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MAGAZINE

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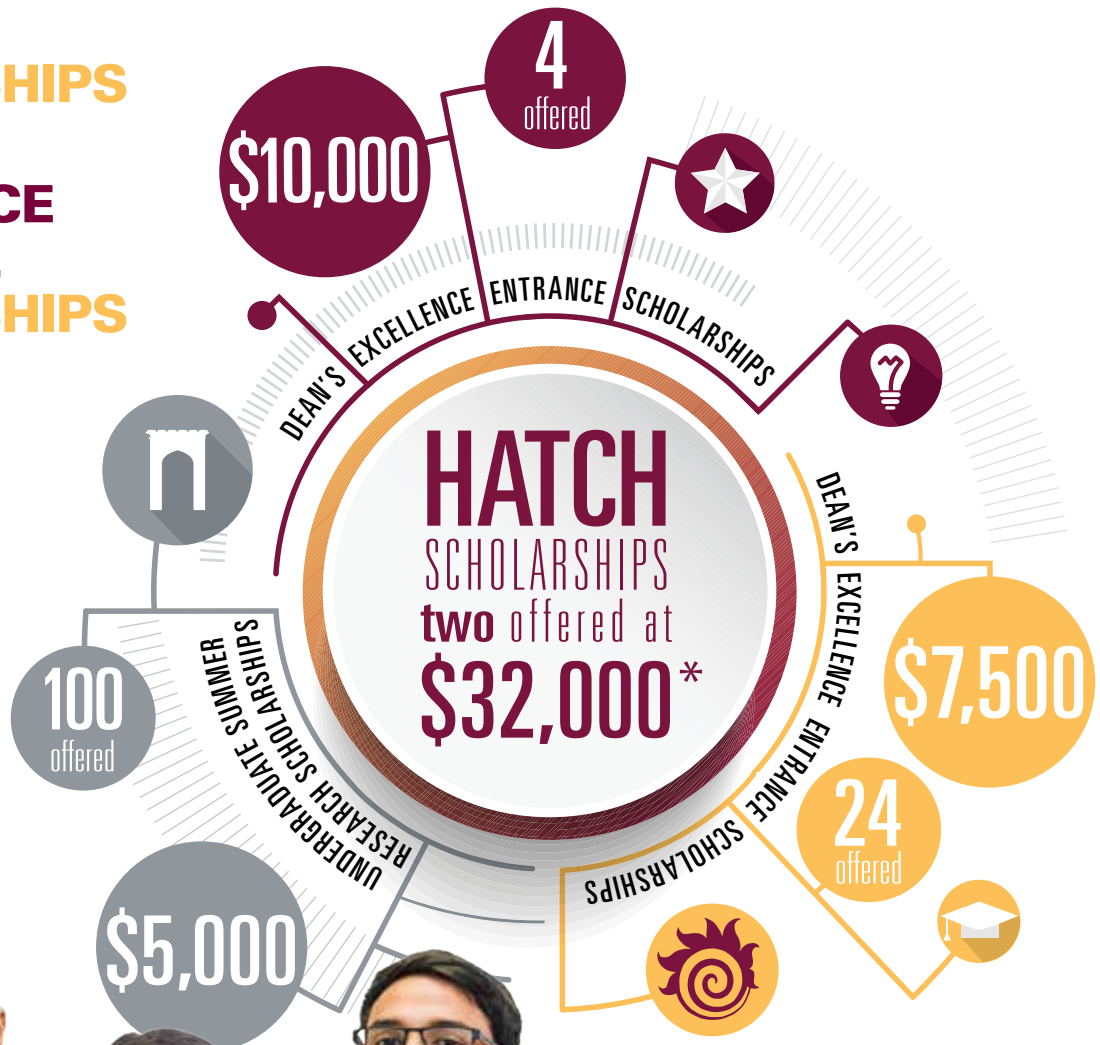
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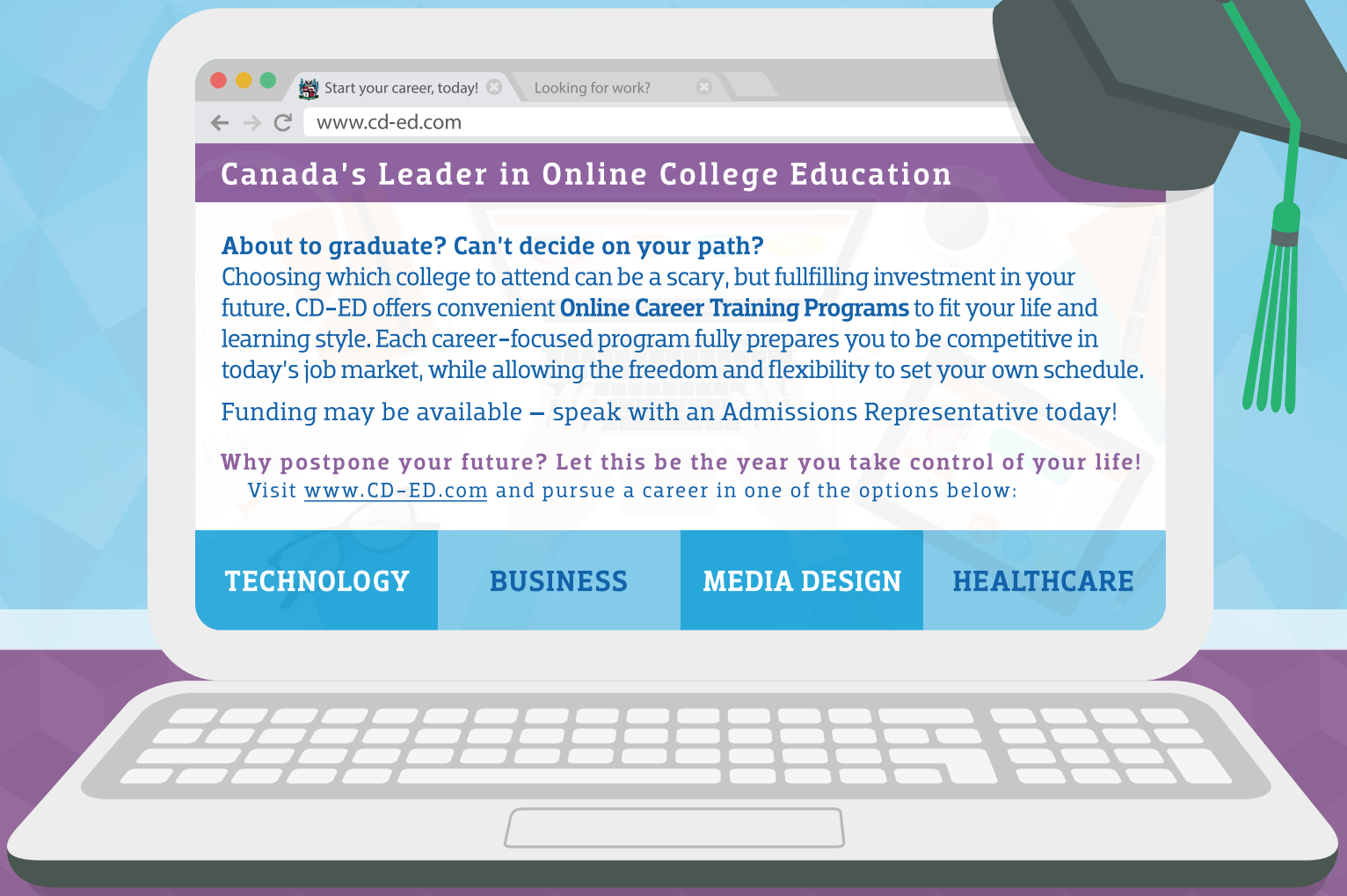
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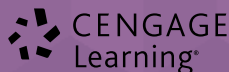
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**Canadian School Counsellor
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How Many Denturists are there? There are approximately 2,000 Denturists in Canada, which is seen as a world leader in this profession, Denturism is also a respected Profession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

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

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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.

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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 puis-je aller à l'école pour le programme denturologie?** Actuellement, il y a 6 écoles de denturologie au Canada. Les écoles de denturologie qui sont accrédités par le Comité consultatif des programmes et approuvé par l'Association des denturologistes du Canada sont George Brown College (www.georgebrown.ca) et Northern Alberta Institute of Technology (de www.nait.ca). Non-Accredited sont Oxford College (www.oxfordedu.ca), Collège Edouard-Montpetit (www.college-em.qc.ca), Georgian College (de college.ca www.georgian) et le Collège CDI (Cdi college.ca)



From the inner city to Patagonia: Street2Peak takes B.C. youth on a new epic trip

Courtesy of CSC News



There are new mountains to climb for a group of Vancouver's inner city youth - in the southernmost tip of South America.

Street2Peak is a project aimed at giving vulnerable teens the opportunity to gain experience by combining travel with physical activity. The program is led by Trevor Stokes, a teacher at *Brittania Secondary School*, who will lead a hiking trip to *Patagonia in Chile* early next year.

"We're going to go to five continents in 10 years," said Stokes, who also leads *Streetfront Alternative* - an alternative education program that puts an emphasis on physical activity. "We are trying to re-engage students that are no longer on the traditional [academic] path," he said, adding that the majority of the program's students are aboriginal. "So we're giving them another focus."

The program - which has 22 students - provides disadvantaged youth with the opportunity to run marathons and test their mettle against some of nature's toughest hikes. They'll compete in the 10th annual *Strachan Hartley Foundation Legacy Run* - a 10-kilometre run up the scenic Mosquito Creek trail in the North Shore - to raise money for their Patagonia trip. "These kids come from such extreme situations that our goal is... to let them be a part of this global world," said Stokes. "I believe we can offer them something really profound"

Stokes has already taken students to hike Mount Kilimanjaro during the pilot phase of Street2Peak. But after forming a permanent partnership with the Strachan Hartley foundation, he's planning four more trips

over the next eight years. Stokes says without the program and the generosity of the foundation there's no telling if the students would ever get such a unique opportunity. "I'm not really sure where their lives will lead them," he said. "I'm going to work as damn hard as I can to make sure that they've got as many great memories as possible."

In Stokes's eyes, the kids deserve all the opportunity in the world. "These kids should be your employees, they will be neighbours, they should be everything that every one of our kids or my own children become," he said. In fact, Stokes laughs, some of his old students are looking to follow in his footsteps: "I got a whole bunch of them at UBC and they're trying to take my job." ❄️ CSC



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B.C. extends financial help for youth aging out of provincial care

Youth who were formally in care now eligible for funding until 26 instead of 24

Courtesy of CBC News

British Columbia is expanding a program that provides financial help to young people who have turned 19 and aged out of provincial care.

Children and Families Minister Stephanie Cadieux says youth who were formally

in care will now be eligible for funding under the Agreements with Young Adults program until they turn 26, up from the previous age of 24. The expansion will also extend the amount of time young people can receive benefits from two years to four, and will add courses to teach life skills such as cooking and financial planning. To be eligible, youth must have plans that include life-skills training, post-secondary education or attending a mental health or addictions treatment program.

Cadieux says on average, young people receive about \$1,000 per month and the ministry says there were 654 open files as of August. The minister estimates about

500 additional young people will come forward and the changes will bump the cost of the program from \$3.7 million per year to \$5 million, but says there will not be a cap on funding. The changes will directly affect 22-year-old Barbara-Jean Johnson, who currently lives at Covenant House and is part of a program designed to get young people off the streets. "You go from being completely dependant on a government system to no supports, and you have to make it on your own or else there's only one other option - and that's, you know, game over," she said. "So you need supports to gradually exit the system, not just to jump off the edge and hope you live." **✚ CSC**

Channelling, promoting young Aboriginal ambition

YouLaunch and St. Mary's Aboriginal Youth Entrepreneur Program team up to teach students about entrepreneurship and business planning

Courtesy of Sault Ste. Marie Innovation Centre.

Recently, the Sault Ste. Marie Innovation Centre (SSMIC)'s YouLaunch team hosted a group of highly ambitious students and one exceptional educator from the Aboriginal Youth Entrepreneurship Program (AYEP) being offered by St. Mary's College.



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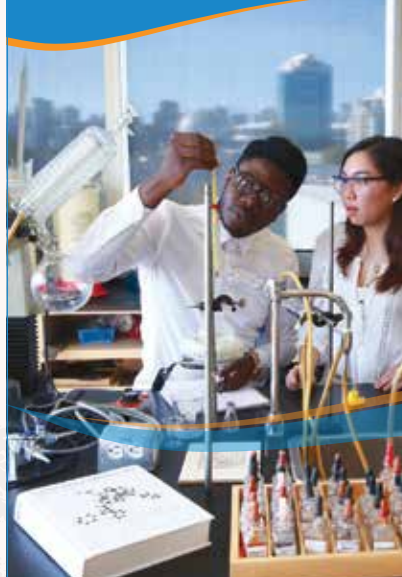
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The purpose of the session was for YouLaunch, as a youth entrepreneurship program, to present the Business Model Canvas concept to AYEP students and apply it in a fun, informative, practical and engaging way. Students were given a mock business idea to work through in pairs to demonstrate how the BMC works, with youth entrepreneur coaches on hand. BMC is a strategic business management template and business plan on a page for developing new business models. Students were dressed in their business attire, which has been sponsored by Scotiabank and fitted and sourced from Stich King in Sault Ste. Marie

“Working with the AYEP is such a great opportunity for us to connect with students, teach them about entrepreneurship as an exciting and viable career path, and encourage them to continue education and look ahead at the future,” said Patti McGonigal, Youth Outreach Officer with YouLaunch. “The focus of the workshop was learning about the Business Model Canvas so that student can apply it to their own business ventures. Throughout

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the school year, YouLaunch is available to AYEP students to provide mentorship, coaching, and education around the entire new business process, from having an idea, building a plan, accessing funding, and launching and marketing the business. It's a very rewarding partnership for both

YouLaunch and AYEP, and we're so proud to work with these exceptional students.”

The presentation was part of a strong working relationship between AYEP and YouLaunch that is now in its second year. AYEP is an entrepreneurship program for

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Aboriginal youth in Canada, established in 2008 in order to initiate a variety of educational projects designed to provide Aboriginal Canadians with opportunities for success. This is the third year that St. Mary's is offering it students, as part of a two semester program for Grade 11 and 12 students. The program is led by Scott Chorney, and St. Mary's is one of 46 secondary schools across the country to offer it and the only school in Sault Ste. Marie. "The goals of the AYEP program is to encourage and teach Aboriginal youth about business and entrepreneurship with the hope

they will pursue this career choice into post-secondary studies," says Scott Chorney, AYEP Lead Teacher. "The students are all very proud about their business attire and enjoy the community based interactions with mentors such as YouLaunch." ✦ CSC

For more information about AYEP at St. Mary's, visit:

<http://www.stmaryscollegeknights.com/aboriginal-youth-entrepreneurship-program.html>,

Help from home: New youth anxiety program removes barriers

Health officials on P.E.I. are touting the success of a new program for helping children suffering from behavioural and anxiety problems.

Courtesy of CBC news



Patricia Lingley-Potter (left) and **Janice Smith** stopped by CBC's Island Morning to talk about Strongest Families.

Photo by: **Matt Rainnie/CBC**

Strongest Families was introduced on the Island last October, and has since been accessed by 130 families. "The program is designed to remove barriers to care. So, immediate access, No wait," said Patricia Lingley-Pottie, president and CEO of the Strongest Families Institute in Nova Scotia. The program is also set up to help families in their own homes. Resources are online or can be provided in printed form. The families have a weekly telephone appointment that can be scheduled when the parents are available, even late at night if needed.

Whole families feeling the benefits

While the program is aimed at helping children, parents are also finding help in the program for themselves. "We've had feedback from parents indicating, you know, I suffered from anxiety myself," said Janice Smith, supervisor of youth and children's clinical services with Health PEI. "In helping my children and learning the skills that my children were learning, that helped me." Strongest Families reports an 89% success rate, with side benefits of better performance and schools and generally more confident children. P.E.I. families can access the program through their primary health care provider or community mental health services. ✦ CSC

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Count Your Blessings

By Sean Dolan

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It is easy to lose sight of how lucky we are to be working in schools. Sometimes office politics, difficult kids and a frenetic pace keeps us from appreciating how much a school community has to offer. In the end, we need to remember to count our blessings.

I have been delivering this message to colleagues and students for years. Guess who is often the worst at counting his blessings: this guy right here! If you could hear a recording of my self-talk (and I am thankful that no such recording exists) you would bear witness to the fact that I can slip pretty quickly into the negative. It is only incidents of kindness and good humour that snap me back to reality and help me to be mindful of the many blessings that come my way each day.

A recent event made this abundantly clear to me. I was working with a colleague off-site at an elementary school. The school has a training room where we were contending with a few logistical items dealing with our course selection setup and career planning. It was mind-numbing work and when the session ended my colleague and I exited the building in a daze. Recess had just come to a close and the grade 7s were lining up to come back into the building. As I walked past them, one young lady put her hand up for a high five (which I delivered because it is rude to leave someone hanging). A smiling boy asked me if I could teach to play golf because I was wearing a school jacket that said golf on it. I laughed and said I'd love to, but not today. As my colleague and I walked to our cars, I commented on the exchange. I noted that, if we had taken another exit or appeared glum or cranky as we walked past them, those kids wouldn't have said a thing to us. Instead, we took part in a friendly exchange with those joyful kids that really made our day. It was flat out funny - well worth the chuckle and certainly a blessing.

This inspired me to remember other situations where I felt pretty lucky to work in the education community. One such memory dealt with a personal tragedy that brought out the best in the people I work with and I am not sure I ever expressed enough gratitude for what they did. In the summer of 2014, my mother was diagnosed with cancer. The disease had progressed rapidly and the doctors gave her three to six months to live. She died in just over three weeks. Her illness dominated the month of August so I was unable to chip in during that critical last week of the summer when Guidance Counsellors make sure students and staff are good-to-go on that first day of school. There was no question that I wasn't going to show up and no one even hinted that I should make an effort to come in. All that I do know is that my mother died on the Thursday before Labour Day and her funeral was on Labour Day Monday. When I came back to school the following week, all my start-up work was done for me - no questions asked. What a blessing to work with colleagues that are so willing to relieve a co-worker of a burden at a time of deep grieving. And what a blessing it was to have the mother I had. I still miss her terribly.

The final blessing I will share with you has to do with a co-curricular club that I run called Sound and Light. I can honestly call it my club because no other staff member wants to have anything to do with hooking up microphones, setting up sound systems, programming lighting boards, and connecting projectors. I earned the spot by default - the drama teacher left the school for a sweeter gig and I was the only one willing

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to take over. I actually find the task of running the tech side of school productions to be quite stressful. Despite my anxiety, I seem to attract a number of eager kids each year to help out - many of whom struggle to find a place to fit in at our school. I remember a situation last year when we were putting on a particularly tricky talent show production. We had all the pieces in place and the kids were doing all the work. I was able to stand behind my stage manager and sound engineer (who were communicating on their headsets to the people working the lights upstairs and the stage hands moving gear around on stage) and watch them direct the show that was unfolding in front of them. I felt blessed to have the opportunity to work with those kids and see them finding a real sense of purpose in the production of a show.

Of course there are a thousand other blessings I could share with you but time and space are getting in the way. Suffice it to say, I'm a lucky guy: a teacher and Guidance Counsellor who gets to share his life with colleagues and kids. All I need to do is remember to pay attention and count my blessings each day. 🍀 CSC

» BIO



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

		
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Wising-up to Smartphone Addiction

By Alison Zenisek

Smartphone Addiction: The Elephant in the Classroom

Could the overuse, abuse, and in many cases, addiction to smart phones in the classrooms and in the schools have the power to undermine the education and mental health of students? It is a question being asked by administrators and teachers across the country. On the front lines in our schools, teachers, counsellors, and administrators know directly and experience daily the disruption cell phones can have on the educational process. This disruption is an unfolding tragedy for students whose attention is being systematically diverted from the business at hand, an education. Pressure is also put on staff and the local board offices from parents who seem to need and want direct communication with their children at all times. For educators and parents the important questions are: what is best for the students and how do we achieve it.

Calvin White, an author and B.C. high school counsellor, sees the use of all the gadgets by students as an unfolding tragedy which needs to be addressed. "We see the social discord that is caused in the disguise of communication, the superficiality of knowledge gain, the abbreviation of thinking skills, the decline in writing depth and skill, the addictiveness, the substitution of the instantaneous for meaningfulness, the false intimacy, victimization, usurpation of family and school by plastic connectedness and we do nothing." Today many of us are connected and working in the wild west of the internet. We are just now becoming familiar with the very real dangers of this powerful medium. But as adults we can draw on our experience, our ethical codes, and our maturity when navigating the dangerous reefs of cyberspace. Secondary students are still young and vulnerable to the cultural and peer pressures that they encounter online. We've all heard the news stories of horrendous bullying and the tragic consequences of such behavior. There is no doubt that smart phones are powerful and increasingly indispensable tools in everyday life, but limits can and should be set for students both at home and in school.



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“There is no doubt that smart phones are powerful and increasingly indispensable tools in everyday life, but limits can and should be set for students both at home and in school.”

The rise of the smart phone is relatively new to us, and it is rare to find a teen that doesn't own one. There are ongoing discussions among psychologists, researchers, parents, and educators as to whether or not the phones are addictive in nature, and how best to educate teens to use them appropriately. But in a very real sense the horse is already out of the barn, because smart phones have become the essential badge of being a cool teen in modern culture. Smart phones have the ability to empower teens far beyond their maturity with their onboard cameras, access to social media, games, and a glittering array of apps. We have come to understand how very difficult it can be to compete with such allure, whether at the dinner table, in class, or in the office of a school counsellor. The ubiquitous presence of these phones and their effect on students' lives is often not openly acknowledged in schools. There is a sense of helplessness and angst among teachers and administrators regarding how to respond to the problem, and therefore a serious lack of a coordinated or energized response.

Behind the ever-present cell phones in the hands of too many teens lurks a more sinister problem, the very real danger that some of these kids are addicted to their smart phones. This possibility is known colloquially as “nomophobia,” or the fear of being without your smart phone. Recent studies have shown that increased smartphone use might be related to sleep disturbances and depression. Smartphone addiction is currently considered one of the few non-substance-related disorders. This particular addiction shares four main characteristics with the substance-related disorders found in the Diagnostic and Statistical Manual of Mental Disorders. They are compulsive behavior, functional impairment, withdrawal, and tolerance. However, little is known about the indicators and predictors of addictive and excessive smartphone use among teens. Whatever the consensus is, in this ongoing discussion as to whether the problem is addiction, or simply a means for teens to amplify developmental behavior, the fact remains that the use and abuse of cell phones remains problematic.

To date very few studies have been undertaken to examine smart phone addiction. One study in the United States suggested that females reported spending significantly more time on their phones per day than males. Most of this time was consumed in writing e-mails, texting, and using social media sites. Young males are attracted to online gaming and sports' outcomes, although they also participate in social media. Addictive activities do vary somewhat by gender, but time spent on social networking sites, as well as the amount of calls and texts made, seem to be strong predictors of mobile phone addiction. The addiction itself has been found to be more associated with frequency of use rather than duration. Participants in a Korean study of young adults found that they typically underestimated use time, especially



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with those who used their smartphones more frequently. This same study also found that there was a correlation between less educated persons and smart phone addiction.

"Technological addiction can happen to anyone," writes connectivity expert Holland Haiis. "If your teens prefer gaming indoors, alone, as opposed to going out to the movies, meeting friends for burgers or any of the other ways that teens build camaraderie, you have a problem." A team of investigators from Common Sense Media studied the effect of smart phones on growing teens and their relationships. They surveyed 1,240 parents and teens from the age of 12 to 18 years. 66% of parents think their children spend too much time on their mobile devices, and 52% of teens agree. Nearly 80% of teens admitted to checking their phones every hour and many of those felt pressured to respond almost immediately to texts and other social media messages. According to Pew Research Center, teens' immediate access to the online world means they have to filter more distractions than ever. Teens themselves will admit attempting to cut down on their smart phone use, even without input from parents.

Clinical psychologist, Dr. Beth Peters, specializes in teens and their families. "To adolescents, the social network and contact with friends is the paramount developmental task and focus. When you remove a teen's lifeline to their friends, there will be a major emotional backlash, a breakdown of the parent-child relationship. She recommends setting limits the whole family can follow, concrete rules that are instilled for each family member across the board, which works to create unity. One example might be making dinner time where no cell phones are allowed, period. This would give the whole family a chance to unplug, and converse in person.

Social skills can be affected when online communication is the predominant means by which teens talk to each other. Skills that are a necessary part of learning how to communicate and interact one-on-one fail to develop properly. The teenage brain is growing and changing rapidly, making this time in their lives critical for gaining cognitive growth and healthy social skills. Youth who are handed smart phones with no guidelines are more vulnerable to abusing them and to being abused. It is up to parents and educators to set appropriate and firm limits over how much time is spent on these devices.

While heavy phone use is often a symptom of underlying problems, it can also make these problems worse. Using the smart phone to temporarily relieve feelings of boredom, loneliness, and anxiety can leave a teen feeling more isolated and depressed. One 2014 study found a correlation between high social media usage with depression and anxiety, possible because teens tend to compare themselves unfavourably with peers on social media. Some other negative outcomes of smartphone addiction are: increased stress through time stolen from the completion of daily responsibilities; diminished concentration while driving; a leaching of deep and creative thinking; disturbed sleep; and increased self-absorption. If any or all of these symptoms are stealing a student's time and mental health, then a loving but firm intervention is called for. Smart phones are a new technology, the downside of which we are only beginning to understand. ♣ CSC

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Psychiatric Medication in Youth

Some relevant information for the counselling professional

By/Par Dr. Laura Hamilton



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Increasingly, school counsellors are encountering students who are taking prescription medication, for a variety of mental health issues. When this occurs, a number of questions may arise... *What are these medications for? Do they really need the medication? What more should I know about this youth? What is my role, or what are my responsibilities when it comes to medication?* A school counsellor is neither a medical professional, nor a psychotherapist, and as such may feel they do not have sufficient information or are ill-equipped to deal with medication issues. In this article we will try to shed some light on what can be a complicated topic.

La prise de médicaments psychotropes chez les jeunes

Informations utiles pour le professionnel en orientation



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Les conseillers d'orientation rencontrent de plus en plus d'élèves qui prennent des médicaments pour divers problèmes de santé mentale. Un certain nombre de questions peuvent alors surgir... *Pour quelle raison l'élève prend-il ces médicaments? En a-t-il vraiment besoin? Que devrais-je savoir d'autre sur ce jeune? Quels sont mon rôle et mes responsabilités quand il est question de médicaments?* Un conseiller d'orientation n'est ni un professionnel de la santé ni un psychothérapeute. Il peut donc se sentir insuffisamment informé ou mal outillé pour composer avec des problèmes médicaux. Dans cet article, nous essaierons de jeter un peu de lumière sur ce sujet, qui peut être complexe.

Psychiatric medication in youth

Psychiatric medications (also known as psychotropic medication) are simply a type of prescription medication used to treat the symptoms of a variety of mental health disorders, including depression, anxiety, ADHD, bipolar disorder, and psychosis, among others. The Canadian Institute for Health Information (2015) found that in 2014-2015 6.5% of youth in BC, Saskatchewan and Manitoba, were prescribed at least one medication to treat anxiety or mood disorders. Another 1.5% were prescribed an antipsychotic medication (see table below for a summary of different psychiatric medications, and the disorders for which they are commonly used). This represented a 23% increase in the number of youth being prescribed psychiatric medication since 2007-2008. This rate is similar to what has been found in American populations.¹ On the one hand, there has been much concern that youth are being “over-medicated” for psychiatric concerns. On the other hand, the number of youth being prescribed medication is still lower than the number of youth who are actually diagnosed with mental health issues, so perhaps the increase in medication is actually meeting an increased need. But regardless of whether it is due to “over-medication” or an increase in the prevalence of psychiatric disorders among youth, it is certainly clear that we are seeing more youth taking psychiatric medication than ever before.

Disorder	Genre	Some common issues
ADHD	Stimulant	Dextroamphetamine (Dexadrine), Methylphenidate (Concerta, Ritalin, Biphentin).
	Non-Stimulant	Atomoxetine (Stratera)
Anti-Anxiety & Antidepressant	SSRIs (Selective Serotonin Reuptake Inhibitors)	Citalopram (Celexa), Fluoxetine (Prozac), Fluvoxemine (Luvox), Sertraline (Zoloft), Escitalopram (Ciprallex)
	Benzodiazapines	Lorazepam (Ativan), Clonazepam (Rivotril), Alprazolam (Xanax)
Psychosis, Schizophrenia	Anti-psychotics	Aripiprazole (Abilify), Clozapine (Clozaril), Olazapine (Zyprexa), Quetiapine (Seroquel), Risperidone (Risperdal)
Bipolar Disorder	Mood Stabilizers	Lamotragine (Lamictal), Lithium (Carbolith, Lithane, Lithmax), Topiramate (Topamax), Valproic Acid (Epival), Quetiapine (Seroquel), Risperidone (Risperdal)

Kelty Mental Health Resource Centre (2016). Medications.²

Why do youth take psychotropic medication?

In order to answer the question as to why some youth may be prescribed medication for mental health concerns, we must first understand how mental health disorders occur. Mental health (as with many things) is influenced by a combination of biology and environment. For example, a youth who is struggling with depression or anxiety often has a biological predisposition towards the disorder. Said simply, their brain is working differently than other youth. At the same time, in most cases, that youth has also had experiences, or has developed ways of thinking and behaving, that have further influenced their depression or anxiety. So, when we treat certain mental health disorders, we need to consider both the youth’s biological predisposition, and their environment and learned behaviour. Medication serves the first purpose by addressing issues of brain chemistry that may be leading to psychiatric difficulties. Therapy serves the latter purpose by teaching youth to think and behave in healthier, more effectively ways. Most research and practice shows us that mental health treatment is most effective when medication and therapy are used in combination.

La prise de médicaments psychotropes chez les jeunes

Les psychotropes sont simplement un type de médicament d'ordonnance utilisé pour traiter les symptômes de divers troubles mentaux, dont la dépression, l'anxiété, le TDAH, le trouble bipolaire et la psychose. Selon l'Institut canadien d'information sur la santé, en 2014-2015, 6,5% des jeunes de la Colombie-Britannique, de la Saskatchewan et du Manitoba se sont vu prescrire au moins un médicament pour traiter un trouble anxieux ou de l'humeur, et 1,6% ont reçu une ordonnance d'antipsychotique (le tableau ci-dessous présente différents psychotropes et les troubles pour lesquels ils sont couramment prescrits). Le nombre de jeunes prenant des psychotropes a ainsi augmenté de 23% entre 2007-2008 et 2014-2015, un taux comparable à celui mesuré aux États-Unis.¹ Beaucoup craignent que l'on prescrive trop de médicaments aux jeunes pour des problèmes psychiatriques. Les jeunes sous médication restent cependant moins nombreux que ceux à qui on diagnostique un trouble mental. Peut-être la multiplication des ordonnances répond-elle, alors, à une augmentation des besoins. Quelle que soit l'explication, une chose est claire : jamais les jeunes prenant des psychotropes n'ont été aussi nombreux.

Trouble	Catégorie de médicament	Noms et marques
TDAH	Stimulant	Dextroamphétamine (Dexadrine), méthylphénidate (Concerta, Ritalin, Biphentin).
	Non Stimulant	Atomoxétine (Stratera)
Anxiété et dépression	ISRS (inhibiteur spécifique du recaptage de la sérotonine)	Citalopram (Celexa), fluoxétine (Prozac), fluvoxamine (Luvox), sertraline (Zoloft), escitalopram (Ciprallex)
	Benzodiazépine	Lorazépam (Ativan), clonazépam (Rivotril), alprazolam (Xanax)
Psychose, schizophrénie	Antipsychotique	Aripiprazole (Abilify), clozapine (Clozaril), olanzapine (Zyprexa), quétiapine (Seroquel), rispéridone (Risperdal)
Trouble bipolaire	Régulateur de l'humeur	Lamotrigine (Lamictal), lithium (Carbolith, Lithane, Lithmax), topiramate (Topamax), acide valproïque (Epival), quétiapine (Seroquel), rispéridone (Risperdal)

Kelty Mental Health Resource Centre (2016). Medications.²

Pourquoi les jeunes prennent-ils des psychotropes?

Pour savoir pourquoi certains jeunes se voient prescrire des médicaments pour des troubles mentaux, il faut d'abord comprendre comment un tel trouble se développe. La santé mentale (comme beaucoup d'autres choses) est influencée à la fois par la biologie et par l'environnement. Par exemple, un jeune qui souffre de dépression ou d'anxiété présente souvent une prédisposition biologique à ce trouble. En termes simples, son cerveau fonctionne différemment de celui d'autres jeunes. Cela dit, dans la plupart des cas, le jeune a aussi vécu des expériences ou développé des manières de penser ou de se comporter qui ont eu une incidence additionnelle sur sa dépression ou son anxiété. Il faut donc, dans le traitement de certains troubles mentaux, tenir compte à la fois de la prédisposition biologique, de l'environnement et des comportements acquis. Les médicaments visent le premier aspect. Ils agissent sur des déséquilibres de la chimie cérébrale qui peuvent entraîner des problèmes psychiatriques. La thérapie vise quant à elle le dernier aspect. Elle sert à enseigner au jeune à réfléchir et à se comporter de manières plus saines et plus efficaces. La pratique et la majorité des études montrent que les traitements les plus efficaces en santé mentale sont ceux qui combinent la médication et la thérapie.

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Concerns and considerations

There are many legitimate arguments in favour of medication use for mental illness in youth. First and foremost, medication can be extremely effective and efficient in reducing mental health symptoms. If a youth is too depressed to get out of bed, or too hyperactive to sit still in class, medication is a very useful tool to increase their everyday functioning. At the same time, there are a number of areas of caution.

Medication is not a cure-all

While medication is certainly effective in treating mental health disorders, and may be useful in stabilizing a situation, it does not "fix" a youth. Psychiatric medication can significantly reduce symptoms of mental illness, but no medication is able to teach a youth new coping skills, different ways of thinking, ways of managing their emotions or behaviour, or how to better solve problems. Medication will also not address stressors in a youth's life (be they family, social, educational, or systemic stressors) that influence their degree of mental health functioning.

Lack of testing done on youth

While most commonly used psychotropic medication has been researched and tested extensively in adults, due to ethical concerns they have not been similarly tested on youth. Therefore, the information that we have about the effectiveness, and side effects, of psychiatric medication is applicable to adults, but we don't always know whether the results will be the same in youth.

"Off-Label Usage"

The term "off-label usage" refers to times when a medication is prescribed for a purpose other than its primary intended usage, or other than what has been approved by Health Canada. While this initially might seem concerning, it is actually a very common practice, and in most cases the off-label use has also been researched and found to be safe (in adults). As an example, Seroquel is a anti-psychotic medication primarily used to treat psychotic disorders. However, when used in much smaller dosages (less than 1/10th of the anti-psychotic dose), Seroquel is also used safely and effectively as a sleep aide.

Side effects

Common side effects with psychiatric medication can include drowsiness, loss of appetite, increased appetite, nausea, headaches and lethargy. In some very rare (but highly publicized) instances, some psychiatric medication has been found to increase the incidence of suicidal thoughts and even behaviour. As with any medication, serious side effects can occur, and as such appropriate monitoring is integral. Psychiatric medication must be prescribed by a medical professional, and monitored regularly to ensure the highest effectiveness and safety.

Préoccupations et facteurs à prendre en considération

Il existe nombre de raisons tout à fait valables de prescrire des médicaments à des jeunes pour des troubles de santé mentale. D'abord et avant tout, un médicament peut être extrêmement efficace pour réduire des symptômes de troubles mentaux. Si un jeune est trop déprimé pour sortir du lit ou trop hyperactif pour rester assis sans bouger en classe, un médicament pourra grandement l'aider à mieux fonctionner au quotidien. En même temps, un certain nombre de facteurs appellent à la prudence.

Les médicaments ne sont pas le remède à tout


S'il peut traiter efficacement un trouble mental et être utile pour stabiliser une situation, un médicament n'est pas une potion magique. Les psychotropes peuvent fortement réduire les symptômes de maladies mentales, mais aucun médicament ne peut enseigner à un jeune de nouveaux mécanismes d'adaptation, de nouvelles manières de penser, des façons de gérer ses émotions ou ses comportements ou mieux l'outiller pour résoudre des problèmes. Un médicament n'agit pas non plus sur les facteurs de stress présents dans la vie d'un jeune (qu'ils soient d'ordre familial, social, scolaire ou systémique), lesquels influent sur sa santé mentale.

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Dependency & Stigma

At times, a youth who is prescribed medication for a mental health concern can become dependant on that medication. With most psychiatric medication, physical dependence is rare, however psychological dependence can occur. Because medication can, in fact, be so effective in reducing their symptoms, sometimes youth may believe that they cannot function without it, or that the medication is all they need. The flip side of dependency is stigma and resistance. While much progress has been made in recent years to normalize the existence of mental illness, many youth do not want to take medication for fear that doing so makes them "weird or crazy", or that they will be judged by others. This stigma and fear can lead to poor compliance - youth may stop taking their medication, even when it is helping them.

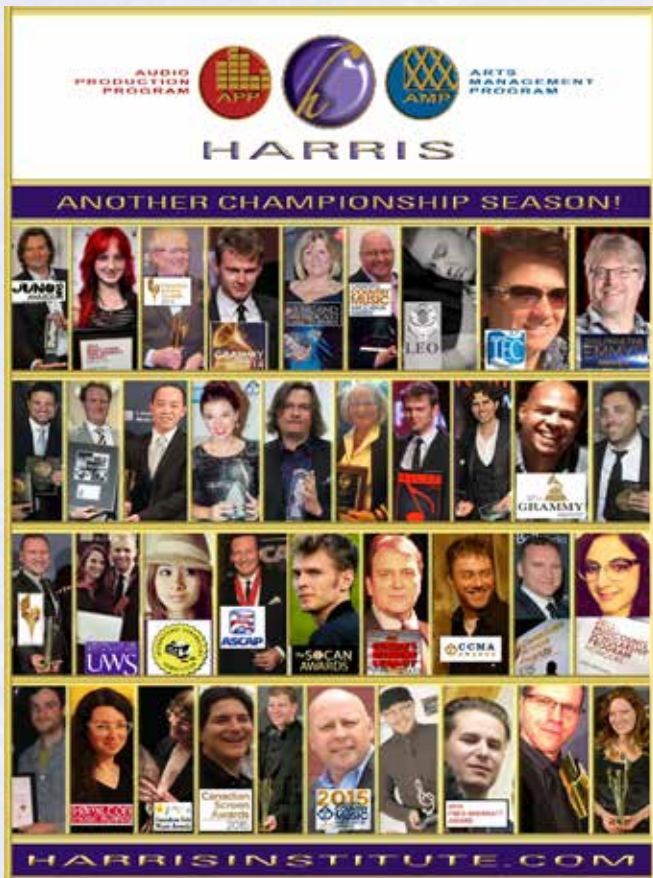
Interaction with non-prescription drugs

A final area of consideration when youth are taking psychiatric drugs, is that many youth are also experimenting with other types of drugs and alcohol, and such substances do not always mix well with psychiatric medication. At times, the use of substances can decrease the effectiveness of psychiatric medications, or can also cause more serious symptoms. Again, this points to the importance of appropriate monitoring and follow-up by a medical professional.

What is my role or responsibility when I know a student is on medication?

As school counsellors, our role and responsibility with regard to psychiatric medication can be unclear. On the one hand we are neither medical professionals, nor are we therapists, and therefore are not directly responsible for, or involved in, a youth's medication usage. On the other hand, school professionals are often the most directly and frequently in contact with the youth, and the ones who most regularly observe the impact of medication on a youth's functioning. While school counsellors do not have any direct responsibilities with regards to medication usage in students, there are a few guidelines to consider:

- **Don't make assumptions!** - As noted earlier, different medications may be used for a variety of purposes. The mere fact that a youth is taking a given medication does not actually tell us very much about what a youth is struggling with. Disorders such as anxiety, depression, ADHD, or other issues may present quite differently, and with a range of severity, across different youth. As also discussed, medications are sometimes used for 'of-label' purposes. In the example given above, imagine the confusion and misunderstandings that would arise if someone read the name "Seroquel" in a youth's file and assumed that the youth had a diagnosis of psychosis, when in fact they simply had difficulty sleeping



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« Des troubles comme l’anxiété, la dépression ou le TDAH peuvent avoir des manifestations très différentes d’un jeune à l’autre, et des symptômes de gravité très variable. »

Trop peu de tests sont réalisés sur des jeunes

Les psychotropes les plus couramment prescrits ont fait l’objet de beaucoup d’études et ont été abondamment testés sur adultes. En raison de préoccupations d’ordre éthique, cependant, ils n’ont pas été autant testés chez des jeunes. L’information dont nous disposons sur leur efficacité et leurs effets secondaires s’applique donc aux adultes, et nous ne savons pas toujours si les résultats seront les mêmes chez des jeunes.

Utilisation hors indication

L’« utilisation hors indication » désigne la prescription d’un médicament à des fins autres que celles pour lesquelles il a été conçu ou à des fins médicales autres que celles approuvées par Santé Canada. Cette pratique peut paraître inquiétante de prime abord, mais elle est en fait très répandue et, le plus souvent, l’utilisation hors indication a aussi fait l’objet de recherches qui ont démontré son innocuité (chez l’adulte). Par exemple, le Seroquel est utilisé principalement pour traiter des troubles psychotiques. Cependant, utilisé à des doses très faibles (moins de 1/10e de la dose antipsychotique), il est aussi utilisé efficacement et en toute sécurité comme aide au sommeil.

Effets secondaires

Parmi les effets secondaires courants des psychotropes figurent la somnolence, la perte d’appétit, l’augmentation de l’appétit, les nausées, les maux de tête et la léthargie. Il peut arriver (les cas sont très rares, mais reçoivent beaucoup d’attention) que des psychotropes augmentent l’incidence de pensées suicidaires, voire de comportements suicidaires. Comme tout médicament, les psychotropes peuvent avoir des effets secondaires graves; une surveillance appropriée est donc impérative. Ces médicaments doivent être prescrits par un professionnel de la santé, et il faut suivre de près leur consommation pour s’assurer qu’ils restent efficaces et sûrs.

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- **Engage the youth and family** - It is important that we have conversations with the youth themselves - and their family, to whatever extent possible - regarding their medication usage. Invite the youth to share with you any information that they feel would help you to support them (e.g., what symptoms they are experiencing, how the medication is helping them, what role they would like you to play). If agreed upon with the youth and family, a school counsellor could also check in periodically with the youth about whether they are noticing any benefits from the medication (or experiencing any side effects) and provide feedback on any differences that you have noticed.
- **Respect Privacy** - Although we always hope for open discussion and dialogue with youth and families about issues pertaining to their functioning at school, it is important to remember that the use of prescription medication for psychiatric issues is, first and foremost, a medical decision between a youth and their doctor. It may be that the youth and/or family do not want to share information with the school regarding medication usage, and while this may at times make it difficult to effectively support a youth, it is a decision that must be respected. Hopefully, as we continue to show respect and engage with families, over time increasingly open dialogue will occur. ♣csc



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Dépendance et peur des préjugés

Un jeune à qui on prescrit un médicament pour un trouble mental peut parfois développer une dépendance à la substance. Pour la plupart des psychotropes, la dépendance physique est rare; elle peut cependant être de nature psychologique. Comme le médicament peut effectivement être très efficace pour réduire ses symptômes, le jeune peut parfois penser qu'il ne pourra pas fonctionner sans lui ou que ce médicament est tout ce dont il a besoin.

La dépendance a pour pendant la peur des préjugés et la résistance. Malgré les grands progrès accomplis ces dernières années pour lever les tabous entourant la maladie mentale, beaucoup de jeunes ne veulent pas prendre de médicaments, de peur que cela les rende « bizarres ou fous » ou d'être jugés par leurs pairs. Cela peut mener au non-respect de l'ordonnance – le jeune pourra arrêter de prendre son médicament, même si celui-ci l'aide.

Interactions

Le dernier point à prendre en considération est que beaucoup de jeunes font des expériences avec l'alcool et des drogues, des substances qui ne font pas toujours bon ménage avec les psychotropes. Leur consommation peut réduire l'efficacité des médicaments, et elle peut aussi provoquer des symptômes plus graves. D'où l'importance, encore une fois, d'une surveillance appropriée et d'un suivi par un professionnel de la santé.

Je sais qu'un élève prend des médicaments. Quels sont mon rôle et mes responsabilités?

Comme conseillers d'orientation, nous pouvons parfois être incertains de notre rôle et de nos responsabilités en ce qui concerne les médicaments psychotropes. D'un côté, nous ne sommes ni médecins ni thérapeutes, et nous n'avons donc pas de responsabilité ou d'implication directe dans la consommation de médicaments d'un jeune. En même temps, les professionnels du milieu scolaire sont souvent les personnes le plus directement et fréquemment en contact avec un jeune, et celles qui constatent le plus régulièrement l'impact d'un médicament sur son fonctionnement. Dans ce contexte, il y a quelques principes directeurs à observer :

- **Ne présumer de rien** - Nous le disions plus haut, un même médicament peut être prescrit pour différentes raisons. Un jeune prend un médicament? Cela nous renseigne en fait bien peu sur ce qui lui pose des difficultés. Des troubles comme l'anxiété, la dépression ou le TDAH peuvent avoir des manifestations très différentes d'un jeune à l'autre, et des symptômes de gravité très variable. Rappelons aussi qu'un médicament peut être utilisé « hors indication ». Dans l'exemple donné précédemment, imaginez la confusion et les malentendus qui s'ensuivraient si quelqu'un lisait « Seroquel » dans le dossier d'un élève et présumait que celui-ci a un diagnostic de psychose, alors qu'il a seulement du mal à dormir!

- **Échanger avec le jeune et ses parents** - Il est important d'échanger avec le jeune lui-même – et avec ses parents, dans la mesure du possible – sur sa consommation de médicaments. Invitez le jeune à vous communiquer tout ce qu'il juge susceptible de vous aider à le soutenir (p. ex., ses symptômes, comment le médicament l'aide, quel rôle il aimerait vous voir jouer). Avec son accord et celui de ses parents, vous pourriez aussi faire le point régulièrement avec lui pour voir s'il constate des bienfaits du médicament (ou s'il a des effets secondaires) et pour lui faire part de toute différence que vous avez remarquée.
- **Respecter la vie privée** - Même si nous souhaitons toujours avoir des communications ouvertes avec les jeunes et leurs parents sur les questions qui touchent leur fonctionnement à l'école, il importe de se souvenir que l'utilisation de médicaments pour traiter des problèmes psychiatriques relève, d'abord et avant tout, d'une décision d'ordre médical qui concerne le jeune et son médecin. Il se peut que le jeune ou ses parents ne veuillent pas fournir d'informations à l'école à ce sujet et, même s'il peut parfois être difficile de soutenir efficacement l'élève dans ces conditions, il faut respecter la décision. Il faut alors espérer qu'avec le temps, le respect témoigné et le soutien apporté ouvrent le dialogue. 🍁 CSC

» RÉFÉRENCES/RESOURCES

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Let the Music do



*The blacksmith and the artist
Reflect it in their art
They forge their creativity
Closer to the heart.*

RUSH, CLOSER TO THE HEART (1977)
LYRICS BY NEIL PEART.
MUSIC BY GEDDY LEE & ALEX LIFESON

In a society that values science and technology above almost everything else, it is refreshing to come across an organization that makes the arts its number one priority. The Regent Park School of Music (RPSM) combines music education with a social justice bent to provide at-risk youth with a chance to learn an instrument without a handsome price tag getting in the way.

the Talking

By Sean Dolan



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*Helping Kids
Succeed
Through Music.*

“The amount of outside money raised allows the school to offer music instruction to students for as little as \$1 per lesson with close to 90% of the donated money going directly to student education.”

The Toronto based non-profit school boasts some impressive stats: 1,300 students from some of the city's toughest and economically disadvantaged neighbourhoods, over 80 music teachers, and a fundraising division that garners over \$1 million in donations each year. The amount of outside money raised allows

the school to offer music instruction to students for as little as \$1 per lesson with close to 90% of the donated money going directly to student education. According to the non-profit music school's executive director Richard Marsella, the flexibility of the RPSM program (from instrumental music to vocal performance to turntablism) helps

students to develop character, improve self-esteem and build confidence.

The character building side of the RPSM is seen in its ability to inspire its students to reach greater heights. In 2016 alone, hundreds of students have taken their musical gifts from the classroom to the stage in performances across the city. In fact, the Regent Park and Parkdale choirs landed a gig with the Toronto Symphony Orchestra. Meanwhile, over 60 RPSM students passed their Royal Conservatory of Music exams. The school also has a little over 100 Indigenous students.



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Housed on the premises of Daniels Spectrum - an arts and culture hub in Regent Park - the RPSM is a vibrant musical community that provides students who would probably never stand a chance of studying music to learn an instrument, develop their voice and share their talents. One of their shining musical lights - and a source of true inspiration - is a young lady named Nikita. Born with a hearing impairment, Nikita is in the process of learning to master the piano with the help of teachers from RPSM. Because she cannot hear the music due to her hearing impairment, Nikita literally plays by feel - responding to vibrations generated by the keyboard moving through her hands and feet. Nikita's mother proudly says that her daughter's disability will not stand in the way of her ability to make music.

Perhaps it is inspiring examples like Nikita that prompt donors to give so generously. One grassroots example of generosity comes from the local professional music community. Veteran music publicist Karen Pace has converted her appreciation for the school's efforts into an annual fundraiser. This summer a crowded Hard Rock Café in Toronto played host to the 8th Annual Closer to the Heart concert in support of RPSM. Local musicians from across the city (some of whom are legends of the Toronto music scene) took to the stage to cover a number of classic Canadian songs. This year's concert featured some Tragically Hip tunes in honour of Gord Downie - the band's lead singer who is currently battling brain cancer. One of the evenings performers Sean Cullen (The Producers) gave what Pace called a heart wrenching tribute to Downie before performing the Hip's "My Music at Work." Other highlights

included Tara Slone's (Joydrop) cover of the Loverboy classic "Turn Me Loose" and Dave Diamond and Mr. Zero's (The Kings) show stopping rendition of Neil Young's "Rockin' in the Free World." Pace also earned high marks from the younger set when 19-year-old Maranda Thomas from the Family Channel's TV series "Lost and Found Music Studios" performed Ruth B's "Lost Boy." The concert raised \$3 000 for the RPSM.

Certainly the Regent Park School of Music is doing its share to establish music as a priority in the lives of young people. The passion of the school's teachers undoubtedly reaches into the hearts of the students with the result being vibrant learning and beautiful music. This allows for the blossoming of a musical community that is able to "forge their creativity, closer to the heart." 🍁 CSC


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The Regent Park School of Music (RPSM) is an after-school music program that runs in seven Toronto neighbourhoods. For more on the RPSM, go to: <http://rpmusic.org/>

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¹Research Excellence Framework 2014
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A Brave New Workplace

By/Par Laurie Nealin

-Part I

Looking forward at tomorrow's workplace for today's students and their counsellors.

The age-old question **What do you want to be when you grow up?** has become increasingly difficult for today's teenagers to answer. But it's not the kids' fault. Rather, the question itself has likely passed its best-before date.

As technology continues to advance at a break-neck pace causing seismic shifts in the world of work, jobs that exist today could be gone in as little as five years. Conversely, completely new jobs - even ones not-yet-imagined - will emerge. And that creates a dilemma - not only for high school students but also for the counsellors to whom students (and their parents) look for guidance in choosing their post high school path.

With that in mind, Canadian School Counsellor spoke with experts who have made it their mission to study emerging trends and consider what those trends could mean for the future of education and jobs in Canada just five years out. In our two-part series, *A Brave New Work World* (with Part II coming in our Spring 2017 issue), we introduce you to a new way of thinking about education and career choices via the views and insights of futurist Jim Carroll and career development researcher Sean Lyons.

Expectation shift

Sean Lyons, a professor in the College of Business and Economics at the University of Guelph, studies the differences among generations when it comes to work values and careers. Along with two Canadian colleagues, he conducted a five-year research project to look at the generational career shift, the way jobs will change in the future and how that impacts young people today. "Our biggest problem is that we're stuck in a twentieth-century career mindset. People are providing advice based on the career patterns we saw in the past, but we have to shatter that model," Lyons says.

When it comes to future career paths for today's secondary and post-secondary students, he states, "The one thing we can be really certain of is that we can be certain of almost nothing in terms of how the career environment will unfold. It's become

a lot less stable. We see a lot more mobility among younger people between jobs and organizations. "People don't have the same kind of linear, upward trajectory that they used to - finding an employer, getting a good job and working their way through. That's just no longer a reasonable expectation for the majority of people."

According to futurists, including Mississauga-based Jim Carroll, the world is going to change more in the next five years than it did in the last 100. One of only a handful of futurists in Canada, Carroll focuses on trends and innovations and thinks about what comes next. He shares his foresight with companies and professional groups, including education-related organizations and businesses, primarily in the U.S. and abroad.

Demain, un tout autre monde du travail

- Première partie

Coup d'œil sur le monde du travail de demain pour les élèves d'aujourd'hui et leurs conseillers

Ah, la sempiternelle question... Quel métier veux-tu faire plus tard? Les jeunes d'aujourd'hui ont de plus en plus de mal à y répondre. Mais ils n'y sont pour rien. La question elle-même ne cadre plus très bien avec leur réalité.

La technologie évolue à une vitesse fulgurante et les changements qu'elle entraîne sont en voie de révolutionner le monde du travail. Des emplois qui existent aujourd'hui pourraient avoir disparu dans cinq ans. Et d'autres complètement nouveaux - que personne n'a encore imaginés - vont inévitablement voir le jour. Cela pose un dilemme - aux élèves du secondaire, mais aussi aux conseillers sur qui ces jeunes (et leurs parents) comptent pour les aider à choisir leur champ d'études postsecondaires.

Conscient de cette difficulté, Canadian School Counsellor a rencontré des experts qui se sont donné pour mission d'analyser les tendances émergentes et de réfléchir à ce qu'elles pourraient signifier pour l'avenir de l'enseignement et pour l'emploi au Canada, sur un horizon d'à peine cinq ans. Dans les deux articles que nous consacrerons à ce sujet (la deuxième partie de Demain, un tout autre monde du travail sera publiée dans notre numéro du printemps 2017), nous vous présenterons une manière nouvelle d'aborder les études et les choix de carrière, inspirée de la vision et des réflexions du futurologue Jim Carroll et du spécialiste de l'évolution des carrières Sean Lyons.

De nouvelles attentes

Sean Lyons, professeur au College of Business and Economics de l'Université de Guelph, étudie les valeurs au travail et les profils de carrière propres à chaque génération ainsi que leur évolution d'une génération à l'autre. Avec deux collègues canadiens, il a réalisé le projet Generational Career Shift, qui s'est étendu sur cinq ans, pour prévoir ce qui caractérisera les emplois de demain et ce que cela implique pour les jeunes d'aujourd'hui. « Notre principal problème, c'est que nous abordons encore la carrière comme au XXe siècle. Les gens donnent des conseils en fonction des parcours professionnels qui se voyaient jadis. Il faut casser ce moule », dit M. Lyons.

En ce qui traitait aux cheminement de carrière des élèves du secondaire et du postsecondaire d'aujourd'hui, « notre seule certitude, c'est justement de n'avoir à peu près aucune certitude à propos de l'évolution future

du monde du travail. Celui-ci est beaucoup moins stable qu'il l'était. Les jeunes passent davantage d'un emploi à un autre, d'une entreprise à une autre », dit-il. « On ne suit plus, comme avant, une trajectoire ascendante linéaire - trouver un employeur, décrocher un bon poste et le garder longtemps. Ce n'est tout simplement plus une attente raisonnable pour la majorité des gens. »

Selon des futurologues comme Jim Carroll, de Mississauga (Ontario), le monde va changer davantage au cours des cinq prochaines années qu'il l'a fait au cours des 100 dernières. M. Carroll, l'un des rares futurologues au Canada, s'intéresse aux tendances et aux innovations et réfléchit à ce que l'avenir nous réserve. Il fait part de ses projections à des entreprises et à des groupes professionnels, dont des organisations du milieu de l'éducation, surtout aux États-Unis et ailleurs dans le monde.

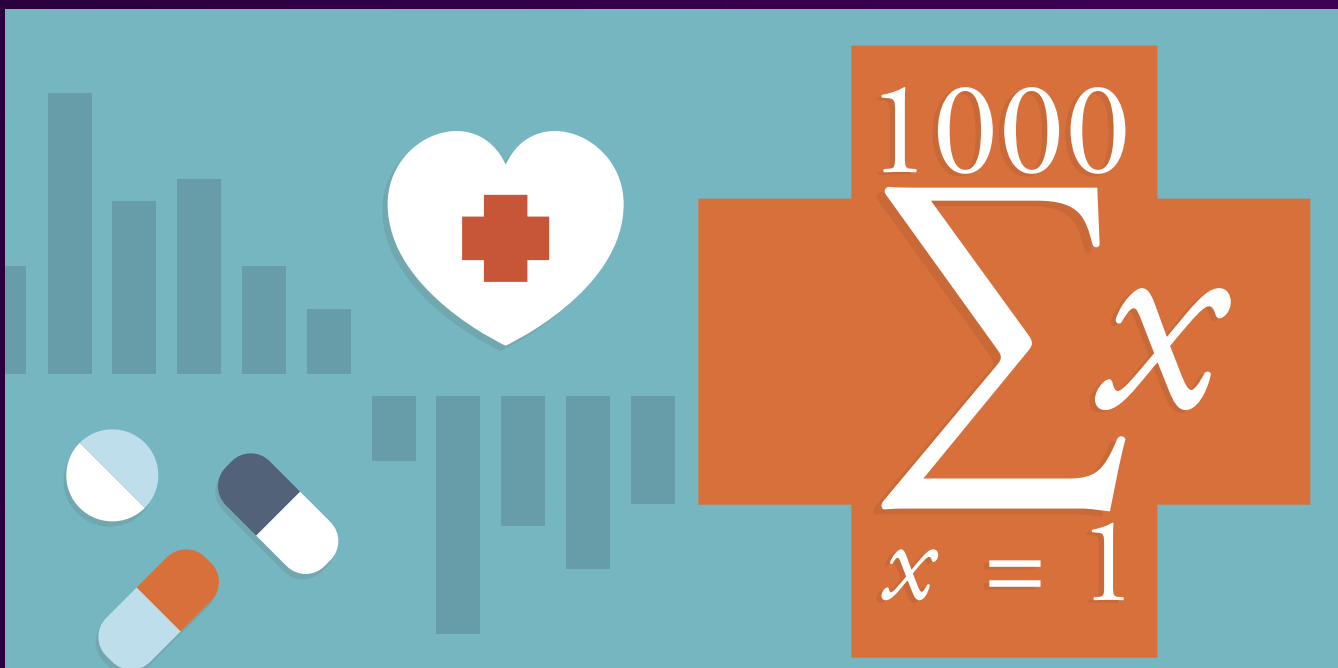
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Realities

"I look at the trends that are going to shape our future and what that will mean in terms of knowledge; how it will change and challenge future careers," says the former professional chartered accountant. According to Carroll, the key for educators is to think about where we are going to be in five years and what they need to do to prepare students for that reality.

Counsellors will serve students well by opening up their minds to a couple of realities, he suggests. First, students today will likely have several different careers in their lifetime. Second, the decision they make now regarding post-secondary education is just a stepping stone to gain core knowledge, rather than to launch them into a career that they will work at for the rest of their life. "With knowledge becoming out-dated and new knowledge coming in waves, some jobs are disappearing and new careers are appearing," Carroll says. He points out that half of what students learn in their first year at college is obsolete or revised by the time they graduate.

Still, Carroll does believe in foundational knowledge obtained through a core degree, with the proviso that a person has to realize that is not what they will be doing as a career; they will be learning new and different things throughout their life. Lyons goes even further. "Picking the right major is something we have to move away from. The mindset should be not what the degree will get you, but what you want to do with your degree, and then figuring out what you need to do to get there. All education has a shelf-life these days. "Parents are doing their kids a disservice by pushing them into narrow fields. Getting through school and getting that first job is far from the launching point it used to be. Getting the first job now really is just that because the transition to the second job will be just as big."



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Réalités

« J'examine les tendances qui font façonner notre avenir et ce que cela va signifier en termes de connaissances; comment cela va transformer les carrières, et les défis professionnels que cela va poser », dit l'ancien comptable agréé. Selon M. Carroll, le plus important pour les enseignants est de se demander où nous serons dans cinq ans et ce qu'ils doivent faire pour préparer les élèves à cette réalité-là.

À son avis, les conseillers rendront service aux élèves en les sensibilisant à deux réalités en particulier. Premièrement, les jeunes d'aujourd'hui auront probablement plusieurs carrières au cours de leur vie. Deuxièmement, la décision qu'ils prennent aujourd'hui pour leurs études postsecondaires ne sera qu'un point de départ pour l'acquisition d'un socle de connaissances; ils doivent la voir ainsi plutôt que comme leur point d'entrée dans une carrière qu'ils développeront le reste de leur vie. « Des connaissances deviennent dépassées et de nouveaux savoirs arrivent par vagues, certains emplois disparaissent et de nouveaux métiers émergent », poursuit M. Carroll. Le futurologue note que la moitié de ce qu'apprennent les étudiants pendant leur première année d'études collégiales est obsolète ou sera révisée avant qu'ils finissent leurs études.

Il croit néanmoins à la valeur des connaissances fondamentales acquises dans le cadre d'un programme de base – pourvu que l'étudiant comprenne que cela ne va pas définir toute sa carrière; qu'il va apprendre d'autres choses tout au long de sa vie.

M. Lyons va plus loin encore. « Il faut cesser d'accorder tant d'importance au choix de la bonne majeure. L'étudiant ne devrait pas se demander à quel emploi son diplôme le mènera, mais ce qu'il voudra faire avec son diplôme, puis déterminer quoi faire pour atteindre ce but. Toutes les formations ont une "date de péremption" de nos jours », dit-il. « Les parents ne rendent pas service à leur enfant en le poussant vers un domaine pointu. Terminer ses études et décrocher son premier emploi, ce n'est plus la rampe de lancement d'autrefois. Le premier emploi, aujourd'hui, ce n'est vraiment que le premier pas, parce que la transition vers le deuxième sera une étape tout aussi importante. »

Quelles sont les tendances?

Qui aurait prédit il y a 10 ans que, grâce à une application pour téléphone intelligent, un service de covoiturage commercial nommé Uber révolutionnerait le monde du taxi, puis lancerait un service de voitures sans chauffeur? Ou que des entreprises s'arracheraient les services de spécialistes du marketing numérique pour renforcer leur marque grâce à Twitter, Snapchat et Instagram? « Nous ignorons où la technologie ira, quelles nouvelles possibilités elle créera. D'où le chaos qu'engendre toute tentative de planification, dit M. Lyons. « On sait que les ordinateurs vont gagner en puissance, qu'on investira dans de nouvelles applications de la technologie, dans la synthèse de technologies et dans les soins de santé, pour améliorer la qualité de vie. Que les biotechnologies et les technologies vertes vont continuer de se développer. Mais ce qui ne se dessine pas encore, ce sont les secteurs d'activité qui vont naître de l'adoption de ces technologies. Il est très difficile de planifier ne serait-ce que sur 10 ans. »



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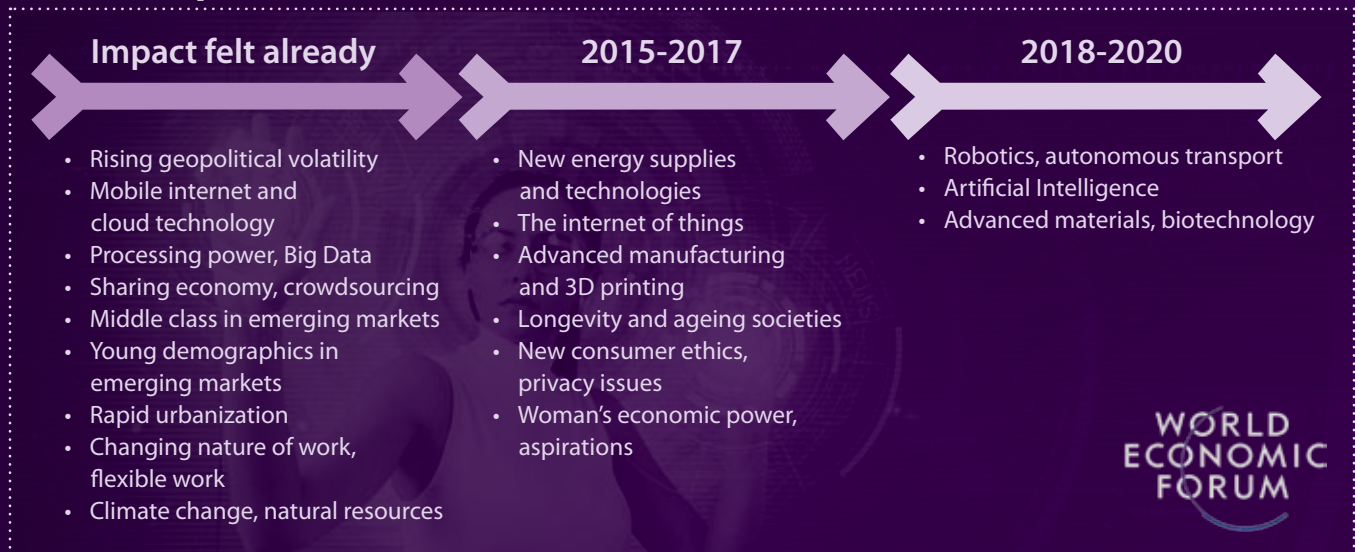
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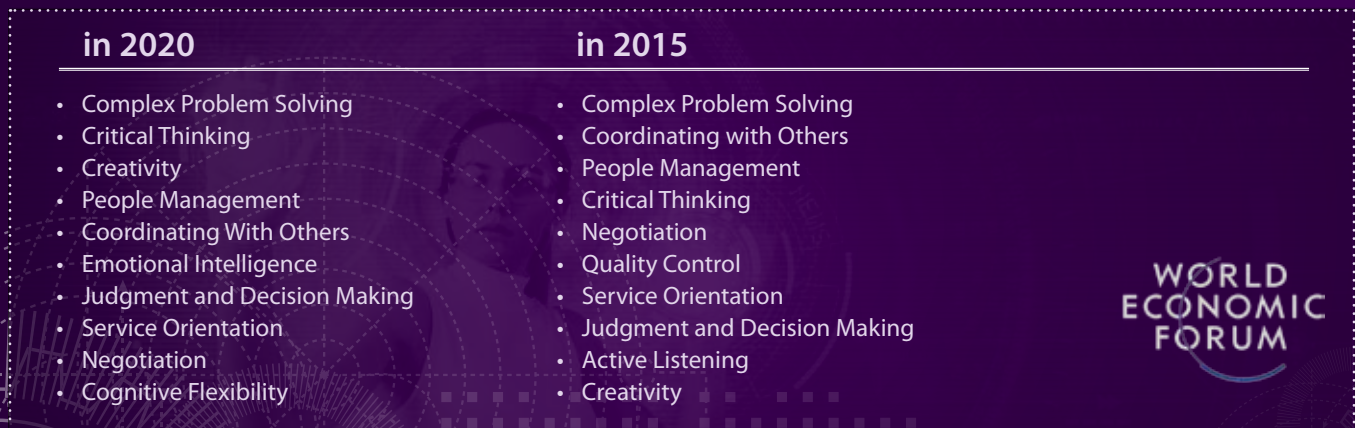
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Top 10 Skills

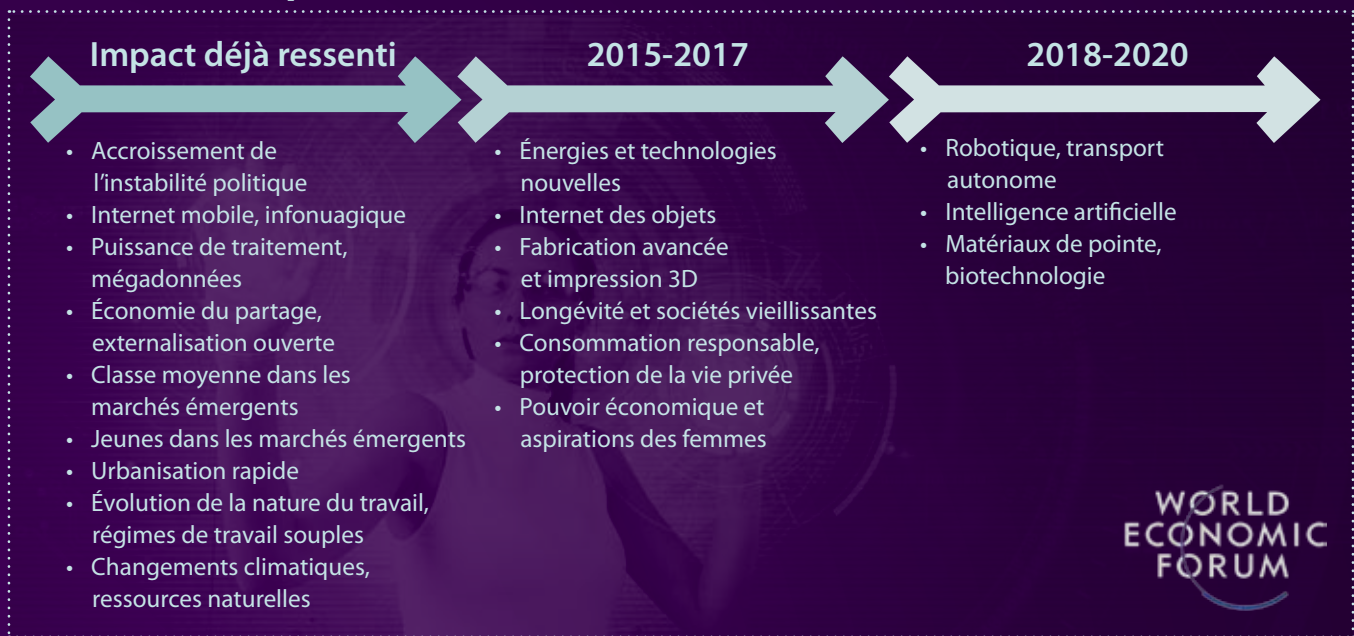


What's trending?

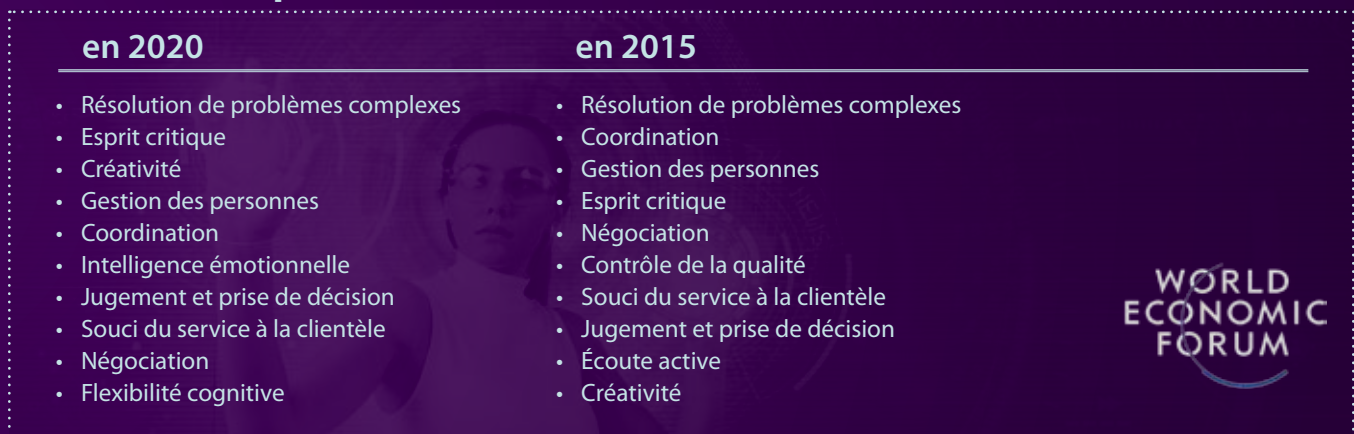
Who would have predicted a decade ago that thanks to a smartphone app, a ride-hailing service known as Uber would surge in popularity to challenge traditional taxi services and, then, that upstart would proceed to champion self-driving cars? Or, that social-media savvy marketers would become hot commodities for companies looking to build their brands through Twitter, Snapchat and Instagram? "We don't have a sense of where technology is going to go, what new opportunities it will create. This is where the chaos comes in trying to plan forward," Lyons says. "You can foresee that computers will be more powerful, that people will invest more in ways to use technology in the synthesis of technology and in health care, to improve the quality of life. We'll see more biotechnology and green technology, but what we don't really get a sense of is how that technology will be adopted to create new industries. Even 10 years is a very difficult horizon to plan for."

Looking at trends, Carroll cites rapid urbanization - the migration of people from rural areas into cities - as a change that will have a huge impact on how we feed ourselves and, as a result, generate new career opportunities. For example, research is underway to study the possibility of building city skyscrapers in which food would be grown - a concept known as vertical farming. Rather than continuing to transport huge quantities of food into the city at ever-increasing expense, food would be grown in the city. Vertical farming would create new careers such as vertical farming infrastructure managers, Carroll points out. He concedes it will be a huge challenge for the educational system to adapt to the shifting sands, but the first step is encouraging change to mesh with new realities. Carroll is an advocate for just-in-time knowledge rather than set curricula, putting the focus on learning how to learn and the use of different methodologies for learning.

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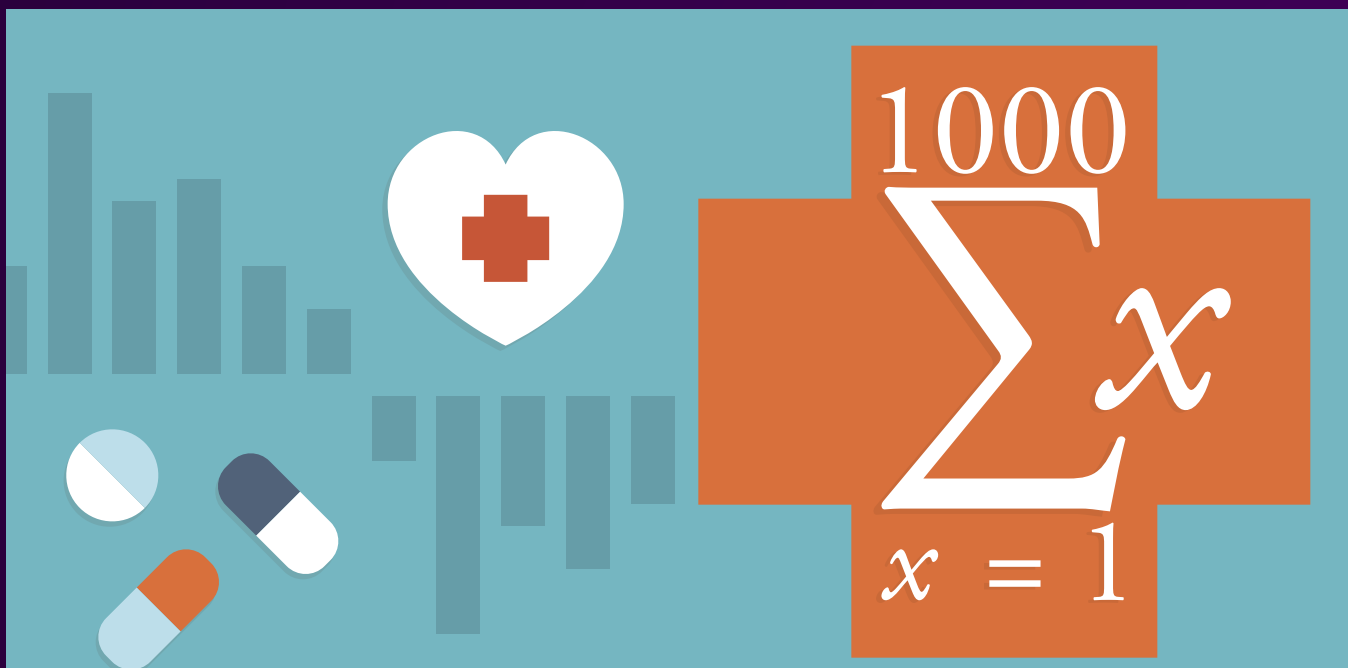
Jack be nimble

In the same vein, Lyons suggests that the message counsellors should convey to students and their parents is that people are going to have to be nimble if they want to stay employed. “Industries will shift a lot more rapidly in the future and the only way to stay on top of that is to improve your employability, upgrade your skills and work on the transferable skills that are always important,” he says.

Because young people won't have a single occupational path, they will also have to be more entrepreneurial. They will need to repackage the skills and competencies they have to move to where the economy is going. It's similar to the strategy that made Wayne Gretzky great - skate to where the puck is going, not where it's been. “You can plan all you want, have goals - that's useful to be future-

focussed - but the more important skill is to recognize opportunities when they come and be willing to take the risk and pursue them, and know they will fit well with your career and your life. We call that planned happenstance,” Lyons adds.

That means not just taking advantage of opportunities, he says, but doing things that create opportunities - talking to people, going to events you wouldn't necessarily attend - in other words, embracing an entrepreneurial mindset. That has always been a marker of career success, but now it's becoming more of a necessity. “It's not so much a focus on jobs, but on competencies, adaptability and being nimble enough to adapt to whatever changing parameters come up.”



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« Notre seule certitude, c'est justement de n'avoir à peu près aucune certitude à propos de l'évolution future du monde du travail. »

Au sujet des tendances, M. Carroll note que l'urbanisation rapide - la migration de populations des régions rurales vers les villes - est un changement qui va beaucoup transformer notre façon de nous alimenter et qui va, en conséquence, créer de nouvelles possibilités de carrière. On étudie, par exemple, la possibilité de construire des gratte-ciel dans lesquels on ferait pousser des aliments - c'est ce qu'on appelle « l'agriculture verticale ». Plutôt que de continuer à transporter d'énormes quantités d'aliments des campagnes vers les villes, à des coûts toujours plus élevés, on les cultiverait directement dans les villes. L'agriculture verticale créerait de nouveaux métiers; il faudrait, par exemple, des gestionnaires d'infrastructures spécialisés dans ce domaine, fait remarquer M. Carroll. Ce dernier concède que ce sera un défi titanesque, pour le système d'éducation, de s'adapter à ce paysage en constante mutation. Il pense que la première chose à faire est de favoriser le maillage entre le changement et les nouvelles réalités. Il plaide pour l'acquisition de connaissances juste à temps, plutôt que les programmes d'études préétablis, pour la possibilité qu'elle offre « d'apprendre à apprendre » et de varier les méthodes d'apprentissage.

Le maître mot : agilité

Dans le même ordre d'idées, selon le professeur Lyons, le message des conseillers aux élèves et à leurs parents devrait être que les travailleurs de demain devront être « agiles » s'ils veulent garder leur emploi. « Dans tous les domaines, les façons de faire vont évoluer

beaucoup plus rapidement dans l'avenir. Et la seule façon de dominer la situation sera d'améliorer son employabilité, en mettant ses compétences à niveau et en travaillant sur ses compétences transférables, qui seront toujours importantes », dit-il.

Comme ils n'auront pas un parcours professionnel unique, les jeunes d'aujourd'hui devront aussi être plus fonceurs que leurs prédécesseurs. Il leur faudra adapter et parfaire leurs compétences pour aller là où l'économie se dirige. La stratégie s'apparente à celle qui a fait le succès de Wayne Gretzky : patiner dans la direction de la rondelle. Rester là où elle est déjà passée, à quoi bon? « On peut planifier et avoir des buts - il faut certes regarder vers l'avant. Mais par-dessus tout, il faut savoir reconnaître une occasion quand elle se présente et être prêt à la saisir, à prendre un risque, parce qu'on sait que cette nouvelle étape cadrera bien dans notre carrière et dans notre vie. On appelle cela le hasard planifié », ajoute M. Lyons.

Cela veut aussi dire susciter des occasions - discuter avec des gens, participer à des événements auxquels on n'aurait pas nécessairement pensé participer - en d'autres termes, avoir l'esprit d'entreprise. Cette attitude a toujours été un indicateur de succès professionnel; aujourd'hui, elle devient davantage indispensable. « L'important n'est pas tant l'emploi. C'est surtout d'avoir les compétences, la souplesse et l'agilité nécessaires pour s'adapter aux paramètres qui changent, quels qu'ils soient. »

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Lyons notes that the more transferable skills - such as critical thinking, creativity and emotional intelligence - that students can gain, along with perspective on the broader picture, the better off they'll be when it comes to securing employment. Employers will increasingly favour people who possess those soft skills which, in turn, enables the job-seeker to move more easily from one job or industry to another. 🍀^{csc}

We also offer a pictorial glimpse into the work world circa 2020 courtesy of the World Economic Forum's 2016 report The Future of Jobs.¹

M. Lyons note que plus un étudiant acquiert des compétences transférables - la pensée critique, la créativité, l'intelligence émotionnelle - et une vue d'ensemble, mieux il sera outillé pour trouver un emploi. Les employeurs privilégieront de plus en plus les personnes possédant ces compétences non techniques, qui, pour le chercheur d'emploi, facilitent le passage d'un poste ou d'un secteur à un autre. 🍀^{csc}

Nous vous proposons aussi de jeter un œil sur le monde du travail de 2020 tel que l'entrevoit un rapport récent du Forum économique mondial intitulé The Future of Jobs¹

» RÉFÉRENCES/RESOURCES

¹ <https://www.weforum.org/reports/the-future-of-jobs>

Want to know more?

Watch for A Brave New Work World - Part II in our Spring 2017 issue.

In the meantime:

- See what else futurist Jim Carroll has to say about education and jobs at www.jimcarroll.com under the Trends heading
- Follow Sean Lyons on Twitter @proflyons where he tweets and posts about generational issues, education and careers

Vous aimeriez en savoir plus?

Surveillez la publication de la deuxième partie de Demain, un tout autre monde du travail dans notre numéro du printemps 2017.

D'ici là :

- Continuez d'explorer les réflexions du futurologue Jim Carroll sur l'éducation et l'emploi en consultant la section Trends de son site www.jimcarroll.com (en anglais).
- Suivez Sean Lyons (@proflyons) sur Twitter, où il s'exprime sur des enjeux générationnels, l'éducation et les carrières. education and careers

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North in Focus

**A lens on mental health
in Canada's far north.**

By Laurie Nealin



LOVE

Photos Courtesy of North in Focus

As high school students, avid photographers Gabrielle Foss and Eva Wu believed that a picture could be worth much more than a thousand words.

As first-year university students, they set out to prove it by using photography to promote mental health among youth in Canada's far North. "In high school, both of us were fortunate to go on an expedition (through the Canadian Arctic) with Students on Ice. That broadened our awareness and got us really interested in helping tackle issues in the North," said Foss, 19.



When the Inuit elders on their land-sea adventure talked about challenges facing the North, the one that stood out for Foss and Wu was the epidemic of suicides. "A lot of them talked about mental health being at the root of many (social) issues, and that promoting mental health and preventing suicide is key to improving the quality of life in the North in general," recalled Foss, a health sciences and business student at Western University in London, Ont. Foss and Wu came up with an ambitious plan to bring after-school mental health and photography workshops to youth in northern communities. They branded it: North in Focus. (northinfocus.org)

Madeline Yaaka, a young Inuk from Kangiqsujuaq in Northern Quebec, embraced their innovative idea, and helped arrange for the first workshop to be held in her community, home to the Inuit of Quebec. "We went to Kangiqsujuaq (pop. 700) last February and now we're going to do our second workshop in Nain, so it's all very exciting," said Foss, who is working towards a career in public health. "Having photos and videos made by the people themselves is the best way to capture what that community is, their culture and the beauty of it, as well as the challenges," Foss explained. She noted that the mental health of youth in the North is negatively impacted by the fact that Inuit people, and the North in general, are seldom represented in mainstream media. "What youth see in the media is what they perceive to be of value, so when you don't see yourself or your community that has a negative impact on self-esteem. Creating more media by posting photos and video about the North on social media is empowering. It really creates a sense of being proud of where you're from."



North to Nain

At press time in late October, Foss, Wu and their colleagues Patrick Hickey and Ashley Cummings, also Students on Ice alumni, were headed to Nain, Labrador, (pop. 1,425) for a week to lead the Nain in Focus workshop. Foss and Wu recruited Cummings, an Inuk now studying at Mount Allison University in New Brunswick, to serve as the team's community liaison. Hickey, a fellow Western student, was brought on board because of his passion for and experience with mental health advocacy in his hometown of St. John's, Nfld. Essential to the program is having people in the community, particularly youth ambassadors, to advise and handle logistics ahead of the team's arrival. The local allies also help to encourage the youth to continue with their photography long after the workshop has ended. The added value of the images that the youth capture is that they can be used in a variety of applications related to mental health advocacy.

Starting Conversations

In Kangiqsujuaq, students wrote mental health messages on poster-board and photographed each other holding those messages. Wu then transformed those images into posters featuring the Kids Help Phone number for distribution throughout Quebec's Nunavik region. "We want to make sure the photography skills we teach will be accessible to everyone. We donated two digital cameras to the school in Kangiqsujuaq, but that's only two," Foss said.

So, in Nain, the Grades 7 to 12 students will do their photography using i-Pods and i-Pads. "The people we spoke to in Nain said pretty much all the youth have an i-Pod or i-Pad they can use as a camera. In addition to photo skills, we'll teach them about using social media to share their photos and how that can increase community pride. That's a great step to getting everyone engaged," Foss noted. "We'll spend less time on the super technical part and more on the applications of what photography can mean for the community." With the limited time we have, we think the older students will be able to get the most out of the workshop and share that with younger students. In the evening, we will lead discussions based on mental health, mental illness and self-esteem which are open to students of any age."

In Nain, the team planned to record a series of short videos and share those stories on the North in Focus website and social media channels. Filmmaker Eric Foss (Gabrielle's father) produced a short video documentary about the North in Focus program in Kangiqsujuaq and posted it on YouTube.¹ CBC also included the video in its news story about the workshop. Financing their initiative has been a challenge, but a successful one so far with program and travel costs having been covered by a variety of grants and donors.

Sustainable

“Running the workshops will empower them and result in more community buy-in. Youth relating to youth on the topic of mental health can break down barriers.”

Going forward, the North in Focus team will alter their strategy in hopes of making the program more sustainable. The four university students realize that their own academic demands and financial obligations will make it impossible to continue delivering the workshops on their own.

They are creating a North in Focus program manual in tandem with train the trainer sessions to be held in central locations for youth from communities throughout the North. Ultimately, their plan is that young people will deliver the program in their own communities. “Rather than have us southerners come up and conduct the workshops - which is expensive - this will be more sustainable and have a positive impact in more communities. The youth will know more than we ever could what will work best in their communities and what they need.” Running the workshops will empower them and result in more community buy-in. Youth relating to youth on the topic of mental health can break down barriers,” Foss said.

The North in Focus team wants to hear from educators throughout the North willing to help launch this program in their own communities. “We will do whatever we can to support that. The first step would be to engage a youth who wants to champion the project. The youth connection is very powerful!”


In the meantime, Foss encourages all Inuit youth to share their visual perspectives of living in the North using the hashtag #northinfocus on social media. “That is a great way to get momentum going in terms of using photography, digital media and social media to help raise the voices of people living in the North,” she said. 🌱 csc

» REFERENCES/RESOURCES


¹ <https://www.youtube.com/watch?v=MgodHv3SsM>

Connect With North in Focus

To contact Gabrielle Foss,
email northinfocus@gmail.com
You can follow #northinfocus
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OPEN WIDE

A Profile of the Dentistry Profession

By Jackie Fritz

Dental health plays an integral part in the general well-being of the entire human body, making dentistry an important and beneficial profession. Most people are familiar with general practice dentistry, but there are a myriad of specialties that may be of interest including surgery, pathology, orthodontics, prosthodontics, pediatric dentistry and more.



Dentistry can be a very rewarding career, both monetarily and personally. Dr. Ryan Cormack is a practicing dentist in Winnipeg who shares, “What I enjoy most about being a dentist is developing relationships with a large variety of people. It is very satisfying developing a mutual trust and respect with people in the community and seeing families grow with you. You really get a feel for the joys and concerns of the community.”

Dentistry involves medical knowledge, creativity, artistic ability, and hand-eye coordination. Marcos Sturym is a third-year dental student. He says, “The majority of the people in my class are very “type A” personalities. Dentists need to have great attention to detail, and be very patient in order to get things just right. Being able to manage your time effectively is also key to this profession. You are always very busy and you need to be able to cope with that. But ultimately, we are in this profession to treat our patients to the best of our ability. That means communication is crucial. If you can’t communicate the problem and/or treatment to your patient and to the rest of your dental team then we can’t be effective at what we do.”

Dr. Cormack agrees, “You need to be able to look people in the eye and speak clearly and candidly to them. I was in Toastmasters for a couple of years and have had many other public speaking opportunities which has been helpful. Good communication and good social skills are important not just for helping patients, but also for being effective with the staff you work with, the labs, specialists, sales reps and your colleagues.” There are currently ten universities in Canada with dental schools: UBC in Vancouver, University of Alberta in Edmonton, University of Saskatchewan in Saskatoon, University of Manitoba in Winnipeg, University of Toronto, Western University in London, Dalhousie University in Halifax, and in Quebec, English classes are available at McGill University in Montréal, with French only degrees offered at Université de Montréal and Université Laval in Québec City.

Entrance requirements are stringent and studying dentistry requires a significant time and financial commitment. After gaining admission to dental school, students will have to complete four years of full-time study to receive their degree as Doctor of Dental Surgery or Doctor of Dental Medicine. A specialization such as maxillofacial surgery will require an additional four years of residency. Sturym recommends that future dentists do their homework to determine their suitability for a career in dentistry. “If you want to get into dentistry I would suggest you shadow a dentist and talk to a

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dental student if possible. Many people think they understand what it means to be a dentist because “they’ve been to the dentist.” But the truth is that there is a lot that goes on behind the scenes that an average high school student (or anyone for that matter) wouldn’t be aware of. If you decide to stay the course and want to apply to dental school then be sure to stay competitive by doing well in school. Check out the universities you’re interested in and look at their dental school requirements. These requirements usually involve chemistry, biology, physics, anatomy to name a few, so be sure to take the courses in high school that will allow you to take these pre-requisite courses in your undergrad,” Sturym recommends.

Dr. Cormack concurs, “Most dentists are open to scheduling students for job shadowing for a day. Try to get a variety of different job and volunteer experiences each summer if you can, it all builds character and different skill sets. Don’t get hung up on the notion of needing work experience in a dental office. While this may help you a bit when you are in dental school, it will not help you much at all to get into dental school.”

Entrance requirements to dental school incorporate three areas including undergraduate GPA, the DAT (Dental Aptitude Test), and an interview. The DAT is similar to the

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MCAT for medical students and is designed to evaluate scientific comprehension, general academics, two- and three-dimensional perception, reading comprehension, and, in some cases, manual dexterity (carving a specified figure out of a bar of soap).

Dr. Cormack advises, "Neither the DAT nor the university interviews will ask a single question about dentistry. Seriously. The most important thing students can do is to study hard and get good grades, especially in the basic sciences and prepare very well for the DAT and dental interview. Most dental schools do the behavioural style interview (i.e. 'Tell me about a time when...!' 'How would you deal with a situation where...') rather than 'Why do you want to be a dentist?' I bought different books to help me prepare for the DAT and interview and joined a soap carving club. This was all very helpful."

Following graduation, new dentists can expect to earn anywhere from \$70,000 to \$130,000 and up. "An aspect of dentistry that a lot of people enjoy is that it can be run like a business meaning that if you own your own clinic and you want to work 24/7, then the sky is the limit," says Sturym. "You can also choose to be an associate (meaning that you work for a "principal dentist") and you make a percentage of what you bill. Different clinics offer different contracts. Another aspect which changes a



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dentist's salary is the location of the practice. Generally rural dentists make more than those that stay in the city. With time you gain patients and speed, so usually the salary goes up!"

While the dentistry profession is fairly safe for its practitioners, dentists can sometimes suffer from back and neck injuries due to the nature of the job. Dr. Cormack advises dentists to

practice proper workplace safety guidelines. "Regular exercise and eating healthy, frequent stretching during the work day, wearing magnifying glasses, practicing good ergonomics, and not working excessive hours."

Becoming a dentist is a long, difficult process but the end rewards can make all the hard work worthwhile. ♣CSC



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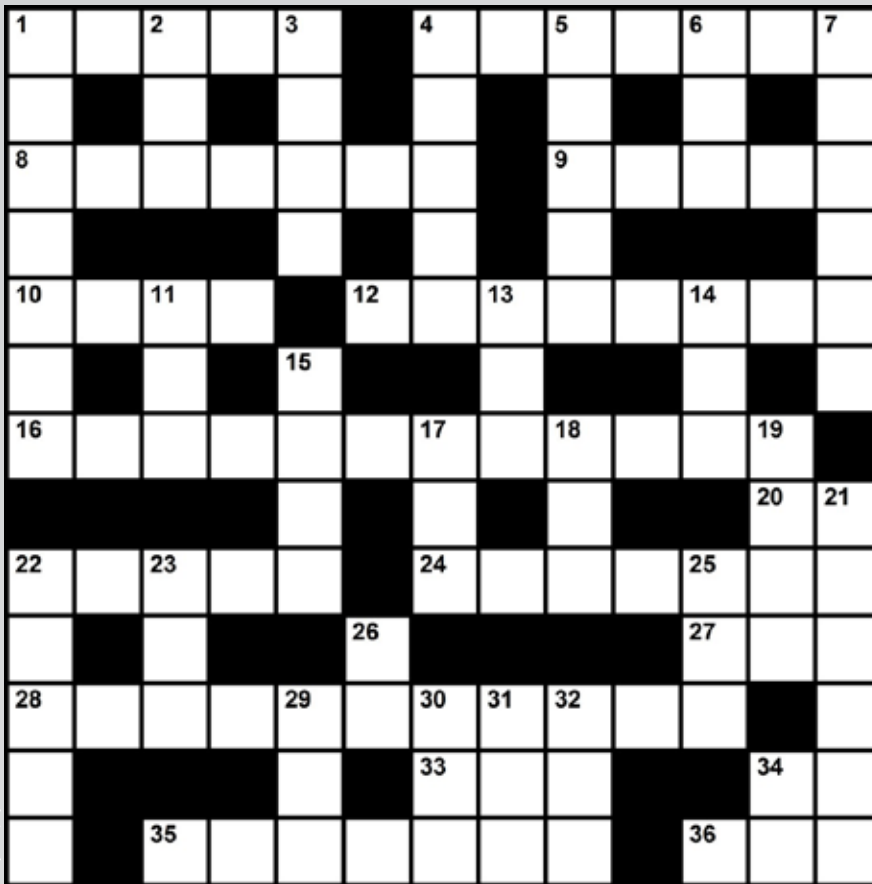
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