the medical knowledge needed to diagnose and treat illnesses with the values and skills of nursing. Unlike RNs, they are able to diagnose and treat illnesses, order tests and prescribe medications. Just like becoming licensed as an RN, NPs must pass an exam before they can practice as an NP. And just like RNs, NPs are licensed and regulated by individual provinces and territories.

Although they can provide some of the same care as family doctors, NPs in most environments work alongside family doctors as well as social workers, registered nurses, dieticians and other health professionals

So, if you're compassionate, caring, a good communicator, able to make quick decisions, a critical thinker and someone who works well with others, a career as an RN could be right for you. No doubt it will be a rewarding choice with great flexibility and lots of job opportunities. After all, every Canadian will need the care of a registered nurse at some point in their life!  CSC



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HORSES HELP CANADA

HEALING AT-RISK YOUTH THROUGH EQUINE-ASSISTED THERAPY

By: Shirley McClay

Aspergers, ADD, SCT, ADHD, cutting, depression, anger, aggression, low self esteem... words commonly used to describe our teens and children. The future of our world. Our hope for the next generation of leaders.

Psychologists, multiple medications, special classes and schools... so much is available to attempt to help them, yet so many continue to slip through the cracks. They get lost in their worlds of internet games, TV, or iPods... drugged, disengaged, and uninterested or even fearful of embracing real life.

There is a place that is trying to change that, a few kids at a time.

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Horses Help Canada was started by a single mom with three boys, one of which has Aspergers. Twelve years old and truant... he discovered horses and the healing that often accompanies them. Aspergers is often a hidden struggle. All can appear well on the outside but family and friends are torn apart in the battle. Jane investigated the option of medication but, in spite of opposition, made the decision that drugging her son was the wrong thing to do. She found help for him in the form of a beautiful animal. The horse. The boy is now sixteen years old and trains baby lions at a zoo. And Jane has a new mission.

It is spelled out on her website¹ as the following:

*To create a safe opportunity for youth with special needs and youth-at-risk to thrive.

H.H.C - H.E.A.L. removes barriers by partnering youth with horses in rural settings so that they can work through issues resulting from low self-esteem and lack of self-confidence, as well as feelings of anxiety and fear. This helps them to become vital, self aware, active community members, capable of building healthy relationships, understanding their own boundaries and developing communication skills.

So many youth are struggling with psychological and medical issues. So many continue to struggle undiagnosed. The beauty of this program is diagnosis is unnecessary. Behavioral issues show the need which H.E.A.L. may be able to help. And they're just getting started.

Horses Help Canada was formed three years ago as a non-profit volunteer based organization. They are located in Millbrook,

Ontario and have a reach of Peterborough, City of Kawartha Lakes, Northumberland, and Haliburton. Christine Elliot, M.P.P. for Whitby - Oshawa, is a huge supporter and an Honorary Ambassador. They recently obtained staffing funding from Trillium Foundation and are able to start expanding to help more youth. They have new board members with a variety of skills and have hired a consultant for strategic planning and organization structure. However, Jane's vision requires more funding, new staff, and more volunteers. Her goals are:

1. Get into the high schools and the life skills classes to assist those that do "not fit" in the mainstream education system.
2. Continue to collaborate with organizations such as John Howard Society and Boys and Girls club because MANY youth have been expelled from school due to Zero Tolerance. Many of our undiagnosed youth fit in that category.
3. Grow the organization so that past participants can become the leaders and volunteers to assist with Peer Counselling which allows the members to develop confidence and self esteem.
4. Create a program for the families of veterans suffering from PTSD. H.E.A.L is the Ontario Equine facility for Wounded Warriors (Have hosted 4 sessions of programs for couples and their spouses and partnered with a Bed and Breakfast for added benefit to the program).



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Photos courtesy of Mary Lou Naccarato

HOW DOES IT WORK?

Practically anyone that has worked with horses can attest to the fact that there is something special about them that calms, soothes, and heals, but there is so much more than that. The love and care of volunteers and staff who believe in the participants and see beyond the surface behaviors make it a safe place to open up and share struggles and hurts and receive encouragement and direction. A hefty dose of confidence results from being able to handle and care for

a thousand pound animal. Strengths and weaknesses will become evident as well as the recognition of how they affect the horse and his response to the participants actions and reactions. Each one works at their own speed according to their own needs.

"Help us help those who 'don't fit, or worse.. think they don't fit.' There are so many youth who take their lives because they aren't given the opportunity to realize how great they are! At our program all we have to do is look into their eyes! Their eyes tell their

stories... no words necessary. That's why the horse works, no verbal... no judgments!"
Jane Saundercook 🌟csc

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Email jane@horseshelpcanada.com
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Horses Help Canada has a program for youth aged thirteen years and up called H.E.A.L. (Horse Education Alternative Learning) which incorporates ground work with the horses. They cover many things including:

- » Personal introductions to get to know other group members
- » Getting to know the nature of the horse: how they are non-judgmental and give unconditional love
- » Team building activities as a group and with horses
- » Identifying different colours and markings of horses
- » Learning herd dynamics
- » Grooming/bathing techniques
- » Handling techniques
- » Body language and groundwork techniques
- » How horses communicate
- » Parts of tack
- » Tacking up
- » Self-esteem
- » Personal Confidence
- » Non-verbal communication
- » Trust
- » Boundaries
- » Relationships
- » Leadership
- » Creative thinking and problem solving
- » Goal setting and planning
- » Motivation

Why horses?

- » Horses are highly intuitive animals.
- » Horses are non-judgmental and give unconditional love.
- » Horses have distinct personalities, which allow them to be leaders as well as followers.
- » Horses are able to push boundaries and mirror human emotions.
- » Horses are teachers and partners, which help people overcome and deal with real-life challenges, become in-tune with emotions, reduce anxiety, provide feedback and help people to become focussed and goal-oriented.

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Photos courtesy of Mary Lou Naccarato

H.E.A.L. empowers by putting the focus on abilities, never disabilities. You can hear their heart in the following statement from the website...

We Believe:

- » in focusing on abilities and what is possible, rather than dwelling on barriers
- » barriers have limits and human character is limitless
- » working with horses, with their calm nature and temperament, fosters a better understanding of ourselves, mentally, emotionally and physically
- » when people share their skills and talents the result is positive change
- » youth who live with learning disabilities or are at risk because of behavioural challenges, abuse or conflict with the justice system are worth every effort
- » working with horses compliments traditional therapies
- » spending time with family in a natural setting is a positive choice for youth
- » everyone is worthy of respect, compassion and kindness
- » every person and every horse has value

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SUCCESS IN MUSIC, SUCCESS IN LIFE: IT'S NO COINCIDENCE.

Music Makes Us

By: Jennifer Caines, Program Coordinator
Coalition for Music Education in Canada

Chris Hadfield, during his broadcasts from the International Space Station leading up to Music Monday 2013, said,

"Learning to play the guitar taught me to improvise and be creative and to be able to play with a group and practicing on that guitar taught me self discipline. And these were all fundamental skills I've used throughout my career. And that's why I can confidently say that music helped me be a better astronaut".

Ed Robertson, his co-composer for the Music Monday song that year, *Is Somebody Singing*, added,

"The Barenaked Ladies don't exist without public school music education. That's where we come from, that's the foundation of our musical learning and it's why, 25 years later, I'm still a musician. It's where you learn to play with other people, where you learn to collaborate, where you first discover what being part of something musical can be".

We are now preparing students for careers that have not yet been discovered, and many traditional careers are changing rapidly. With a growing emphasis by governments on the creative economy, we know that careers in the arts and culture sector will continue to

flourish in the coming years. For example, the Nova Scotia Department of Education and Early Childhood Development is introducing teachers, guidance counsellors and administrators this Fall to a new course that will be included in the Public Schools

Program in 2015 – *Arts Entrepreneurship 11*. This course is intended to give high school students an introduction to work in the Cultural Industries, with activities that highlight business skills, artistic development, and project management.

There is a definite need for students to understand the emerging career options, but it is also important to realize that traditional careers are moving toward a more creative focus. An example is the "music and medicine" program that is becoming a strong focus in medical schools around the world. An education in and through the arts is important not only for successful careers in the culture sector, but also to develop those 21st century competencies that are now required in all careers.

Many students participate in music-making throughout their schooling, and some explore music through private instruction and extracurricular activities. Regardless of where they learn their musical skills and techniques, the acquisition of soft skills such as self-discipline, team work, and problem solving is equally important. Music plays a critical role in the social lives of most students, and often when they leave high school they also leave behind their music-making activities. However, in order to prepare themselves for their future world of work, should they not be continuing their musical pursuits?

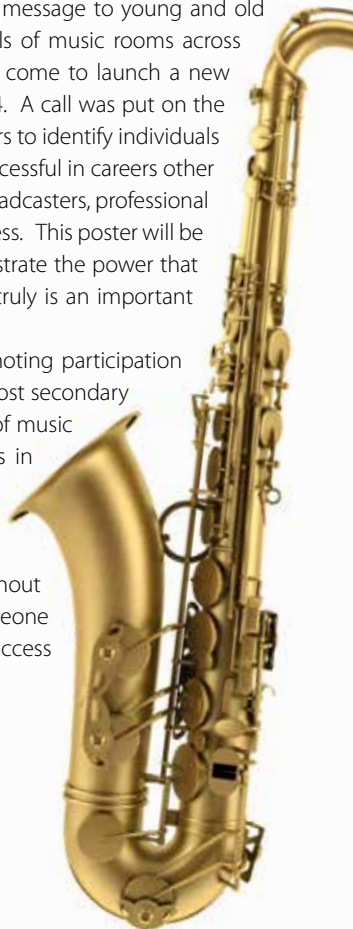
If students decide that a career specifically in music is for them, there are several audition requirements for post-secondary training that must be met, and students should be aware of these requirements a year or two in advance. Most institutions with music programs require applications early in the school year so that auditions, which typically take place between February and April, can be arranged. The complete application procedure comprises a practical audition on one's instrument/s and includes solo pieces, orchestral excerpts and demonstrations of technique. In addition, many schools require a theory placement exam and some even require an evaluation of keyboard skills. If the results of the theory and keyboard skills are low, remedial courses may be necessary in the summer or during the first semester of post-secondary study.

Auditions require a tremendous amount of preparation and commitment and should never be a last minute decision. Furthermore, the students should consider the range of music programs available and the increasing flexibility of program streams, including a Bachelor of Music, Bachelor of Arts (Major or minor in Music), and Bachelor of Arts (Honours Music), as well as music-related career paths such as sound recording, management, jazz studies, etc. Each university, college and conservatory will have degrees and/or certificate programs specific to their program offerings.

If students pursue education in other disciplines but are interested in continuing their involvement in music, there are many options available. Post-secondary institutions have become increasingly welcoming and accepting of non-music majors in music department activities, and many actively encourage cross-disciplinary participation. For example, most universities have a large choir, wind band, orchestra, or small ensembles and these are open to everyone in the university community. If a connection to the university music department is too intimidating, there are always opportunities in the community – church and community choirs, community orchestras and ensembles. For the self-starters, one can always find like-minded individuals and initiate new groups that suit particular purposes and goals.

No one, regardless of their career choice after secondary schooling, should discontinue their involvement in musical activities, and in fact they should be encouraged to continue their music-making. Music can and should play a significant part in one's life throughout adulthood. The Coalition for Music Education believes that music is key to learning and to life. In the late 1980s, the Coalition, in partnership with Yamaha Canada, produced a poster of prominent Canadians – not professional musicians, but successful people from all walks of life. The poster depicted these professionals dressed in their work clothes with the instruments that they had played during their school years. The poster sent a powerful message to young and old alike, and these can still be seen hanging on the walls of music rooms across the country. After almost twenty years, the time had come to launch a new poster. Planning began in earnest in the Spring of 2014. A call was put on the Coalition's website asking for music educators and others to identify individuals who went through a music program and were now successful in careers other than music. Astronauts, doctors, lawyers, politicians, broadcasters, professional athletes, Olympic medalists, educators: the list was endless. This poster will be launched in the coming weeks and will clearly demonstrate the power that music has on our lives and careers. Music education truly is an important pursuit throughout our schooling and beyond.

Guidance counsellors can play a critical role in promoting participation in music-making both during the school years and in post secondary education. It is important to understand the potential of music in everyone's life, particularly those who enter careers in a field that requires the skills taught in music programs. Moreover, it is important to understand the important role that music plays in the health and well-being of everyone throughout their lives. Imagine your day without a trace of music, and then have a conversation with someone actively involved in music making. Success in Music, Success in Life: It's No Coincidence. ♣ CSC



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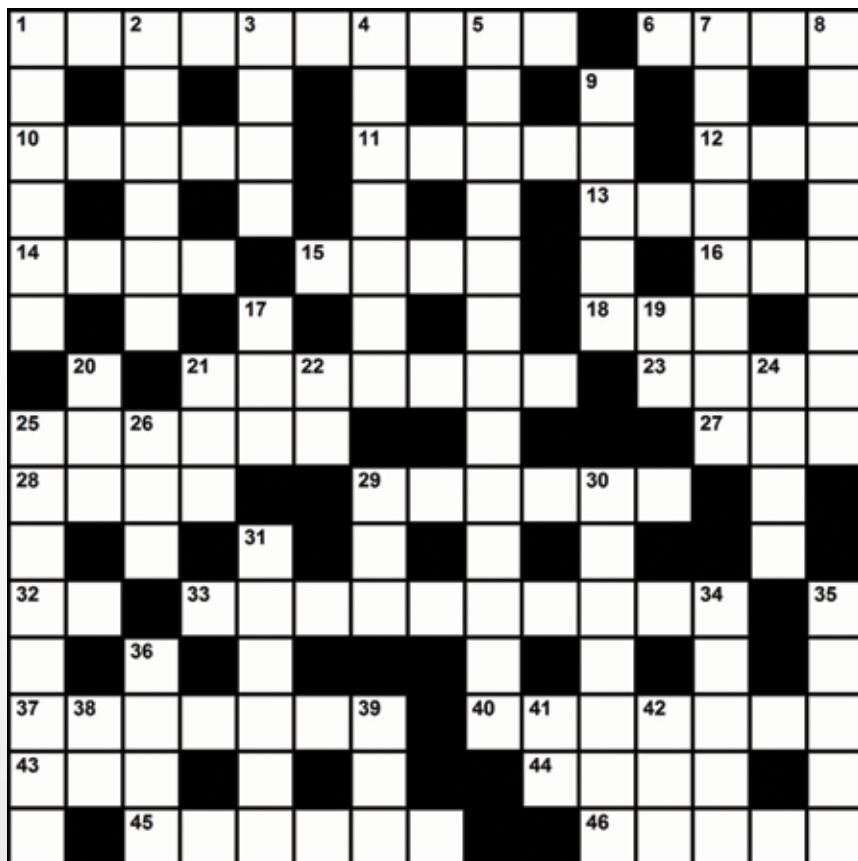
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Crossword answers on page 62

Across

1. Online diversion that can be played to excess by kids (2 words)
6. E-journal
10. Profession that handles cases
11. Skilled and practical occupation
12. Functionality
13. Summer month, for short
14. Top company position, for short
15. Feel concern for, key quality in a counsellor
16. Fashionable
18. Popular item
21. Full of fun and high spirits
23. 13-19 year old
25. Most expensive
27. Piece of cleaning equipment
28. Available, as in jobs
29. Air Canada has jobs for these professionals
32. Weight measure, for short
33. Knowledge and skill gained from practical application
37. Involving direct participation (2 words)
40. Several outstanding entrepreneurs have started businesses working in these "offices"
43. "So there you are!"
44. Olympic downhill sport
45. Knowledge
46. Someone or something to be copied

Down

1. Admired
2. Important qualification for getting top paying jobs
3. Painter's medium
4. This job which requires strong math skills is rated one of the top three jobs in North America
5. BC Schools strategy which aims to stop harassment of kids in schools (2 words)
7. It's true that it can be "the best medicine"
8. Saying hi!: it's been found to be important in student-teacher interaction
9. Show how to do
17. Disease that is being supported from the Ice Bucket Challenge
19. Tech department
20. Piece of advice
21. Writing tool
22. What @ means
24. Make, as in money
25. Training session
26. Winter month, for short
29. Excel's ___ chart
30. Display of rage
31. Is real
34. Urged (with on)
35. Artist's stand
36. Be acquainted with
38. Expression of relief
39. Keanu's Matrix role
41. Actor, Pacino
42. Days gone by


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On the first day of Christmas my counsellor said to me,

"You'll do great if you listen to me."

On the second day of Christmas my counsellor said to me,

"Learn to read and write,
And you'll do great if you listen to me."

On the third day of Christmas my counsellor said to me,

"Always go to class,
Learn to read and write,
And you'll do great if you listen to me."

On the fourth day of Christmas my counsellor said to me,

"Keep your locker clean,
Always go to class,
Learn to read and write,
And you'll do great if you listen to me."

On the fifth day of Christmas my counsellor said to me,

"Stand up straight,
Keep your locker clean,
Always go to class,
Learn to read and write,
And you'll do great if you listen to me."

On the sixth day of Christmas my counsellor said to me,

"Don't sleep in math,
Stand up straight,
Keep your locker clean,
Always go to class,
Learn to read and write,
And you'll do great if you listen to me."

On the seventh day of Christmas my counsellor said to me,

"Stay away from drugs,
Don't sleep in math,
Stand up straight,
Keep your locker clean,
Always go to class,
Learn to read and write,
And you'll do great if you listen to me."

On the eighth day of Christmas my counsellor said to me,

"Watch your p's and q's,
Stay away from drugs,
Don't sleep in math,
Stand up straight,
Keep your locker clean,
Always go to class,
Learn to read and write,
And you'll do great if you listen to me."

On the ninth day of Christmas my counsellor said to me,

"Give your mom a hug,
Watch you p's and q's
Stay away from drugs,
Don't sleep in math,
Stand up straight,
Keep your locker clean,
Always go to class,
Learn to read and write,
And you'll do great if you listen to me."

On the tenth day of Christmas my counsellor said to me,

"Be careful what you post,
Give your mom a hug,
Watch your p's and q's
Stay away from drugs,
Don't sleep in math,
Stand up straight,
Keep your locker clean,
Always go to class,
Learn to read and write,
And you'll do great if you listen to me."

On the eleventh day of Christmas my counsellor said to me,

"Hand in all your homework,
Be careful what you post,
Give your mom a hug,
Watch your p's and q's
Stay away from drugs,
Don't sleep in math,
Stand up straight,
Keep your locker clean,
Always go to class,
Learn to read and write
And you'll do great if you listen to me."

On the twelfth day of Christmas my counsellor said to me,

"See you at graduation,
Hand in all your home work,
Be careful what you post,
Give your mom a hug,
Watch your p's and q's,
Stay away from drugs,
Don't sleep in math,
Stand up straight,
Keep your locker clean,
Always go to class,
Learn to read and write,
And you did great because you listened to me!"



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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 joignez-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 cinq 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.



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 5 Schools of Denturism in Canada. The Schools of Denturism that are Accredited by the Curriculum Advisory Committee and endorsed by the Denturist Association of Canada are George Brown College (www.georgebrown.ca), Northern Alberta Institute of Technology (www.nait.ca) and Vancouver Community College (www.vcc.ca). Not-Accredited are Trillium College (www.trilliumcollege.ca) and College Edouard-Montpetit (www.college-em.qc.ca).

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