

# CANADIAN SCHOOL **Counsellor**

MAGAZINE



## **Are The Kids Alright?**

Staving off a mental health pandemic

## **Est-ce que les enfants vont bien?**

Éviter une pandémie de problèmes de santé mentale

- ✖ **LEARN WHILE YOU EARN**
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*Inside:*

**Crossing  
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MAGAZINE



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WINTER BREAK 2020

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# THE BULLETIN BOARD

## Educators gather at virtual Cannexus conference to prepare students for success during pandemic

Redesigning career education in the context of the pandemic and preparing students with the skills to navigate the future of work will be on the agenda when educators gather at Cannexus, Canada's Career Development Conference. Cannexus will take place in a virtual format, January 25 & 27 and February 1 & 3, 2021, with more than 1,400 professionals from across the country, including guidance counsellors, teachers and administrators.

The conference will feature 150 sessions that cover:

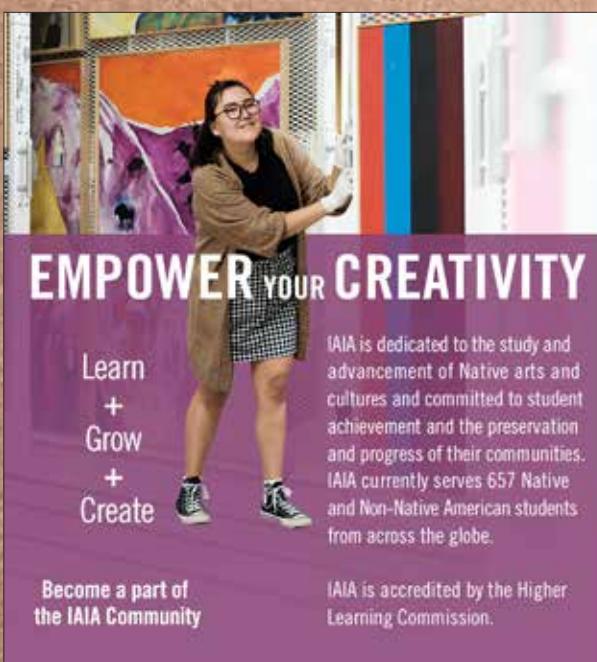
- ▶ Jobs for youth in a post-COVID world
- ▶ Career competencies in the classroom
- ▶ Transition and pathways planning for Grades 7-12
- ▶ Rise of the gap year
- ▶ Building mental health & resilience
- ▶ Remote co-op and experiential learning

Highlights include a special session with Ed Hidalgo, Chief Innovation Officer and Dr. David Mayashiro, Superintendent, Cajon Valley Union School District, CA on "Integrating Career Development in the Early Grades" and a learning lab based on new research around how young people – in particular those from lower socio-economic backgrounds – make career decisions.

The conference is presented by CERIC, a charitable organization advancing career development research and education in Canada. The cost is \$375. Members of supporting organizations, which includes the Ontario School Counsellors' Association, and groups of 5 or more receive a 25% discount.



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# **Reframing Work-Life Balance**

***What I've learned amidst this pandemic***

**By Anna Macri**



**Running a successful guidance department takes time, commitment, meticulous attention to detail, great communication and a strong team.**

As Department Head in my school, I am happy to say we have a very strong guidance team. We service our students well; we have a great relationship with our administration and we have excellent rapport with our parent council. We go above and beyond with services we offer to the community to ensure our students are happy, healthy and well guided. However, the reality is that, to make that happen, it takes a personal toll. The amount of time required to ensure that all these needs, deadlines and expectations are met - and excellence is achieved - does indeed come at a cost. The idea of a healthy work-life balance is not always possible. It is quite challenging to have the healthy family and work life balance with this role - and I'm talking pre-Covid-19.

A year and a half ago, before Covid-19 hit North America, I had too much on my plate. I felt, as a working mom of two school-aged girls, who were in activities after school (clearly overprogrammed, but that's another article altogether), that I was constantly running and never quite finished the race. My mornings were a mad rush of breakfast, getting ready, lunches and a sprint out the door. Dropping the kids at the bus stop, I then fought through traffic to get to school. When I arrived at school, I attacked my "to-do lists". Many of the tasks on the list rarely got crossed off, largely because I myself, had put too many on the list (something I recognize now), and also, because, as department head of a large school, a number of curve balls, questions, and challenges would be thrown my way as soon as I walked in the door. By the time I got to sit down and get to my lists, it was nearly always the afternoon and the last bell had rung. Then I would rush home to get the girls, help them with their homework, drive them to activities, get dinner ready and eat. With a husband who also has an equally successful career and long hours, a lot of the home balance fell on my lap. I am sure many professional working moms can relate.

Then, add Covid-19 and a new way of managing our jobs, our students, and our colleagues emerged. We had to reimagine how we counsel, develop virtual classrooms, attend endless webinars, stage virtual tours of college and university campuses - virtual...everything! Our world as professionals, as parents, as partners shifted and we had to shift with it. Where and how could we find balance in the chaos?

In the spring of 2020, when we were working from home, isolated from each other, doing guidance from my dining room table, I felt very alone and overwhelmed. I was putting out fires, starting at seven o'clock in the morning and working well into the evening. I made the school schedule, talked to students and parents, did course selection, helped students who were struggling with mental health issues...all in isolation. My hours were out of control. I didn't take time to take care of my family and myself. Add homeschooling two children to the day, preparing lunches, answering my own children's questions between Teams meetings, was a juggling act. When I finished the school year, I had the summer to decompress and reflect. I recognized the impact that the three months at home had on me and the toll it took. Upon reflection, for me to be a productive counsellor and to be healthy, I needed to strive to create a better work-life balance and I promised myself that I would start that in September.

Amidst the chaos of this year, this start up, and relearning how to "guide" students

during a pandemic, I am learning, albeit very slowly, to live and embrace the chaos of my day. I am learning not to take everything so seriously. I am learning to pause when I never used to pause pre-Covid-19. I am taking time with my tasks when, in the past, I would rush to meet all my deadlines early. Today, my need to serve my students to the best of my ability is still present but the way I go about it has changed. I am learning to recognize that not all tasks will be completed perfectly and maybe that was a goal I should never have put on myself to begin with. Working during Covid-19 has taught me that it is more important for us to take care of each other than to compile and focus on the "to-do lists" we create.

At my first department meeting of the year, I expressed my new vision and outlook for the year ahead, explaining that while we have a lot of work to do, we need to look at each task through a different lens. The goal is no longer to be the fastest, most efficient, busiest department in the school. Rather, the goal is to service our students and

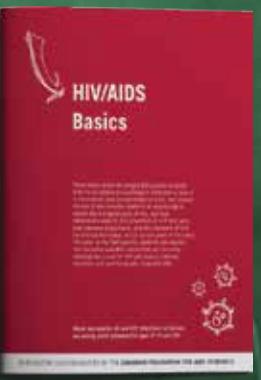
complete our tasks with a reframed mindset: one of health, compassion for all, gratitude and balance. If a deadline was causing anxiety in one or all of us, we would work to help each other with their task before moving onto the next. Instead of doing jobs in the isolation of our offices, we are now working in partnerships to help each other through. One of the biggest decisions I made this year, is to not say YES to every task sent my way. I am trying my best to protect my health and well-being and the well being of my department by being more selective in choosing what tasks to make a priority and what tasks to let go of. I put the student at the heart of every decision and, if the task directly impacts and benefits the student, it becomes a priority.

I am blessed to have the kindest teachers/human beings/friends working alongside me in my department. When we are feeling the stress of all the tasks being downloaded to us, we all pitch in and help each other. We have also started taking short breaks and going outside for walks and fresh air, instead of plowing through



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the day. Our school librarian has offered to help us in Guidance as well and has been instrumental in resetting student passwords and helping get our virtual peer tutoring up and running. Our school chaplain and other members of staff have also noticed the amount of work Guidance has been tasked with and often will come down and treat us to coffee and other goodies. As a guidance team, we are so thankful to be surrounded by so many fantastic colleagues. The chaos that Covid-19 has caused has created a staff that has become so cohesive and unified in helping students and each other that I no longer feel overpowered by the weight of the job. As for attaining work-life balance...well I may never completely achieve the balance, but at least I am trying and recognize that I need to be the change I want to see.

Now I am not saying that I have abandoned “to-do lists.” I just try to work through each list recognizing that they are not a goal to be accomplished within a time frame, but rather a reminder that I have an important job: one that helps students achieve their goals; that helps support staff in



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managing their teaching assignments; that works closely with administration in achieving the school board's mission. More importantly, I have a job and duty to take care of myself during this chaos. I have a duty to leave work at work and to

go home and be present with my family, knowing that tomorrow will come and I will once again try my best – and that my best is all that I can offer. I feel now, more than I ever did before, closer to the balance that I crave and owe myself. 



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COLLEGE OF MEDICINE



# Q&A

**Jerry Wargo,**  
American University of Antigua



## Student's should consider studying medicine in the Caribbean, and here's why!

Year after year, Canadian students persist with applications to universities across the country in an attempt to gain entry to a Faculty of Medicine only to be denied due to the high application rate and limited availability. However, there is another route to pursuing a medical degree that students may consider - and studying in paradise may just be an added perk to the pursuit. Recently we sat down with Gerald (Jerry) Wargo from American University of Antigua to shed some insight into this option.

### 1 Why should a Canadian high school student consider studying medicine abroad?

Like other countries, there simply aren't enough open seats for every aspiring Canadian student who wants to attend medical school. Graduates of accredited international universities can practice medicine back in Canada. Make sure to look for a MD curriculum that is similar to Canadian medical schools and has clinical rotation sites back home. Plus, students studying internationally get more global experience than their peers studying on the mainland—something that's grown more important as the world battles diseases like COVID-19.

### 2 What is the rate of acceptance to international medical schools vs Canadian schools?

The acceptance rate of international medical schools is around 40% vs the 10%-20% of Canadian schools.

### 3 What accreditations should students look for when applying to medical schools outside of Canada?

This is one of the most important questions that I often hear. Accreditation is one of the most important things an aspiring student needs to look for when researching medical schools, because it means an outside agency has favorably reviewed a school's MD program and given it a stamp of approval. Because there is no U.S.-based accrediting agency for Caribbean medical schools, most are instead accredited by the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP), which is seen as the gold-standard accreditation for Caribbean medical schools. If the Caribbean medical school you're considering holds CAAM-HP accreditations, you should consider that a marker of high educational quality.

Also of note: CAAM-HP is recognized by the World Federation for Medical Education/Foundation for Advancement of International Medical Education and Research (WFME/FAIMER). This is important because, after 2023, the Educational Commission on Foreign Medical Graduates (ECFMG) will issue certification only for degrees from a school that is accredited by a WFME-recognized agency.



#### 4 When choosing a pre-med program what should a student be on the lookout for?

When choosing a pre-med program, students should look for one that incorporates the right prerequisite coursework that will prepare them for medical school. Try to find a program that is affiliated directly with a medical school, either through an official articulation agreement or a memorandum of understanding. Finally, make sure they have a high percentage of graduates that go on to medical school.

#### 5 Does the program's length vary dependent on where the study takes place internationally?

Yes, it can vary by location. For example, in the U.S. and in the Caribbean, it is typically four years but in Europe it could be five to six years in length.

#### 6 Do students applying to international medical schools have access to financial assistance such as Canadian student loans?

If the international medical school is approved by the Canadian Ministry of Education then eligible students may qualify for Canadian financial aid, allowing eligible students to receive Canadian federal loans, provincial loans, and participate in grant programs. Other financial assistance could include grants and scholarships specifically designed for Canadian students.

#### 7 How will attending an international medical school affect a student's ability to obtain residency in Canada?

International medical school students have the same opportunity as Canadian medical school students to obtain residency in Canada as long as the medical school has the right accreditations and has clinical sites available in Canada. International medical school students have secured competitive residencies in Canada such as Surgery, Radiology, and Neurology.

#### 8 Upon completion of the program, what is the process to return to practice in Canada?

Canadian students that graduate from an accredited medical school can apply for both the CaRMS Match and US Match. Students in a U.S. residency program can return to Canada to practice after completing training.

#### 9 Is there any advice you can offer to students considering the study of medicine outside of Canada?

I am often asked this question, and there are several decision points that I always ask students to consider when choosing a medical school outside of Canada.

**Number one:** Review the accreditations, recognitions and approvals that each medical school has. There are many international medical school options for students, however, only a few have the appropriate accreditation and approvals that are necessary for students to attain future residencies.

**Secondly,** review the school's statistics for important return on investment areas that often illustrate a school's success. These areas include performance on licensure exams, residency rates, clinical affiliates, and alumni success.

**Finally,** choose the medical school where you feel most comfortable. Consider things like the size of the school, the number of students, faculty credentials, campus facilities, and the university's overall record of success.

Make a list and see which school meets all your needs. If you do your homework you will quickly realize what school is the best fit for you!

**Gerald J. Wargo Jr., MBA, MHRM**, A higher education professional with over 23 years of experience in leadership, admissions, operations and marketing. Gerald has extensive experience educating aspiring physicians of the opportunity of attending medical school in the Caribbean.

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# The Best Youth Can Be!



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### Veronika Copping

"What is particularly remarkable about Veronika is her extracurricular involvement for the City of Surrey. She is the most community minded student that I have advised and continues to involve herself in all kinds of leadership opportunities both on and off campus. She has vast experience with the youth leadership programing as well as 4H initiatives. As well, she is doing all that she can to be involved in service opportunities as a leadership student and on grad council."

~ Carmen Meier



### Vishal Vijay

Vishal Vijay was just 11 when he launched his career as a youth activist. Today, he runs an organization called EveryChildNow (ECN), a national non-profit organization that empowers young people to help other young people. Its programs foster youth activism in support of local and global initiatives designed to promote children's rights and alleviate child poverty by providing for basic needs – food, education, clean drinking water, shelter and health care.



**Canadian School Counsellor** magazine will be awarding scholarships throughout the academic calendar year in memory of it's founder, Trevor Shirtliff to these motivated difference makers. Please submit your application online to nominate a student that you feel deserves the recognition.

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# **Are The Kids Alright?**

Staving off a COVID-19 “echo” mental health pandemic

## **Est-ce que les enfants vont bien?**

### **Éviter une pandémie de problèmes de santé mentale en réaction à la COVID-19**

**By/Par Sean Dolan**

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The arrival of COVID-19 in Canada in the late winter of 2020, and the ensuing lockdown in March, put everyone on edge. What was this mysterious threat to our health? How dangerous was it? Who were the people who were most vulnerable to its effects? How can we avoid getting the coronavirus that could make us have to endure the disease COVID-19?

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L'arrivée de la COVID-19 au Canada à la fin de l'hiver 2020 et le confinement qui a suivi, en mars, a mis tout le monde sous tension. Quelle était cette mystérieuse menace à notre santé? À quel point était-elle dangereuse? Qui étaient les personnes les plus à risque? Et comment pouvions-nous éviter de contracter le coronavirus responsable de la maladie COVID-19?



## Disturbing statistics

Now, months into the pandemic, it should come as no surprise that the emergence of COVID-19 has led to a spike in mental health issues around the world. A Statistics Canada Crowdsource study indicated that the number of people experiencing what they believe to be “poor mental health” tripled in a matter of months – from 8% in 2018 to 24% in the spring of 2020. This perspective was echoed in a Mental Health Research Canada study that reported 22% of Canadians were experiencing “high anxiety” and 13% were dealing with heightened levels of depression. Montreal’s public health agency noted that almost 50% of young people between the ages of 18 and 30 reported that the pandemic had a negative impact on their mental health mostly due to stress caused by job loss and financial stress. Meanwhile, Kids Help Phone experienced a 350% spike in phone calls, prompting the agency to put out an urgent appeal for volunteers.

## Des statistiques inquiétantes

Ce n'est une surprise pour personne : après des mois de pandémie, la COVID-19 a entraîné une hausse des problèmes de santé mentale dans le monde. Une étude fondée sur l'approche participative de Statistique Canada révèle que le nombre de personnes estimant leur « santé mentale mauvaise » a triplé en quelques mois – passant de 8 % en 2018 à 24 % au printemps 2020. Ces conclusions ont été confirmées par un sondage de Recherche en santé mentale Canada indiquant que 22 % des Canadiens éprouvaient une « anxiété élevée » et 13 % un sentiment de dépression accru. La Direction régionale de santé publique de Montréal a également noté que près de 50 % des jeunes adultes de 18 à 30 ans ont rapporté que la pandémie a eu des répercussions négatives sur leur santé mentale, surtout en raison du stress causé par une perte d'emploi ou des difficultés financières. Pour sa part, Jeunesse, J'écoute a connu une augmentation de 350 % de ses appels, poussant l'organisme à recruter des bénévoles de façon urgente.

**"They fear the “echo” as much as anyone and, seeing that mental health was the number one concern before the pandemic, they want to be positioned to deal with this critical issue once things normalize."**

## Overwhelmed but resilient

The pandemic is creating a collective stress that is impacting all of society. While health officials continue to work to contain the spread of the novel coronavirus, mental health officials worry that we are nearing a tipping point that will see society overwhelmed with people who are crippled by anxiety, laid out by depression and unable to cope with on-going isolation.

For the time being, here's the good news (and this might become outdated soon): the COVID-19 pandemic has forced society into a state of resilience. While people are openly admitting to feeling anxious, depressed and isolated, they are recognizing that they need to find ways to cope because the coronavirus pandemic is the current life and death priority - and health care resources need to be focused there. For the most part, people are acknowledging their feelings and trying not to get too overwhelmed. The hope is

## Dépassés, mais résilients malgré tout

La pandémie crée un stress collectif qui touche toute la société. Tandis que les responsables de la santé publique poursuivent leur travail afin de contenir la propagation du nouveau coronavirus, les professionnels de la santé mentale craignent que nous arrivions à un tournant, où nous nous verrons submergés de personnes paralysées par l'anxiété, terrassées par la dépression et incapables de faire face à l'isolement en cours.

Pour le moment, voici la bonne nouvelle (mais elle pourrait devenir obsolète bientôt) : la pandémie de COVID-19 nous a contraints à faire preuve de résilience. Si les gens admettent ouvertement se sentir anxieux, dépressifs et isolés, ils reconnaissent aussi chercher des façons d'affronter la situation, car ils savent que la pandémie est la question de vie et de mort prioritaire actuelle – et que les ressources en soins de santé doivent y être consacrées. La plupart des



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**« Ils craignent les répercussions autant que quiconque et, sachant que la santé mentale était la première préoccupation des jeunes avant la pandémie, ils souhaitent être prêts à gérer cette situation délicate lorsque les choses se normaliseront. »**

that the resilience gained during the pandemic will translate into improved mental health where people can gage what they can handle and build on that strength.

### The “echo” pandemic

However, mental health professionals fear that a reckoning is coming. Canadian Mental Health Association (CMHA) National CEO Margaret Eaton told a parliamentary committee, “The hard truth is that our mental health system in Canada already lacked capacity to meet demand before this pandemic began. We must act now to ensure we are prepared for a surge in mental health problems as a result of COVID-19.”

The experts are calling it the “echo” pandemic. While COVID-19 is the crisis that dramatically changed the way we behave and interact, the accompanying emotional trauma associated with the pandemic could prove to be the “echo” that forces people to sort through a myriad of distressing mental health issues. This is why the mental health community is warning: we better get ready.

gens reconnaissent leurs émotions et essaient de ne pas se laisser abattre. L'espoir réside dans cette résilience acquise pendant la pandémie, qui pourrait contribuer à améliorer la santé mentale de la population. Car les gens auront davantage conscience de ce qu'ils sont capables de tolérer et pourront miser sur cette force.

### La pandémie subséquente

Toutefois, les professionnels en santé mentale craignent que l'heure de vérité approche. « Au Canada, la dure vérité est que notre système de santé mentale manquait déjà de moyens pour répondre à la demande avant le début de la pandémie, a expliqué en commission parlementaire Margaret Eaton, cheffe de la direction nationale de l'Association canadienne pour la santé mentale. Nous devons agir maintenant afin de nous préparer à la vague de problèmes de santé mentale résultants de la COVID-19. »

Les experts l'appellent la pandémie « écho ». La crise de la COVID-19 a profondément changé la façon dont nous nous

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## Preparing for the “echo”

Once society begins to get back to a semblance of normal, the “surge” Eaton is speaking about may hit and Guidance Counsellors could be the first to witness what is coming. Intuitively, guidance counsellors know that mental health concerns are going to be front and centre in the wake of COVID-19. They fear the “echo” as much as anyone and, seeing that mental health was the number one concern before the pandemic, they want to be positioned to deal with this critical issue once things normalize. As of now, most Guidance Departments are functioning in a state of modified lockdown, where access to in-person appointments is either severely restricted or not permitted. Once a modicum of normalcy returns, and students let their guard down, the emotional floodgates may open as those stuck in pandemic isolation fully experience the anxiety and stress they have kept bottled up.

## Some mental health strategies

While mental health experts argue with the government about what steps need to be taken to deal with the potential “echo” pandemic, guidance counsellors can get to work in helping students with some coping strategies right out of the gate.

- **Stay calm** - adolescence is a developmental period prone to emotional mood swings. While an adult might see things through a more stoic lens, adolescents are more



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comportons et interagissons, mais le traumatisme émotionnel lié à la pandémie pourrait être ce qui force les gens à faire le tri dans une myriade de douloureux problèmes de santé mentale. C'est pourquoi le milieu de la santé mentale nous prévient : nous ferions mieux de nous préparer.

## Prêts pour la suite

Une fois que nous aurons retrouvé un semblant de vie normale, la « vague de problèmes » dont parle Margaret Eaton pourrait nous frapper, et les conseillers et conseillères d'orientation pourraient être les premiers à voir venir les choses. Intuitivement, les conseillers d'orientation savent que les problèmes de santé mentale seront au cœur des préoccupations au lendemain de la pandémie. Ils craignent les répercussions autant que quiconque et, sachant que la santé mentale était la première préoccupation des jeunes avant la pandémie, ils souhaitent être prêts à gérer cette situation délicate lorsque les choses se normaliseront. En ce moment, la plupart des services d'orientation sont en confinement partiel : l'accès à des rendez-vous en personne est extrêmement restreint ou interdit. Quand la vie normale reprendra minimalement son cours, les élèves laisseront tomber leur garde. Ils pourraient alors être submergés par un flot d'émotions, puisqu'ils ressentiront pleinement toute l'anxiété et le stress contenus pendant les mesures d'isolement.



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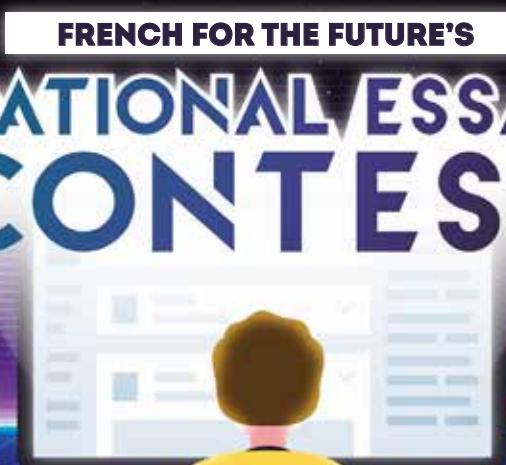


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**We must act now to ensure we are prepared for a surge in mental health problems as a result of COVID-19.”**

## **Nous devons agir maintenant afin de nous préparer à la vague de problèmes de santé mentale résultants de la COVID-19. »**

apt to panic or grow despondent. Guidance counsellors can model calm for their students and encourage a long-term vision regarding fears and anxiety associated with COVID-19. For example, while SARS-CoV-2 and COVID-19 do pose a legitimate health risk, treatment options have improved and vaccines are being tested to mitigate the spread and intensity of the illness. The world is determined to come to terms with the novel coronavirus and headway is being made.

### **Stratégies en matière de santé mentale**

Pendant que les experts en santé mentale et le gouvernement discutent de la marche à suivre pour gérer cette autre pandémie potentielle, les conseillers et conseillères d'orientation peuvent proposer aux élèves des stratégies d'adaptation dès maintenant.

- **Garder son calme :** l'adolescence est une période de développement caractérisée par de fréquentes sautes d'humeur. Alors qu'un adulte peut avoir un regard plus détaché sur les choses, les adolescents sont plus susceptibles de paniquer ou de se décourager. Les conseillers d'orientation peuvent faire preuve de calme auprès de leurs élèves et les encourager à adopter une vision à long terme pour diminuer la peur et l'anxiété liées à la COVID-19. Ils pourraient leur dire, par exemple, que le SARS-CoV-2 et la COVID-19 constituent un risque réel pour la santé, mais qu'il existe maintenant plus de possibilités de traitements et que des vaccins sont à l'essai pour réduire la propagation et la gravité de la maladie. Le monde entier est déterminé à mettre fin à ce nouveau coronavirus, et des progrès ont été réalisés.
- **Rester en contact :** certains étudiants ont décroché et se sont éloignés de leur famille, de leurs amis et de l'école. Les conseillers d'orientation doivent faire de leur mieux pour encourager les élèves à garder le contact – virtuellement, si c'est la seule possibilité – et pour organiser des rencontres en personne (si possible) ainsi qu'au téléphone ou par appel vidéo avec eux. Parfois, pour se sentir connecté à son école, un élève a seulement besoin d'entendre de la bouche d'un adulte bienveillant que « nous sommes tous dans le même bateau ».

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The collage includes four images: a female student in a black top, a male student outdoors, a person scuba diving, and an aerial view of the university campus with the text "Join us and find what inspires you!" and "hilo.hawaii.edu". Overlaid on the collage are five diamond-shaped cards with the text "Inspired by" followed by different themes: INNOVATION (blue), 'AINA (green), EACH OTHER (blue), DISCOVERY (orange), and YOU (red).

- **Stay connected** – some students have dropped away and become disconnected from their family, friends and school. Guidance counsellors can do everything in their power to both encourage students to stay connected – even if “virtual” connections are the only option – and to connect with students via in-person meetings (if that is an option) as well as phone or video calls. Sometimes all a student needs to hear is a message like “we’re all in this together” from a caring adult to feel connected to their school.

• **Encourager l’adoption d’une routine** : une routine prévisible et de bonnes habitudes de sommeil favorisent une bonne santé mentale à tout âge. Auprès de leurs élèves, les conseillers d’orientation peuvent insister sur l’importance de ces comportements pour pouvoir faire face à la pandémie. Ils devraient aussi les encourager à rester actifs – même une marche rapide peut être bénéfique. Il a été démontré que pratiquer de l’activité physique, en se fixant des objectifs réalistes – comme 10 000 pas par jour ou 150 minutes d’activité cardiovasculaire intense par semaine –, peut contribuer au maintien d’une bonne santé mentale. Une autre stratégie à proposer aux élèves : limiter le temps d’écran quotidien. En raison de l’apprentissage en ligne, les élèves sont déjà très dépendants de leurs appareils. Et la succession continue de temps d’écran pour l’école et pour leur vie sociale pourrait accentuer leurs sentiments d’anxiété et d’isolement.

• **Recommander l’acceptation** : La COVID-19 est parmi nous et, si elle ressemble à la grippe, elle ne sera pas éradiquée. Le SARS-CoV-2 connaîtra des mutations, et des vaccins seront créés et ajustés, comme le sont ceux contre la grippe année après année. Notre société a choisi d’adopter une stratégie à long terme pour affronter le nouveau coronavirus. Encouragez les élèves à accepter cette réalité. Ils ont toujours le droit d’être déçus des changements apportés à leurs études secondaires, et frustrés d’être incapables de vivre aussi librement qu’avant, mais accepter une situation, une émotion ou un état est une stratégie d’adaptation cruciale pour faire face à l’adversité.

Ces stratégies d’adaptation à la pandémie ne devraient surprise aucun conseiller d’orientation – nous utilisons déjà ces outils avant la COVID-19. Toutefois, cette période de l’histoire est différente. Si une pandémie de problèmes de santé mentale se profile à l’horizon, les conseillers d’orientation – en tant que travailleurs de première ligne –

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- **Encourage a routine** – a predictable daily routine and proper sleep patterns are good for everyone's mental health. Guidance counsellor's can emphasize the importance of these practices to their students as a way of coping with the pandemic. They should also encourage students to exercise – even a brisk walk would help. Exercise accompanied by attainable goals – like 10,000 steps a day or 150 minutes of intense cardiovascular activity per week – are proven aids in maintaining stronger mental health. Another strategy to build into a student's routine is a limit to screen time. Remote learning has already made people more reliant on their devices. However, a perpetual loop of school-based and socially based screen time could lead to feelings of heightened anxiety and isolation.

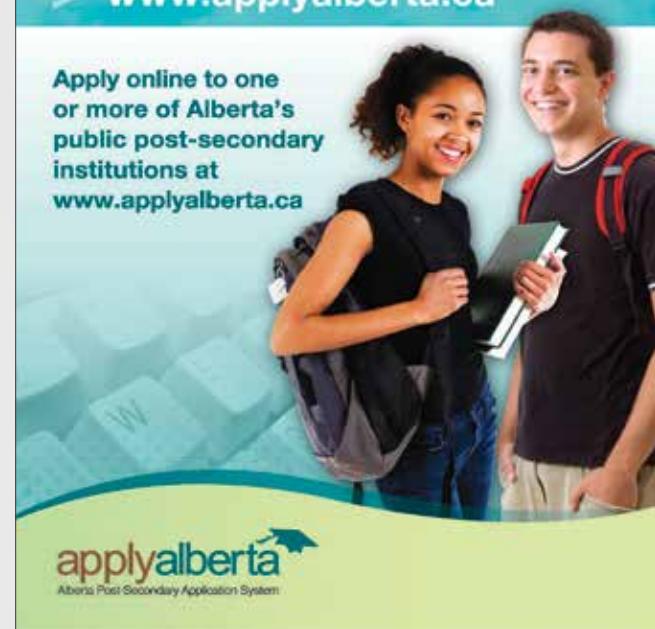
- **Encourage acceptance** - COVID-19 is here and, if it is anything like influenza, will not be eradicated. SARS-CoV-2 will mutate and vaccines will be created and adjusted in the same way that influenza vaccines are created and adjusted. Society is adopting a long-term strategy to deal with this particular coronavirus. Encourage students to accept this reality. They can still be disappointed that their high school experience has been dramatically altered and frustrated that they cannot do the things they were once able to do so freely. Acceptance of a situation, a feeling or a condition is a critical coping strategy when dealing with hardship.

None of these strategies for coping with the pandemic should come as a surprise to guidance counsellors – these are the tools counsellors turned to before COVID-19. However, this epoch in history is different. If a mental health pandemic is on the horizon, guidance counsellors – as frontline workers – can position themselves to stave off the more intense aspects of what might be coming. Through a thoughtful, measured and realistic approach to what is happening in the world, guidance counsellors can listen to the concerns of their students and help them build a resilience that transcends anxiety and stress. In the meantime, guidance counsellors stand on guard, ready to help in case the “echo” pandemic comes to fruition. 

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peuvent se préparer à éviter le pire. À l'aide d'une approche réfléchie, mesurée et réaliste face à ce qui se passe dans le monde, les conseillers d'orientation peuvent écouter les inquiétudes de leurs élèves et les aider à faire preuve de résilience afin de surmonter leur anxiété et leur stress. Entre-temps, les conseillers et conseillères d'orientation restent vigilants, prêts à offrir leur aide si une pandémie « en écho » se concrétise. 



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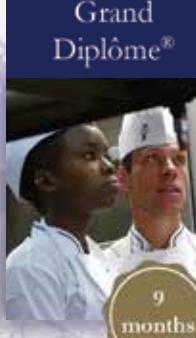
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De l'apprentissage  
au **Sceau rouge**

### The Plumber's Story

When plumbing apprentice Dan White was asked to speak at the First Nations, Metis, Inuit (FNMI) Student Conference, he wanted to communicate the wisdom of choosing a career in the trades. White appeared via video from his union's headquarters and told the students tuning in, "Basically, when you do a trade, you are paid to learn - unlike going to university or college, where you pay to learn and, upon completion, there is no guarantee of a job. When you do a skilled trade, you have a career, you have a future." White also pointed out that plumbing is a Red Seal trade – something that denotes expertise in the field and is a status that is recognized across Canada.

### Histoire d'un plombier...

Invité comme conférencier au First Nations, Metis, Inuit (FNMI) Student Conference, Dan White, apprenti plombier, tenait à montrer à quel point il est sage de choisir un métier. C'est par vidéoconférence depuis le siège de son syndicat qu'il s'est adressé aux étudiants réunis en congrès. L'essentiel de son message : « Si vous exercez un métier, vous êtes payés pour apprendre, alors qu'à l'université ou au collège, vous payez pour apprendre sans même être certain d'avoir un emploi en sortant. En choisissant un métier spécialisé, vous avez non seulement une carrière, mais un avenir. » Le jeune homme a souligné en outre que la plomberie est un métier désigné Sceau rouge, ce dernier étant une norme d'expertise reconnue partout au Canada.

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Dan White found his trade in a fairly typical manner. After working for a few years in the film industry, he yearned for a career that both paid well and allowed him to spend more time with his family. He did his research and discovered that plumbing fit the bill. Now, in the third year of his apprenticeship, White says that his favourite part of the job is working with water. "We pipe water to hospitals, cities and homes. We bring the essence of life to the people. For me, that is pretty awesome, especially being Indigenous." This is the kind of job satisfaction that Guidance Counsellors would like to see for all of their students.

While White enjoyed his work in the film industry, he acknowledges that students seeking financial security would do well to start the process of finding a trade early. This is where guidance counsellors come in. Every province has created incentives for students to pursue careers in the skilled trades. These range from credit bearing courses, cooperative education, paid work experience and college partnership skills training. If a student wants to be a welder, an electrician, a cook or a hairstylist, they can get a leg up on others while they are still in high school. And, while their contemporaries earn a college diploma or university degree, they can earn a living while learning their trade and emerge debt free with a career that could serve them for a lifetime.

Dan White a fait son choix de manière assez typique. Après quelques années dans l'industrie cinématographique, il a eu envie d'une carrière qui paie bien et qui permette de passer plus de temps avec sa famille. Après quelques recherches, il a jugé que la plomberie répondait à ces critères. Maintenant en troisième année d'apprentissage, il constate que ce qu'il aime le plus de ce métier, c'est de travailler avec l'eau. « On achemine l'eau aux hôpitaux, aux villes et aux logements. On apporte aux gens l'essence de la vie. Pour l'Autochtone que je suis, c'est fabuleux! » Une satisfaction que les conseillers d'orientation aimeraient bien observer chez tous les élèves.

Notre apprenti a aimé son passage dans l'industrie du cinéma, mais il prévient les élèves en quête de sécurité financière qu'ils auraient avantage à se mettre rapidement à la recherche d'un métier. Et c'est là que les conseillers d'orientation entrent en scène. Toutes les provinces ont adopté des mesures pour favoriser le choix d'un métier spécialisé : cours ouvrant droit à des crédits, enseignement coopératif, formation professionnelle en partenariat avec un collège et expérience de travail rémunérée. L'élève qui veut devenir soudeur, électricien, cuisinier ou coiffeur peut prendre une longueur d'avance dès le secondaire. Tandis que ses homologues étudient en vue d'un diplôme de collège ou un grade universitaire, il gagne sa vie tout en apprenant son métier et termine son apprentissage sans dette et riche d'une carrière qui pourra le servir sa vie durant.



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## The road to the Red Seal

Let's take a quick look at the path to becoming a Red Seal tradesperson. Guidance counsellors can share this checklist with students to help them find their way:

### The Road to Earning Your Red Seal: A Guide for Students

- ✓ **Get a head start in high school.** Find out the incentives given to high school students to enroll in programs that allow them to pursue a career in the trades (more on that to follow). These are often referred to as pre-apprenticeship opportunities/programs.
- ✓ **Start the apprenticeship in high school.** An apprenticeship is an “earn while you learn” situation where the apprentice works for an employer who teaches them the main ideas/techniques/skills governing their industry. In most cases, the student/apprentice will have to find a sponsor employer who will take them on for the on-the-job portion of process. The in-class portion of their training occurs at trades schools, union halls or colleges for a nominal cost to the apprentice. If an apprentice needs a little financial help, there are loans and grants they can apply for. These include the Canada Apprentice Loan of up to \$4,000<sup>1</sup> for Red Seal trades and the Apprenticeship Incentive Grant of up to \$2,000 over the course of their apprenticeship<sup>2</sup>.
- ✓ **Become a journeyperson.** Over the course of three to five years (depending on the trade), the apprentice will accumulate hours and take part in training that will eventually demonstrate their expertise in the field they have chosen. To become a journeyperson, they will demonstrate to their provinces skilled trade governing body that they have completed their training and pass a certification exam with a minimum mark of 70%. If they become a journeyperson in one of the over 50 Red Seal trades, they can apply for the Apprenticeship Completion Grant worth \$2,000<sup>3</sup>.
- ✓ **Earn the Red Seal.** By the time the one-time high school student gets to this step, most of the work is done. That doesn't mean that earning their Red Seal will be easy – in fact, many journeypersons make unsuccessful attempts to earn this credential. To get their Red Seal they need to meet the qualifications established for their trade in their province and then write the Red Seal exam. The exam consists of 100 to 150 multiple-choice questions that demonstrate their knowledge and expertise in the trade. Red Seal status is a national standard recognized across Canada that denotes their ability to complete the rigors of trade training and demonstrate mastery in their field.

## Le parcours du Sceau rouge

Voici, en résumé, le parcours qui mène aux métiers désignés Sceau rouge. Les conseillers d'orientation sont d'ailleurs invités à distribuer ce guide aux élèves pour les aider à trouver leur voie.

### En route vers le Sceau rouge : Guide des élèves

- ✓ **Prenez de l'avance.** Renseignez-vous sur les mesures d'aide aux études qu'offre votre école secondaire pour les programmes menant à un métier (nous y reviendrons). Il s'agit par exemple de « programme de préparation à la formation d'apprenti » ou de « cours préparatoires à l'apprentissage ».
- ✓ **Commencez votre apprentissage dès le secondaire.** Grâce à l'apprentissage, vous apprenez et vous gagnez! En effet, l'apprenti travaille pour un employeur qui lui enseigne les principaux concepts, techniques et compétences qui caractérisent son secteur. Dans la plupart des cas, vous devez trouver un employeur qui vous parraine et qui est responsable du volet de la formation en cours d'emploi. La formation scolaire, peu coûteuse, se déroule dans une école de métier, un bureau d'embauche syndical ou un collège. Si toutefois vous avez besoin d'un peu d'aide financière, il existe des programmes de prêts et bourses, dont le Prêt canadien aux apprentis, associé aux métiers désignés Sceau rouge, qui peut atteindre 4000 \$, et la Subvention incitative aux apprentis, qui peut atteindre 2000 \$ pour toute la durée de l'apprentissage.
- ✓ **Devenez compagnon.** Pendant trois ou cinq ans (selon le métier), l'apprenti accumule des heures de pratique et prend part à une formation qui lui permettra au bout du compte de montrer à quel point il maîtrise le métier qu'il a choisi. Pour devenir compagnon, l'élève doit prouver à l'organisme provincial régissant les métiers spécialisés qu'il a terminé sa formation et réussir un examen de qualification avec une note d'au moins 70 %. S'il devient compagnon de l'un de plus de 50 métiers désignés Sceau rouge, il peut demander la Subvention à l'achèvement de la formation d'apprenti, d'une valeur de 2000 \$<sup>3</sup>.
- ✓ **Obtenez le Sceau rouge.** À cette étape, le gros du travail est fait, mais l'obtention du Sceau rouge ne va pas de soi : nombre de compagnons s'y essaient sans succès. Pour obtenir le sceau, il faut satisfaire aux critères fixés par la province pour le métier choisi, puis faire l'examen du Sceau rouge, qui comporte de 100 à 150 questions à choix multiples. Vos réponses montrent votre connaissance du métier. Le Sceau rouge est une norme pancanadienne, donc reconnue dans tout le pays. Elle atteste que les candidats satisfont aux rigoureux critères de la formation professionnelle et qu'ils connaissent leur métier.

**"When you do a skilled trade, you have a career, you have a future."**

**« En choisissant un métier spécialisé, vous avez non seulement une carrière, mais un avenir. »**

## How to get a head start

If Dan White could do it all over again, he now knows he could have jumped into his trade while he was still in high school. Most provinces have incentive programs that allow high school students (aged 16+) to pursue a career in the trades and position themselves to be active members of the workforce right after they graduate high school. Here's a snapshot of how it works:

- In British Columbia, the Industry Training Authority (ITA) encourages students to learn about the trades in elementary school. In high school, students can get a head start on their apprenticeship through the **ITA Youth Training Program**.
- In Alberta, the **Registered Apprenticeship Program (RAP)** allows students to earn hours on the job toward their apprenticeship and credits toward their high school diploma.
- The **Saskatchewan Youth Apprenticeship (SYA) Program** allows students to take their Level 1 apprenticeship courses for free and earn 300 hours of trades training – a major head start in the apprenticeship process.

## « Il faut partir à temps »

S'il avait su que c'était possible, Dan White aurait entrepris l'apprentissage de la plomberie dès le secondaire. La plupart des provinces proposent aux élèves du secondaire âgés de 16 ans ou plus des programmes d'incitation au choix d'un métier qui leur permettent d'entrer rapidement sur le marché du travail à la fin du secondaire. Tour d'horizon :

- En Colombie-Britannique, l'Industry Training Authority (ITA) encourage les élèves à se renseigner sur les métiers dès le primaire. Au secondaire, les élèves peuvent amorcer leur apprentissage grâce à un programme particulier de l'**ITA : le Youth Training Program**.
- En Alberta, le **Registered Apprenticeship Program (RAP)** permet aux élèves d'accumuler des heures de pratique en vue de leur apprentissage, ainsi que des crédits admissibles au diplôme d'études secondaires.
- Grâce au **Saskatchewan Youth Apprenticeship (SYA)**, les élèves suivent gratuitement les cours du 1er niveau d'apprentissage et engrangent 300 heures de formation dans un métier spécialisé. C'est un avantage indéniable en matière d'apprentissage.



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- In Manitoba, the **High School Apprenticeship Program (HSAP)** combines high school education with PAID on the job work. Manitoba also has the Youth Build pre-apprenticeship program where students learn to build homes under the guidance of a supervisor as an alternative to attending school. They also get paid for the work they do as long as they complete a weekly academic component.
- **The Ontario Youth Apprenticeship Program (OYAP)** allows students to earn high school credits while working in apprenticeship trades. In some cases, the hours they work count toward their tally on the way to becoming a journeyperson.
- Quebec has a comprehensive vocation-training program that runs as part of an extensive apprenticeship system.
- The **New Brunswick Teen Apprenticeship Program (NBTAP)** allows students to take part in a three-year pre-apprenticeship program starting in Grade 10.
- Prince Edward Island allows grade 12 students to dedicate part of their school year to earning up to 110 hours per designated course toward their apprenticeship in the **Accelerated Secondary Youth Apprenticeship Program (ASAP)**.
- **Nova Scotia's WorkIt Youth Apprenticeship Program** is designed to allow students to find a trade in an effort to meet projected shortfalls in the skilled trade workforce.
- The Northwest Territories and Yukon both have generous apprenticeship programs that allow students to work toward their apprenticeship goals while attending high school.
- **Le Programme d'apprentissage au Manitoba** allie études secondaires et travail rémunéré. Les élèves peuvent aussi se prévaloir du programme de pré-apprentissage Jeunes bâtisseurs, qui remplace la fréquentation de l'école et dans le cadre duquel ils apprennent à rénover et à construire sous la direction d'un superviseur. Les participants sont rémunérés s'ils suivent le volet scolaire du programme.
- Les participants au **Programme d'apprentissage pour les jeunes de l'Ontario (PAJO)** obtiennent des crédits en vue du diplôme d'études secondaires tout en exerçant un métier d'apprentissage. Dans certains cas, leurs heures de travail sont comptabilisées en vue du statut de compagnon.
- Le Québec offre un programme de formation professionnelle exhaustif, dans le cadre d'un système d'apprentissage très complet.
- Les élèves qui s'inscrivent au **Programme d'apprentissage pour les jeunes du Nouveau-Brunswick (PAJNB)** participent à un programme de pré-apprentissage de trois ans dès la 10e année.
- À l'Île-du-Prince-Édouard, les élèves de 12e année peuvent consacrer une part de leur année scolaire à des cours (jusqu'à concurrence de 110 heures) admissibles au programme d'apprentissage appelé **Accelerated Secondary Youth Apprenticeship Program (ASAP)**.
- **Le programme d'apprentissage WorkIt**, de la Nouvelle-Écosse, aide les jeunes à trouver un métier qui leur convient, le tout dans le but de combler la pénurie de main-d'œuvre qui guette les métiers spécialisés.
- Terre-Neuve-et-Labrador collabore avec l'organisme Compétences Canada à la promotion des métiers spécialisés.



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**50 YEARS**

In other words, every student in Canada is – to at least some degree – positioned to get a head start on the path to his or her Red Seal certification. For guidance counsellors, the biggest challenge will be to steer students toward the skilled trades given the overwhelming push toward post-secondary schooling by parents. However, the data is clear:

- The skilled trades are rife with opportunities as the aging workforce retires.
- Skilled trade apprentices can graduate with no debt (vs. thousands of dollars of debt for college and university grads).
- The “earn while you learn” approach puts students in a position to earn a lot of money by the time they attain journeyperson status (around the same time that their peers finish their college and university programs).
- Over 50 apprenticeship trades can lead to the nationally recognized Red Seal certification that allows the tradesperson to have their abilities honoured right across Canada.

While Dan White’s road is both valuable and admirable, today’s students could get a head start on their career with the right advice and a bit of determination. Canada is actively seeking and providing incentives for skilled tradespeople. Maybe it’s time for our students to capitalize on these opportunities. 

- Les Territoires du Nord-Ouest et le Yukon offrent de généreux programmes d’apprentissage accessibles aux futurs apprentis dès le secondaire.

Autrement dit, partout au Canada, les élèves peuvent partir du bon pied, dans une certaine mesure, sur le chemin du Sceau rouge. Pour les conseillers d’orientation, le grand défi consiste à les aiguiller vers les métiers spécialisés, alors même que les parents insistent en grande majorité sur des études postsecondaires. Pourtant, les statistiques sont éloquentes :

- Les métiers spécialisés sont riches de débouchés, puisque la main-d’œuvre vieillit et se retire.
- Les apprentis obtiennent leur diplôme sans s’endetter (alors que leurs camarades du collège et de l’université doivent rembourser des milliers de dollars).
- Comme ils sont rémunérés tout en apprenant, les élèves auront déjà gagné de l’argent quand ils deviendront compagnons (à peu près au moment où leurs camarades termineront leur programme de collège ou d’université).
- Plus de 50 métiers d’apprentissage peuvent mener au Sceau rouge, cette qualification reconnue qui garantit aux gens de métier la reconnaissance de leurs compétences partout au Canada.

Le parcours de Dan White est inspirant et admirable, mais comme il le souligne lui-même, les élèves peuvent prendre une longueur d’avance pour peu qu’ils reçoivent de bons conseils et qu’ils aient une certaine dose de détermination. Le Canada cherche activement des gens de métier et a d’ailleurs pris des mesures pour susciter les vocations. Il est temps que nos élèves tirent parti des possibilités offertes. 

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As an industry, we’re building programs to encourage a more diverse group of Canadians to consider construction as a career of choice.

Visit [talentfitshere.ca](http://talentfitshere.ca) to see real stories from talented people in our industry and explore all the opportunities. Get started today!



## Top Ten Red Seal Trades in Canada

Construction Electrician  
Carpenter  
Welder  
Steamfitter/Pipefitter  
Automotive Service Technician

Industrial Mechanic (Millwright)  
Heavy-Duty Equipment Technician  
Plumber  
Cook  
Hairstylist

For a list of all the Red Seal trades, go to Red Seal Program Canada at [www.red-seal.ca.html](http://www.red-seal.ca.html).

## Les 10 métiers Sceau rouge les plus demandés au Canada

Électricienne ou électricien en construction  
Charpentière ou charpentier  
Soudeuse ou soudeur  
Tuyauteuse ou tuyauteur et monteuse ou monteur de conduites de vapeur  
Technicienne ou technicien en entretien automobile  
Mécanicienne ou mécanicien industriel (de chantier)  
Technicienne ou technicien en équipement lourd  
Plombière ou plombier  
Cuisinière ou cuisinier  
Coiffeuse ou coiffeur

Voyez la liste entière des métiers désignés Sceau rouge sur le site du programme Excellence Sceau rouge, à l'adresse [www.red-seal.ca.html](http://www.red-seal.ca.html).

<sup>1</sup> <https://www.pca-cal.ca/en/Home>

<sup>2</sup> <https://www.canada.ca/en/employment-social-development/services/funding/apprenticeship-incentive-overview.html>

<sup>3</sup> <https://www.canada.ca/en/employment-social-development/services/funding/apprenticeship-completion-overview.html>

<sup>1</sup> <https://www.pca-cal.ca/fr/Accueil>

<sup>2</sup> <https://www.canada.ca/fr/emploi-developpement-social/services/financement/incitative-apprenti-apercu.htmlapprenticeship-incentive-overview.html>

<sup>3</sup> <https://www.canada.ca/fr/emploi-developpement-social/services/financement/achevement-apprenti-apercu.html>

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# Have you considered a CAREER in a SKILLED TRADE?

Taking the right courses during high school is fundamental to being successful in the skilled trades.

The skilled trades industry offers students a variety of rewarding and remunerative career opportunities. Embarking on job skills programs that are being offered in High Schools across Canada will benefit young people like yourselves in recognizing/identifying the right skilled trade and apprenticeships as a career of choice

An apprenticeship with the Canadian Union of Skilled Workers is an excellent choice for those ready to step out into the workforce and build their future now.

## About CUSW

CUSW is a national Canadian union comprised of over 3,000 members. We are building a community of blended skilled knowledge workers, progressive employers, entrepreneurs and other partners towards a better Canada, thriving communities and better workplaces.

**The top 3 reasons to consider a career in the trades:**

### 1 EARN WHILE YOU LEARN

Apprentices receive on the job training

### 2 TRADES ARE IN DEMAND

With over 150 careers to choose from

### 3 BE PART OF BIG CHANGE

Trades play a key role in our economy

**Learn more about our program prerequisites in the grid below.**

CURRENT APPRENTICESHIPS AND PREREQUISITES	Gr. 12 English or French and Gr. 12 Mathematics	Gr. 11 Physics (or higher)	1 Senior Science (Gr. 11 or higher) *	2 year Instrumentation and Control Technician Diploma
Powerline Technician (434A)	✓			
Sheet Metal Worker (308A)	✓	✓		
Plumber (306A)	✓	✓		
Carpenter (403A)	✓	✓	✓	
Electrician (309A)	✓	✓	✓	
Iron Worker (420A)	✓	✓	✓	
Millright (433A)	✓	✓	✓	
Steamfitter (307A)	✓	✓	✓	
I&C Technician (447A)	✓	✓	✓	✓

\* Ex. Chemistry, Biology, Electrical Shop, Manufacturing or Transportation Technology

**HAVE QUESTIONS?**

email: [apprenticeship@cusw.ca](mailto:apprenticeship@cusw.ca)

**READY TO APPLY?**

visit: [cusw.ca/apprenticeship](http://cusw.ca/apprenticeship)





# Canadian Union of Skilled Workers

## Do you know a student thinking about a Career in a Skilled Trade?

Do you know a student thinking about a Career in a Skilled Trade?

The Canadian Union of Skilled Workers is currently accepting applications online for the following apprenticeship programs:

- Construction & Maintenance Electrician
- Powerline Technician
- Instrumentation & Control Technician
- Steamfitter Apprenticeship Program
- Carpenter Apprenticeship Program
- Industrial Mechanic Millwright Apprenticeship Program
- Ironworker Apprenticeship Program
- Sheet Metal Worker Apprenticeship Program
- Plumber Apprenticeship Program

### The Application Process:

Before your student begins the application process, please have them review our program pre-requisites and make sure they meet the minimum requirements set forth for the programs. A valid CPIC check is considered an asset.

The following list of items will be needed to complete the application:

- School transcripts (i.e. High School, Apprenticeship trade school, College, University, Vocational/Technical Schools)
- Resume
- Cover letter
- Reference letter(s) (if applicable)
- Apprenticeship training agreements (if applicable)

Applications must be submitted with transcripts showing completion of the minimum requirements.

### The Pre-Select Process:

If an applicant meets the minimum requirements that are listed on the CUSW website, their information will be added to our new applicant database and will be reviewed by the apprenticeship training committees. The apprenticeship training committees will review the applications and make the final decisions on the selection and recruitment process. If an applicant is selected for an interview and succeeds, they will then be added to the Pre-Select list. Please note that our associated employers will hire directly from the Pre-Select list and each applicant on the Pre-Select list has the opportunity to stay on the list for 1 year.



For more information on our Apprenticeship Programs please visit: [cusw.ca/apprenticeship](http://cusw.ca/apprenticeship)



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# The Southern Alberta Institute of Technology

## We inspire, educate and innovate, with and for our students. Everyone is touched by technology when they study at SAIT.

SAIT is a technology hub disguised as a post-secondary institution. At the School of Construction, we're dedicated to delivering industry-driven, technology-focused programs for all aspects of the construction industry — design, development, construction design and drawings, tendering, procurement, structural build, finishing, operations, maintenance and project management.

We work closely with industry leaders to ensure that what we teach today applies directly to students' career when they graduate. Our instructors are seasoned professionals both in the classroom and on the jobsite, bringing real-world expertise and a passion for education to every learning experience.

Throughout our programs, our instructors use a blend of theory and practice that gives students the opportunity to get hands-on with software, equipment and group projects. We challenge our students to think critically, solve challenging problems and further develop and refine their knowledge. We give them projects that focus on community issues, industry challenges and innovative ideas.

Although the pandemic has shifted the delivery of a few of our hands-on components through video for some programs, we are committed to ensuring our students' learning outcomes are met. Many of our programs, including apprenticeships, pre-employments and many of our diplomas, are currently training in labs with social distancing and safety measures.

### **Program focus: Civil Engineering Technology**

**Length:** 2 Years | **Credential:** Diploma

Passion for building and technology collide in our Civil Engineering Technology program. In this program, students learn to work on teams that design and move building programs through engineering and construction. Students in this program need strong skills in math, science and technical communications. These skills are applied to buildings, subdivisions, roadway and bridge design projects. Students get hands-on learning by building a house, they explore the strengths of building materials, mix and test concrete and asphalt samples as well as discover the importance of soil mechanics for building projects.

Help your students find their future career as a:

- civil engineering design technologist
- traffic technologist
- building inspector
- materials testing technologist
- estimator
- construction project coordinator
- drafting technician

### **Program focus: Bachelor of Science Construction Project Management**

**Length:** 4 years | **Credential:** Bachelor Degree

A hands-on construction degree that means business. Our Bachelor of Science Construction Project Management program combines practical skills with theoretical knowledge and the hands-on technical training students need to succeed in the global construction, engineering and oil and gas industries. Designed by industry, for industry, our students learn about the intricacies of construction project management including the design, tender and facilities management skills industry needs. Students graduate with managerial, scientific, technical and applied knowledge — they can hit the ground running in their new career.

Help your students find their future career as a:

- assistant construction manager
- assistant project manager
- site supervisor
- construction inspector
- project coordinator
- project document controller
- assistant project coordinator
- project assistant
- assistant site supervisor
- junior estimator
- entrepreneur



Visit: [sait.ca](http://sait.ca) to learn about all programs in the School of Construction, including pre-employment and apprenticeship programs.



## Office to Advance Women Apprentices

### Growing Career Prospects for Young Women

In Canada women make up more than half the workforce and - even though there are more than 1.2 million construction workers - women represent only about 4% of the people working in the construction trades. Unfortunately, young women in this country often don't know about the many opportunities available to them in the trades. That's where guidance and career counsellors come in.

### Here To Help

The Office to Advance Women Apprentices has been established in six provinces (Newfoundland and Labrador, Nova Scotia, New Brunswick, PEI, Manitoba, and Saskatchewan) to help women to find and build upon opportunities in the skilled trades. We work with many government, school, and community partners to identify young women interested in trades, as well as women already working through their trades education, and offer support and services to help increase women's participation in skilled trades sectors across the country.

As skilled trades shortages impact our economy and our ability to achieve great heights in the construction, manufacturing, automotive, mining, and welding sectors, our office works to reduce stigma and increase women's success rates with wrap-around services like resume building and mentoring.

### Opportunity Abounds

Companies across the country recruit from our office and database of qualified, local female workers. Career and guidance counsellors are in a unique position to demonstrate the many advantages of careers in the trades to so many future female leaders. Want to help us achieve our goals? Get in touch and schedule an appointment or ask for information for your school's career planning programs.



For more information, please visit: [womenapprentices.ca](http://womenapprentices.ca)

**ARE YOUR STUDENTS  
CONSIDERING A CAREER  
IN THE SKILLED TRADES?**

The Office to Advance Women Apprentices works to promote the skilled trades as a career choice for young women. **Get in touch with us for information and resources to help young women discover a future in the trades.**



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# Saskatchewan Indian Institute of Technologies

SIIT is a First Nation-governed educational institution, one of only four credit-granting post-secondary institutions in the province – and the only accredited Indigenous institution. SIIT provides adult learners with academic, vocational and technical training as well as services and supports for employment and career growth. Provincial in scope, SIIT has campuses in Saskatoon, Regina and Prince Albert as well as nine career centers located throughout the province. SIIT is also invited into numerous First Nation communities each year to partner in program delivery. Indigenous learners are at the core of SIIT, representing over 90% of the student body.

## Innovative Programs

SIIT boasts a wealth of programs in business & technology, health & community studies, trades & industrial as well as basic education.

**Post-Secondary Programs:** Business, Educational Assistant, First Nations Child Care, Health Care Aide, Indigenous Practical Nursing, IT Support Specialist, Mental Health & Wellness, Orientation to Daycare and HeadStart

**Trades & Industrial** – Diploma and Apprenticeship Level Programs: Auto Body Repair, Automotive Service Technician Preparation, Concrete Forming, Construction Worker Preparation, Heavy Equipment Operator, Guest Services Representative, Mining Industry Pre-Employment Program, Outdoor Power Equipment Repair, Residential Renovation and Construction, Scaffolding, Tri-Trades, Steel Stud and Drywall, Volunteer Firefighting Training

**Trades & Industrial** – Testing and Certification: Canadian Welding Bureau (CWB) Test Preparation, Carpentry Refresher

**Adult Basic Education:** Adult 10, Adult 12, ABE Bridging to Adult 12 Program, Essential Skills for the Workplace

## Wrap Around Support

SIIT seeks to ground learners, with access to supports that focus on the Indigenous worldview. This approach ensures students have a strengthened sense of identity and pride. One of SIIT's innovative approaches is the Wrap Around Student Support model, which focuses on the entire student 'life cycle' with an emphasis on establishing points of contact from initial inquiry to post-training.



Learn more at: [siit.ca](http://siit.ca)



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# **DO YOU KNOW A HIGH SCHOOL STUDENT CONSIDERING A CAREER IN THE WELDING TRADES?**

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## Weldtech Training

### Since 1986 we proudly continue to lead the industry for Welding Training.

With thousands of welding jobs available from coast to coast in Canada – the skills trade shortage is being felt by industry. If your students are looking to explore a future in the trades, welding can offer them a successful career path.

Welders can work in a variety of sectors from manufacturing, construction, oil & gas, aerospace, etc. With the right education a welders skills should take them across all industries, so welders are able to shift from one industry to the next – meaning that there is always a constant supply of work.

At Weldtech Training, we specialize in providing welding courses for our students looking to start a successful career. Welding courses such as our Welding Technician Program is designed for students looking to enter the welding industry.

#### How We're Different:

- Programs that are based on the Students Objectives
- Highly qualified instructors
- Smaller class sizes

At Weldtech we bring the real world to our training. Not only will students be learning the principles of welding through both aspects of theory and hands on training with our Certified Instructors, they will also be given blueprints with the assignment of fabricating using their newly found trade skills.

Weldtech's Welding Technician Program is designed to get students industry Ready.



Learn more at: [weldtechtraining.ca](http://weldtechtraining.ca)



# Int'l Assn of Heat and Frost Insulators and Allied Workers

## Now is your chance to Help Your Students Transform Their World

We want to help you better your students and offer them an opportunity to become a Mechanical Insulator through the Provincial and Red Seal Heat and Frost Insulator program.

We're looking for dedicated individuals to train as MECHANICAL INSULATORS through the Provincial and Red Seal Heat and Frost Insulator program.

As a counselor, you have the opportunity to encourage your students to see past conventional notions of what their futures may be. With your guidance and direction, you can help your students transform their lives and their world, while helping them to secure a bright future with industry-recognized Red Seal training.

You can introduce them to an exciting, lifetime career with the International Association of Heat and Frost Insulators and Allied Workers... commonly known as the Insulators Union.

Today's union insulator is skilled in the installation of mechanical insulation, fire stopping, asbestos and lead mitigation or abatement, sound attenuation and specialty fabrications required in custom mechanical insulation installations for commercial, industrial, medical, bio-technical, governmental and educational facilities among other customer types.

The Heat and Frost Insulators Union has persevered since 1903, a testament to our founders' commitment to the dignity, skills and well-being of our membership. For more than 115 years our union has endured, through good times and bad, in peacetime and at war, through economic depression and prosperity, in favor and out of favor with governments and politicians. Through it all we not only have survived; we have flourished.

*Nous recherchons des personnes dévouées pour former des ISOLATEURS MÉCANIQUES dans le cadre du programme provincial et Sceau rouge d'isolateurs contre la chaleur et le gel.*



Find additional information and details for our training centers across Canada, visit: [insulators.org/counsellor](http://insulators.org/counsellor)

Pour voir les informations en français : [insulators.org/counsellor-fr](http://insulators.org/counsellor-fr)

We're looking for dedicated individuals to train as  
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SOURCE



# Algonquin College

The Algonquin Centre for Construction Excellence (ACCE) offers a number of programs that support the construction industry such as apprenticeship and skilled trades developed to Red Seal standards, engineering technician and technology and building science.

Sustainable construction and impressive features inside ACCE make it an ideal environment for students from a variety of disciplines to learn, collaborate and share knowledge.

Opened in September 2011, the LEED® Platinum accredited Algonquin Centre for Construction Excellence brings the next generation of carpenters, plumbers, civil engineering technologists, interior designers, and many other skilled trades and professions under a single, green roof in this one-of-a-kind living laboratory.

Algonquin College has been training students for over 45 years. Out of approximately 20,000 students over 2500 are enrolled in skilled trades programs. The construction sector continues to be a robust and resilient economic driver of prosperity with above average talent needs especially in Ottawa and the surrounding region due to ongoing infrastructure investments and growth in residential housing.

## Is your student looking for scholarship opportunities?

The W. Garfield Weston Foundation generously supports 165 Algonquin College students over a three-year period through the Weston Family Scholarship in the Skilled Trades. Through this initiative, 95 post-secondary students and 70 apprentices at Algonquin campuses in Ottawa, Perth and Pembroke will benefit from more than 365 awards. The awards will go to students pursuing careers in the transportation, manufacturing and construction sectors – industries currently undergoing a labour shortage across Canada. Beyond financial help, these Weston Family Scholars will also receive ongoing social and career support – including mentorship and co-curricular activities.

**Weston Family Post – Secondary Scholars** will receive an initial value ranging from \$1,500 to \$3,000 applied towards student accounts. **Weston Family Scholars** who mentor current and prospective students in skilled trades; participate in co-curricular activities; and maintain a minimum of 3.0 grade point average will be awarded an additional \$1,000 per term, up to a maximum of \$4,000. **Weston Family Apprenticeship Scholars** will receive an initial award of \$400 for tuition plus a \$1,000 award for participating in mentoring and co-curricular activities.



To learn more about Skilled Trades at Algonquin College, visit: [algonquincollege.com/future-students/skilled-trades-lcp](http://algonquincollege.com/future-students/skilled-trades-lcp)

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# Centennial College

## Centennial College pivots quickly to the new reality

When the Ontario government declared a state of emergency on March 17, closing many establishments as COVID-19 cases started to rise dramatically, Centennial College was already implementing a plan to pivot to online learning.

After suspending classes for one week, Centennial faculty worked collaboratively and rapidly to shift their curriculum online, a boon to domestic and international students, especially.

Knowing that vulnerable students don't always have up-to-date technology, the college moved quickly to order 5,000 Chromebooks from a U.S. supplier so that the laptops could be loaned to learners in need. Despite extraordinary demand for the computers from schools and institutions across North America, Centennial delivered the devices within weeks to help ensure its students could resume their studies virtually.

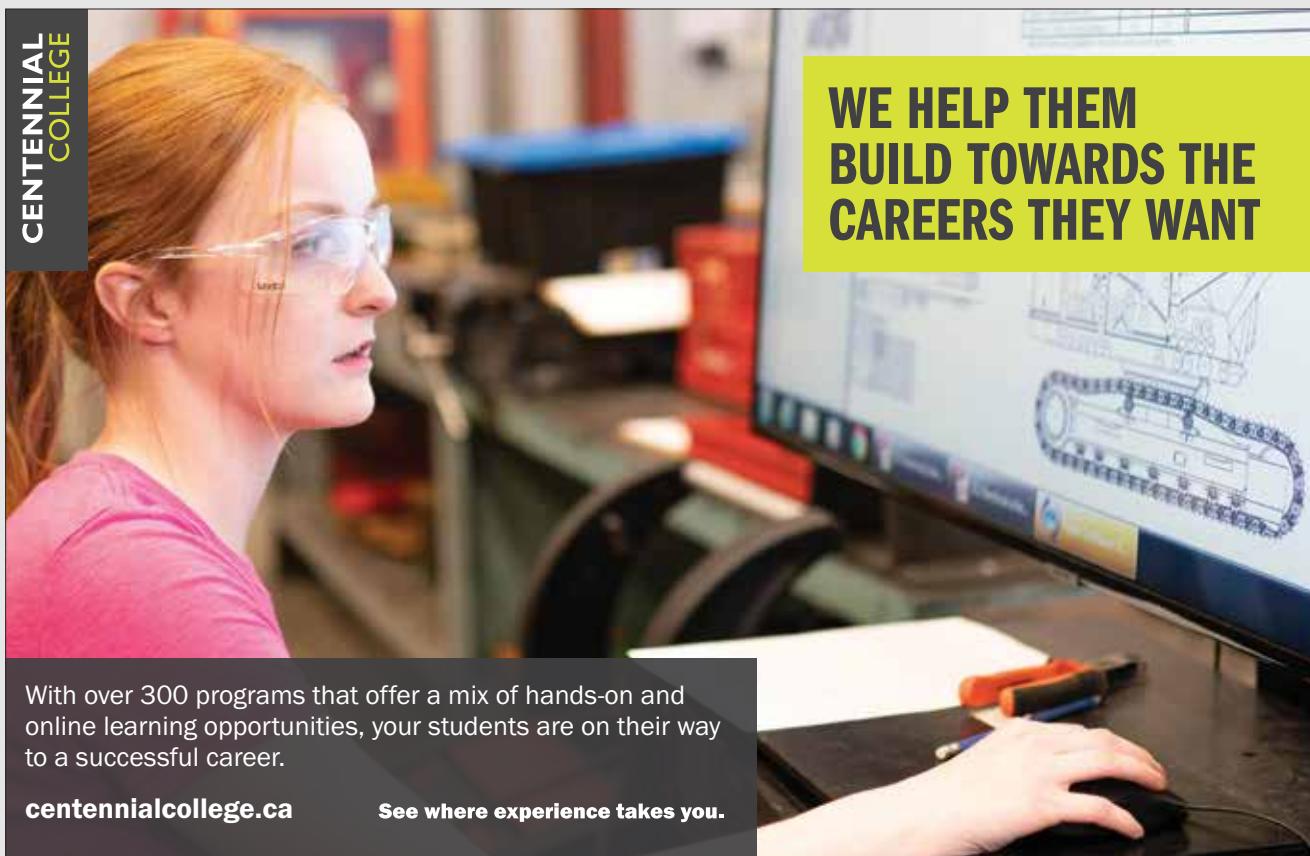
The Centennial COVID-19 Relief Bursary was established to support students who are struggling with urgent financial needs during the pandemic. It provides both domestic and international students with emergency funds to pay for essentials such as food and housing. It also pays for internet services to facilitate online learning for those students who don't have access at home.

To further assist with financial need, Centennial refunded a pro-rated amount of its ancillary fees, such as locker rental and parking costs – services that were closed or inaccessible due to the pandemic. Almost \$2 million in funding and fees were returned to students' pockets in the winter semester, with subsequent semester fees adjusted lower to reflect the new service model.

No doubt the pandemic will continue to present challenges. We carefully consider every decision to support the academic, career, social and personal development of our learners, believing that financial hardship should not hinder access to education. Our curriculum, teaching and co-curricular opportunities demonstrate that we value the diverse profiles of our students and strive to create ideal conditions for their learning, development and satisfaction.



Learn more at: [centennialcollege.ca](http://centennialcollege.ca)



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# COVID-19 and Fall 2020: Impacts on U.S. International Higher Education

**As evidenced by ongoing uncertainty over the results of the U.S. presidential election, 2020 has been turbulent – the impact is global and, for higher education institutions and international students among others, often local and personal. The COVID-19 pandemic, as well as social, political, and policy factors, have shaped the fall term on campuses across the U.S. These factors, along with the outcome of yesterday's election, will have long-term effects on the United States' ability to attract international students.**

To assess the impact of emerging trends over the spring and summer, WES conducted surveys of prospective students in April, June, and August. These surveys captured the views of both international students who study on temporary student visas and internationally educated immigrants with more permanent status in the U.S.

We published our latest findings on November 3. The report, Covid-19 and Fall 2020: Impacts on U.S. International Education<sup>1</sup> focuses on results from June and August. These findings shed light on how international student views of study in the U.S. may evolve in the medium- to long-term.

The report addresses findings about the varying perspectives of the two groups of prospective students:

- International students are individuals who require a student visa, typically an F-1 or J-1 visa, to pursue education in the U.S.
- Internationally educated immigrant students are those who (a) are looking to pursue a U.S. education, (b) have attained other educational credentials abroad, and (c) have obtained any form of permanent or immigrant status in the U.S. This includes permanent residents, U.S. citizens, refugees and asylees, and those holding immigrant visas. All of these students were residing in the U.S. at the time of the survey.

The distinction between these two groups of students is important.

The views of immigrant students are easily lost in the international education conversation, as these students are typically classified as domestic students for the purpose of enrollment, though they often hold educational credentials from another country and have grown up or spent a significant amount of time abroad. They are an important segment of students, particularly given the decline in enrollments among domestic students that began a decade ago. As of 2018, immigrant students and second-generation U.S. citizens represented nearly 28% of all U.S. higher education enrollment.

## DO STUDENTS STILL WANT TO ENROLL IN U.S. HEIS?

As of August, over half of prospective international students and around two-thirds of prospective immigrant students indicated that COVID-19 had not affected their intent to enroll at U.S. institutions.

However, we did see changes in both groups' enrollment interest between June and August. Specifically, a greater percentage of international students said that their interest in studying in the U.S. had declined (29% were less interested in August compared with 22% in June). The percentage of immigrants who reported less interest in enrolling at U.S. institutions ticked up marginally (from 9% to 13%). The numbers of immigrant students who were more interested also declined: from 28% to 21%.

Recent data released by the National Student shows that from Fall 2019 to Fall 2020, there was a decrease of nearly 14% for undergraduate international students and nearly 8% for graduate international students. (Overall, undergraduate enrollment nationwide decreased, while graduate enrollment modestly increased.)

## WILL STUDENTS BE ABLE TO TRAVEL TO AND ENTER THE U.S.?

Throughout the summer, the ability to secure a visa and enter the U.S. were top concerns of prospective international students outside of the U.S. In June and August, international students expressed concerns about maintaining their health while traveling, but even more were concerned about

obtaining visas. The proportion of those who were "extremely concerned" about their health and that of their family while traveling went up from June (37%) to August (44%).

Recent events are unlikely to allay concerns. The U.S. continues to restrict travel from several key countries and because of the pandemic, as of late October: Brazil, China, Iran, Ireland, the United Kingdom, and the Schengen Area of Europe. The borders with Canada and Mexico also remain closed to all except to allow "essential travel."

Meanwhile, many U.S. embassies and consulates around the world closed at the start of the pandemic and only began gradually reopening, often with limited functionality, starting around midsummer. Resurgence of the virus in hot spots around the globe may cause renewed delays.

## WILL STUDENTS TAKE ONLINE-ONLY COURSES?

A growing number of prospective international students said they would not be willing to attend online-only courses. In August, nearly half of all such students surveyed said they would not be willing to attend such classes, up from only 32% in April.

This decline in interest in online-only coursework tracks recent events: In July, the U.S. Department of Homeland Security's Immigration and Customs Enforcement (ICE) division issued a policy restricting new international students from coming to the U.S. for online-only courses. Students staying in their home countries to take such courses face a number of challenges that may discourage enrollment. Those based in countries such as China and India may be required

# University of Michigan-Flint

is one of the three campuses of the world-renowned University of Michigan system, and students graduating from any of the three campuses (Ann Arbor, Flint, and Dearborn) all join the same alumni association which is one of the largest and most influential living alumni networks in the world.

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to attend courses that meet live in the middle of the because of time zone differences; poor internet connections may affect delivery of classes; and the online experience is not conducive to the development of the social (and ultimately professional) networks that can be so crucial to students who come to the U.S. from abroad. In contrast, most immigrant students remained willing to take online-only courses.

### WHAT OTHER OPTIONS ARE STUDENTS CONSIDERING?

By far the most considered option for prospective international students is delaying enrollment at a U.S. institution, indicating that a U.S. education is still highly desirable for many. Relatively small numbers of international students are considering not pursuing higher education at this time, studying in their home countries (not included in the chart), or enrolling in fully online degree programs from U.S. institutions.

Internationally educated immigrants, in contrast, are very interested in U.S. online degree programs. These students are much less likely to worry about legal status in the U.S., or the logistical challenges of studying online. Additionally, many are likely similar to non-traditional college students in that they have full-time jobs and families to support. Online options may be more attractive.

**Originally published on:** <https://wenz.wes.org/>

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**To view the entire article and access the full report, please visit:**  
<https://wenz.wes.org/2020/11/covid-19-and-fall-2020-impacts-on-u-s-international-higher-education>

<sup>1</sup> <https://knowledge.wes.org/research-report-covid-19-and-fall-2020.html>



The advertisement for Community Colleges of Spokane features a collage of images and text. At the top left is the logo with three mountains and the text "Community Colleges of Spokane". To the right is a photo of autumn foliage. Below the logo is the slogan "Where Dreams Meet Reality". A group of diverse students is shown in a classroom setting. To the right, a list of "High Demand Programs" is presented with checkmarks and orange dots. The programs listed are: Physical & Occupational Therapy Assistant, Health & Recreation, Sonography, and Paralegal. Below this is a list of four benefits with checkmarks: Affordable pathways to top U.S. Universities, Easy Admissions Process, No SAT/ACT required, and Award winning Athletics. To the right of the "Athletics" benefit is a photo of a soccer player. At the bottom is a large photo of a modern brick building with large glass windows. To the right of the building is the text "Learn more and apply today at: scc.spokane.edu | sfcc.spokane.edu | globalprograms@ccs.spokane.edu". Below this is the text "Community Colleges of Spokane provides equal opportunity in education and employment."





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When it comes to the required lab time to apply that theory, not everything needs to be digital. Small cohorts, physical distancing and enhanced sanitization measures make it possible for students to learn and practice hands-on skills in our state-of-the-art labs and classrooms. This blended delivery of virtual and in-person training will allow our students to develop the skills they need for success in their future careers in business, construction, energy and environment, hospitality and tourism, health, information and communications technologies, manufacturing, and transportation.

Pipe Trades instructor Fred Brezke has already been incorporating advanced technology into his teaching, and his students love it and want to see more of it. Thanks to 3D modelling and AR, teaching the theory of trades is possible online.

SALT instructors in our culinary programs have used Microsoft Teams and social media platforms like YouTube to deliver captivating video tutorials on the intricacies of culinary skills such as cake decorating, meat preparation and plating.

SALT's Optician diploma program, one of SALT's newest diploma programs in the School of Health and Public Safety, is using a 3D replicate of an eye for students to practice their skills on. You'll find students in our automotive programs using augmented reality to transform photo diagrams into interactive models for a better understanding of the material. Students in the Radio, Television and Broadcast News program carry on despite physical distancing by contributing content remotely with Open Broadcaster Software and using Microsoft Teams for interviews.

Technology such as Building Information Modeling (BIM), Virtual Design Construction (VDC), 3D modelling and Virtual Reality (VR) software became an important component of changing our hands-on learning from IRL to online.

Our Centre for Learning and Technology developed a course for all faculty to prepare for and deliver their course materials online – ensuring our students were set up for success with faculty who could assist them every step of the way.

The challenge to deliver these skills to our students virtually was met with enthusiasm. Instructors across all programs rose to the challenge, finding unique ways to bring the in-class experience online.

In response to COVID-19, SALT had to rethink program delivery and pivot quickly to ensure a safe learning environment for our community of students, faculty and staff. As a technical training institution that provides students with industry-relevant skills, how could our applied, hands-on education model translate to a digital experience for students?

## Hands-on learning in a virtual world

### The Southern Alberta Institute of Technology

[sait.ca/GetHired](http://sait.ca/GetHired)

Learn more about the SALT advantage at

With a 90% employment rate, companies have always sought out SALT graduates — and even during these challenging times, our students are finding new doors to open.

**Hindsight is 2020.**  
**Opportunity is 2021.**



**See where experience takes you.**

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With over 300 programs that offer a mix of hands-on and online learning opportunities, you're on your way to a successful career.

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At the same time, the Centennial COVID-19 Relief Bursary was established to support students who are struggling with urgent financial needs during the pandemic. It provides both domestic and international students with emergency funds to pay for essentials such as food and housing. It also pays for internet services to facilitate online learning for those students who don't have access at home. Prioritizing how we work, while being acutely aware of the personal and professional challenges faced by our colleagues and our students in a disruptive time, allows us to pilot our course and evaluate our progress through the pandemic and the new reality that awaits us. Centennial's community of learners wouldn't have it any other way.

By fall 2020, the college had a total of 50 programs developed for complete online delivery. All other programming continued to fully reopen. Centennial invested heavily in curriculum development to ensure online learning is flexible, interactive once campuses are open again or hybrid delivery where possible, with an expectation to return to in-class instruction once campuses know that vulnerable students don't always have up-to-date technology, the college acted quickly to secure 5,000 Chromebooks from a U.S. supplier so that the laptops could be loaned to learners in need at no cost. Despite extraordinary demand for the computers from institutions across North America, Centennial delivered the devices within weeks to ensure its students could resume their studies virtually.

With a novel coronavirus pandemic spreading rapidly, Toronto's Centennial College worked nimbly and collaboratively to expand its curriculum online within a week of the provincial order to shut down on March 17. Faculty, administrators and IT staff would have an enhanced learning experience online. By summer, 23 full-time programs were developed to meet the flexibility of global time zones while maintaining engagement and interaction with fellow classmates and professors.

**Centennial**



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Health Sciences Centre serving as the epicentre to create the most technologically advanced PSW program of its kind in Canada. Aid and CPR certification, and free scrubs. The Cowan Foundation's partnership with Conestoga builds upon the renowned Cowan one year! Thanks to the generous support of The Cowan Foundation, all PSW students receive an entrance award of \$500, free First remote, innovative, and tailored delivery options available at multiple locations - with work as a health care provider in less than Conestoga's School of Health & Life Sciences has made seniors care a priority. The Personal Support Worker (PSW) program offers

#### Personal Support Worker program

Conestoga provides a mix of experience learning activities closely mimic clinical reality. All health programs provide opportunities to learn in simulation labs where learning activities closely mimic clinical reality. You will develop practical, hands-on skills through innovative a real-world clinical/practice environment.

#### Career-Focused Education and Integrated Learning

- \* You have a passion for working with people
- \* You have a natural affinity for bringing ideas and technology together to create innovative solutions
- \* You aspire to improve healthcare and patient care or want to work diagnostic labs
- \* You are fascinated by science and have an aptitude for critical thinking and clinical reasoning

#### A Future in a Health & Life Sciences Career May Be For You!

Conestoga is one of Ontario's fastest growing colleges and a leader in polytechnic education. Our state-of-the-art labs and training facilities place us at the forefront of health-care and life sciences education and training. Health & Life Sciences is an innovative and rewarding area of study with attractive career prospects that are expected to flourish in the years ahead.

# Conestoga College

Learn more at [northerncollege.ca](http://northerncollege.ca)



With over five decades of post-secondary training excelling and a rich history of progressive customized in-community learning, including programs for the James Bay Indigenous Coastal communities, Northern focuses on providing small-group, relevant, practical training experiences for students early on in their education. Northern connects graduates and employers through annual fairs, and include preceptorship placements to maximize skills and clinical practice with professional healthcare providers.

Northern College offers a wide range of strong post-secondary programs, including Practical Nursing programs and Personal Support Worker programs at four campuses, and the Medical Laboratory Technologist program at the campus in Timmins. Thriving relationships with healthcare centres and services across the North. Located in the Northeastern part of the province, with campuses located in Moosonee, Timmins, Kipawa Lake and Haileybury, all of which overlook beautiful waterfront, Northern College is one of Ontario's 24 publicly funded community colleges. It serves a region the size of France and boasts

Students work in a variety of simulated healthcare settings including home-based care, medical, surgical, pediatric, mental health and long term care. Special programming with mock disasters creates cross-discipline awareness training for health care, emergency services and social work programs. Cross discipline training is part of the education for Practical Nurses and Personal Support Workers.

Northern College offers a suite of services and activities for students to support their success and entertainment while attending college. Advising services offer support and encouragement as well as learning supports for students requiring academic supports. Mental health assistance and education for students is part of the advising suite. Students have access to tutoring, library services and student social events through the Student Association, and numerous outdoor events.

Practical Nursing and Personal Support Workers also offer small lab sizes for more one-on-one time and classroom technology make students ready for the challenges of working in healthcare. State-of-the-art online individualized attention. Simulation mannequins and equipment support training and learning. State-of-the-art online program certification exams are also among the highest in the province.

Northern College offers multi-million-dollar labs and simulation equipment in their Health Sciences programs as well as dedicated professional healthcare workers as their faculty. What makes this College unique is the fact that class sizes are capped at such low numbers, with less than twenty learners per section, allowing for those taking the practical Medical Laboratory Assistant Examination to have a pass rate that is exceptionally high. Medical Lab Technician students use dedicated lab space to simulate a proper laboratory set up including a centrifuge, analyzing equipment and proper disposal areas.

Personal Support Workers, Practical Nurses, and Medical Lab Technicians are essential healthcare workers, as the COVID-19 pandemic has demonstrated. Incredibly responsive to the ever-changing field of healthcare, faculty work closely with healthcare providers to adapt curriculum immediately, giving graduates the skills and confidence to provide high quality healthcare to those who need it most.

**Proud to be North. Proud to be Northern.**

**Northern College**

**SPECIAL EDITION**

# NEW ADVENTURES! REWARDING

Nurses are some of the highest in the province. Our provincial registration exam results with the College of Nurses of Ontario. Our provincial registration most healthcare settings across the complete their final preceptorship in Healthcare. Students are able to place them to prepare students for the placement to practice and professionals of theory, lab practice and combination offers a dynamic combination program offers a dynamic combination Northern's 2 year Practical Nursing

and start your future today. Build confidence in your caring skills understanding of standards. Our classes are a combination of theory, technology and experienced educators. And labs to help strengthen your skills at any qualified medical lab placement at any qualified medical lab under the Medical Laboratory Association of Ontario. We are an approved college in Ontario. Our skills under the supervision of provincially qualified supervisors practice their skills under the equipment used at real hospital labs. Small class sizes and access to small lab sizes with premium offers small lab sizes with premium a difference. At Northern College we offer students the unique benefits of our complete simulation lab program. Our complete simulation lab offers students the unique benefits of Northern's Medical Lab Technician

Earn a one year college certificate at Northern's Medical Lab Technician. Train for a career in one of Ontario's highest demand jobs. In less than 1 year you can be working in a health care setting, changing lives and making a difference. At Northern College we offer students the unique benefits of our complete simulation lab program. Our complete simulation lab offers students the unique benefits of Northern's Medical Lab Technician. Train for a career in one of Ontario's highest demand jobs. In less than 1 year you can be working in a health care setting, changing lives and making a difference. At Northern College we offer students the unique benefits of our complete simulation lab program. Our complete simulation lab offers students the unique benefits of Northern's Medical Lab Technician.



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focuses on the entire student life cycle, with an emphasis on establishing points of contact from initial inquiry to post-training. SIT seeks to ground learners, with access to supports that focus on the Indigenous worldview. This approach ensures students have a strengthened sense of identity and pride. One of SIT's innovative approaches is the Wrap Around Student Support model, which

#### Wrap Around Support

Nursing Registration Exam (CRNRE) are eligible for licensure with the Saskatchewan Association of Licensed Practical Nurses (SALPN). Nursing program delivered at SIT's Saskatoon Campus. Students who successfully complete the Canadian Practical Diploma program perspective of health and well-being. The Indigenous Practical Nursing Program is a full-time, two-year western and Indigenous Canadian perspective of health and well-being. The Indigenous Practical Nursing Program is exposed to both to graduate in Spring 2021. The program marries innovative technologies with traditional practices. LPN students will track This ground-breaking program marks the first dedicated Indigenous Nursing program in Canada with the first cohort on track

#### Indigenous Practical Nursing

indigenous clients. Meeting an acute local need, graduates of this program are employed as social community service workers. One of SIT's most impactful health care programs is the Mental Health and Wellness 2-Year Diploma Program. Amid the current mental health crisis, this program graduates timely, front-line staff with the cultural competencies to meet the unique needs of indigenous patients and health care practitioners.

#### Mental Health & Wellness

each year to partner in program delivery. Indigenous learners are at the core of SIT, representing over 90% of the student body. SIT is also invited into numerous First Nation communities as well as nine career centres located throughout the province. SIT has campuses in Saskatoon, Regina and Prince Albert as well as services and supports for employment and career growth. Provincial in scope, SIT has campuses in Saskatchewan, Alberta and the only accredited Indigenous institution. SIT provides adult learners with academic, vocational and technical training as well and the only governing educational institution, one of only four credit-granting post-secondary institutions in the province -

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- \* Your Courses include:
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- \* Onsite weeks include technical skills and scenarios in a simulated environment
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- \* Clinical placement
- \* Additional certifications include: Crisis Prevention and Intervention, The Working Mind First Responders, and International Life Trauma Support

The EMR scope of practice includes, but is not limited to the following: professional responsibilities, communication, health and safety, assessment and diagnosis, therapeutics, integration, transportation, health promotion and public safety.

Your Career:

Portage College has four paramedic labs, nursing labs, five high-fidelity manikins and one ambulance. Options exist for students to further their career path and continue into our Primary Care Paramedic Program which leads to becoming an Advanced Care Paramedic. Portage College prepares students for success by providing an excellent foundation utilizing a full-time program with theory, onsite labs and a clinical placement. All course instruction is delivered by Advanced Care Paramedics. The Portage College EMR Program prepares students for success by providing an entry level medical care in health services and industrial settings. They may be the first to arrive on scene, may be the only provider in remote areas, or they may work collaboratively in a team with other EMS/health care providers, first responders or community support agencies.

Emergency Medical Responders (EMRs) play a vital role in providing entry level medical and trauma care in health services and industrial settings. They may be the first to arrive on scene, may be the only provider in remote areas, or they may work collaboratively in a team with other EMS/health care providers, first responders or community support agencies.

**Portage College**

Learn more at: [ustboniface.ca](http://ustboniface.ca)



À l'USB, l'enseignement est offert en français dans un pavillon des sciences de la santé neuf et ultramoderne. Certains laboratoires sont des reproductions de salles d'hôpital! C'est unique au Canada! En plus, les étudiantes et étudiants qui étudient à l'USB se distinguent par son innovation et la panoplie de services qu'elle offre à sa clientèle, le tout dans un environnement francophone.

#### Advantages

- \* Notre Baccalauréat en travail social est un programme universitaire de quatre ans pour celles et ceux désirant participer à l'épanouissement des communautés qui sont à la source de la justice sociale. Deux stages sont prévus.
- \* Notre Baccalauréat en sciences infirmières est un programme universitaire de quatre ans pour une carrière stimulante dans les soins directs, la promotion de la santé, l'amministration, l'enseignement et la recherche. Neuf stages sont inclus.
- \* Notre Baccalauréat en sciences infirmières est un programme universitaire de quatre ans pour celles et ceux désirant participer à l'épanouissement des communautés qui sont à la source de la justice sociale. Deux stages sont prévus.
- \* Notre Diplôme en sciences infirmières est un programme collégial solide, mais accéléré, de deux ans. Autonomie et examens physiques, etc. Six stages sont prévus.
- \* Notre Diplôme en sciences infirmières est un programme collégial de cinq mois. Il se destine à celles et ceux qui aiment prendre soin des gens et qui veulent obtenir rapidement un emploi humain et gratifiant. Il comprend deux stages.
- \* Notre Certificat d'aide en soins de santé est un programme collégial de cinq mois. Il se destine à celles et ceux qui aiment prendre soin des gens et qui veulent obtenir rapidement un emploi humain et gratifiant. Il comprend deux stages.
- \* Au cœur du pays, l'Université de Saint-Boniface (USB) est la plus ancienne établissement d'enseignement supérieur de langue française de l'Outaouais.

## L'Université de Saint-Boniface

**For a successful career in healthcare**

In the heart of the country, l'Université de Saint-Boniface

(USB) is the oldest French-language higher education institution in Western Canada.

Its four programs in health sciences and social services are highly recognized for training bilingual health professionals who are in great demand in the labour market.

\* Our Health Care Aide Certificate is a five-month college

program that leads to a stimulating career in direct patient care, health promotion, administration, teaching and research. Nine internships are included.

\* Our Bachelor of Social Work is a four-year university program for those who wish to participate in the development of individuals, families and communities and who have an interest in social justice. Two internships are scheduled.

\* Our Bachelor of Science in Nursing is a four-year university program for those who wish to participate in the study of health sciences pavilion. Some labs are reproductions of hospital rooms! This is unique in Canada! Plus, students benefit from small cohorts, dedicated teachers and highly personalized training.

An inviting, inclusive and human-scale university, USB shines

for its innovation and the range of services it offers to its

students, all in a French-speaking environment.

#### Advantages



(Health Care Aid Certificate Program)

• Certificat d'aide en soins de santé

(Diploma in Practical Nursing)

• Diplôme en sciences infirmières auxiliaires

• Baccalauréat en sciences infirmières (Bachelor of Nursing)

• Baccalauréat en travail social (Bachelor of Social Work)

## QUATRE PROGRAMMES EXCEPTIONNELS EN SANTE

We prepare our students for careers in health care *en français... and expand their employment opportunities!*

### Les avantages



- We deliver:
- Workforce ready and highly sought-after bilingual professionals
- Qualified grads, primed to meet emerging needs in the health care field
- Experience, trained on site in a state-of-the-art health sciences pavilion
- Expertise, trained on site in a state-of-the-art health sciences pavilion

**oui**  
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Whatever the position, the essential training needed to succeed can start at Lethbridge College.

While the jobs in the health industry are quite varied, the people who choose these careers all have something in common — the desire to help others.

While the jobs in the health industry are quite varied, the people who choose these careers all have something in common — the desire to help others.

to succeed can start at Lethbridge College.

**MATTERS MOST**

**WHAT HAPPENS NEXT**

LETHBRIDGE COLLEGE WHAT HAPPENS NEXT MATTERS MOST.

Learn more at: [lethbridgecollege.ca](http://lethbridgecollege.ca)



"This new curriculum represents a new philosophy in both education and nursing that focuses on relationships," says Debra Bardock, Dean of Lethbridge College's Centre for Health and Wellness. "Nursing is all about relational practices, and this curriculum has been designed with those principles in mind. We believe the skills that create successful nurses also create successful students, and this curriculum will leave them better prepared to enter the health care sector."

Students take their first two years of studies at the college and their second two years at the university. Students study theory and experience clinical practice in the areas of medicine and surgery, long-term care and continuing care, pediatrics, maternity, labour and delivery, mental health, rural acute care and community health.

Registered Nurses of Alberta, be eligible to write the national nursing exam, and be well-positioned to meet the challenges of 21st century health care.

Students will graduate with all of the competencies required of entry-level nurses by the College and Association of Registered Nurses of Alberta, be eligible to write the national nursing exam, and be well-positioned to meet the challenges of 21st century health care.

NESA students take their first two years of studies at the college and their second two years at the university. Students study theory and experience clinical practice in the areas of medicine and surgery, long-term care and continuing care, pediatrics, maternity, labour and delivery, mental health, rural acute care and community health.

Students will graduate with all of the competencies required of entry-level nurses by the College and Association of Registered Nurses of Alberta, be eligible to write the national nursing exam, and be well-positioned to meet the challenges of 21st century health care.

The new curriculum launched in 2002, and all 25 courses in the NESA BN program are new.

The new curriculum, introduced to the incoming first year NESA Bachelor of Nursing students at Lethbridge College this fall, is the product of more than four years of consultations, planning and development. This is the first major redevelopment of the NESA curriculum since the program launched in 2002, and all 25 courses in the NESA BN program are new.

It is delivered in a way that allows students to succeed and be ready to contribute to the health-care system upon graduation. The new curriculum, introduced to the incoming first year NESA Bachelor of Nursing students at Lethbridge College this fall, is the product of more than four years of consultations, planning and development. This is the first major redevelopment of the NESA curriculum since the program launched in 2002, and all 25 courses in the NESA BN program are new.

The program, delivered collaboratively by Lethbridge and the University of Lethbridge, has been updated to ensure Lethbridge College's innovative and collaborative four-year Nursing Education in Southwestern Alberta (NESA) program has undergone a thorough review and overhaul of its curriculum to ensure it is best meeting the contemporary needs of Canadians.

Lethbridge College's collaborative education program refocuses curriculum to meet health care needs

# Lethbridge College



Learn more at: [keyano.ca](http://keyano.ca)

A great education, a more intimate atmosphere, and a tremendous amount of hands-on opportunities make Keyano College an ideal place to help gain the skills necessary to thrive in a healthcare career. Just ask our graduates.

The paramedic programs includes the Primary Care Paramedic program where you'll learn how to provide basic, out-of-hospital emergency care in any urban setting, and the Advanced Care Paramedic program where you'll acquire the skills to become a vital member of the Emergency Medical Services team. Keyano College also features a two-year Social Work Diploma program that prepares you for a career enhancing the well-being of individuals in areas like mental health.

Keyano's Practical Nurse program offers you a chance to work with a team of health care professionals providing patient care and support. This two-year program prepares you for a career in high-quality nursing care in a variety of settings. Practical nurses work cooperatively with other health care professionals to promote and restore wellness with patients and the community.

Our Bachelor of Science in Nursing is a collaborative degree program with the University of Alberta. This program prepares you for a career as a Registered Nurse (RN). Brian completed the program and said, "You get college tuition rates, and that makes it very affordable so you're getting a degree at a college rate, and you're doing it all here. I was offered so much experience and practical hours at the hospital. I got my job before I graduated because of that experience".

Keyano College is an institution where intimacy meets competency. Keyano's practical courses allow students a first-class education with a personal touch that equips graduates to thrive in a fast-paced medical environment. No matter the healthcare course, Keyano College offers a myriad of options ensuring a high demand career upon completion.

**Keyano College**

Learn more at: [ufv.ca/health](http://ufv.ca/health)



Our courses are designed to be multi-faceted to provide you with a well-rounded education that is supported by theory learned in the classroom, clinical experience in hospitals and community clinics, and hands-on work in UFV's state-of-the-art facilities using industry-standard equipment.

UFV's 10-month Certified Dental Assistant (CDA) certificate program provides you with the opportunities to develop the knowledge, skills, and values in preparation for a career as a Certified Dental Assistant in private practice, dental clinics, and other public health facilities.

\* **Certified Dental Assistant**  
 UFV's 24-week Health Care Assistant program will provide you with the opportunities to develop the knowledge, skills, and attitudes necessary to function as a front-line caregiver and respected member of the health care team, in community and facility settings.

\* **Health Care Assistant**  
 The demand for health care assistants is at an all-time high, particularly in the Fraser Valley with an aging population. UFV's 24-week Health Care Assistant program will provide you with the opportunities to develop the knowledge, skills, and values in preparation for a career as a licensed practical nurse (LPN) in 19 months. If you are already nursing program and start in the third semester (2nd year) of the BSN program.

\* **Practical Nursing Diploma**  
 Learn your diploma in Practical Nursing at UFV to work as a licensed practical nurse (LPN) in an evolving health care environment. This 4-year program is designed to prepare you to become an effective and professional nurse in an ever-changing research. The Bachelor of Science in Nursing (BSN) program offers instruction in nursing, health sciences, social sciences, and nursing as a licensed practical nurse, UFV also offers a LPN Access to the BSN program, so you can bridge into the working as a licensed practical nurse.

\* **Bachelor of Science in Nursing**  
 As the study of human movement, the Bachelor of Kinesiology explores a broad range of topics that include anatomy, biomechanics, exercise physiology, sociology, education, active health, wellness, and nutrition. UFV offers a bachelor's degree and minor in Kinesiology.

\* **Bachelor of Kinesiology**  
 Programs offered include:  
 UFV offers a variety of paths to help you launch a career in Health Sciences and make a difference in today's world.

Health service delivery models are shifting towards a model of care involving integrated health care team, self-management, and home support. In light of this shift, it is necessary to target illness prevention and management through programs that promote health education and disease prevention.

In the midst of a global pandemic, UFV's Faculty of Health Sciences plays a key role in educating the next generation of health care personnel at a time when there is greater demand than ever before.

The University of the Fraser Valley is a fully accredited institution that provides career-focused education to students in beautiful British Columbia.

## UFV's Faculty of Health Sciences

# The University of the Fraser Valley

Apply today at [ufv.ca/health](http://ufv.ca/health)

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To learn more about College of the North Atlantic's School of Health Sciences,



- \* X-Ray Skills for Medical Laboratory Technologists (Post Diploma)
- \* Respiratory Therapy (Diploma)
- \* Rehabilitation Assistant (OTA & PTA) (Diploma) \*via CNA's Distributed Learning Service
- \* Primary Care Paramedicine (Diploma)
- \* Practical Nursing (Diploma)
- \* Personal Care Attendant (Certificate)
- \* Medical Radiography (Diploma)
- \* Medical Laboratory Assistant (Post Diploma)
- \* Diagnostic Ultrasonography (Post Diploma)
- \* Advanced Care Paramedicine (Post Diploma)

College of the North Atlantic's comprehensive array of health care programs include:

disciplines of the health care sector.

The School of Health Sciences has experienced faculty and staff committed to student success. Learning can occur online, in-person and on-campus, or in a blended environment. And depending on their program of choice, interested students can earn a certificate, diploma or post-diploma credential. Graduates have potential employment opportunities in many

examples of state-of-the-art practical experiences and education. Modern laboratory and classroom facilities, coupled with students with team-based approach and value partnerships. The support of RHAs and other clinical agencies provides programs thrive on a just as sought after today as health care equipment and medical supplies. The school's system. These personnel resources are needed by the health care system. The CNA is here to enroll and educate competent graduates who meet the essential human resources needed by the health care

To meet this growing sector's needs, CNA recently expanded its offerings of the Practical Nursing and Personal Care first offering of its kind in the province. CCP allows advanced Care Paramedicine (CCP) post-diploma program which is the Attendant programs. CNA has also introduced the Advanced Care Paramedicine (CCP) post-diploma program while allowing students

Health care professionals are important figures in our communities because health care affects us all. The people that choose a career in health care want to help a diverse population of clients and contribute to improving the client's physical and mental well-being. That's why College of the North Atlantic's (CNA) School of Health Sciences works with the Government of Newfoundland and Labrador, Regional Health Authorities (RHAs), accreditation agencies and industry stakeholders to meet the high labour market demands for various allied health practitioners.

## School of Health Sciences

# College of the North Atlantic



1 888 982 2268  
[www.cnaa.nl.ca](http://www.cnaa.nl.ca)

Apply Today!

# Personal Care Attendant

College of the North Atlantic



College of the North Atlantic

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**TIME**

**YOUR**

**CHALLENGE**

**ACCEPTED**

**MARK.**

**TO MAKE**

**YOUR**

**INSTITUTE**

**DEGREES,** **GRADUATE**

**THAN EVER,** **Seneca's**

**CHANGING** **FASTER**

**IN A WORLD** **THAT'S**

**MICROCERTIFICATIONS** **AND**

**CERTIFICATES,** **DIPLOMAS,**

**COURSES** **equip** **you** **to**

**THRIVE** **AND** **MEET** **ANY**

**CHALLENGE.**

**APPLY NOW**

**NOW IS**



Ashley Docking, Graduate

Now is your time. Accept the challenge. Learn more at: [senecacollege.ca](http://senecacollege.ca)



You are ready to join the frontline workers responding to this pandemic today and the unknown challenges that lie ahead. When you graduate from a Seneca healthcare program, you are ready to serve, ready to be resilient, ready to be adaptable. And throughout your studies, we will support you with a strong community of educators, counsellors, advisers and peers, who share your passion to make a positive difference. While it's not just about skills, but also how to think critically, communicate and collaborate. Our degree, graduate certificate and diploma programs are designed to equip you for the changing demands of healthcare. Seneca offers programs in health and wellness for nurses, personal support workers, mental health specialists, social service workers and therapists — among many more.

Will you join them? They chose to accept the challenge. To be brave. To be daring. To put the needs of others before their own and become part of the next generation of leaders in healthcare. Their journey began with the decision to choose Seneca. On the precipice of change, they know that now is the time to make a difference. Seneca's graduates are on the front lines of this pandemic. They are there for our most vulnerable because they are professionals caregivers, selfless and dedicated. Today, change is inevitable. All around us, the ground is shifting. The COVID-19 pandemic has impacted life as we know it and brought to the forefront those willing to help. To be there for those in need.

Now is your time to make a difference

**Seneca College**

The advertisement features a large circular graphic on the right side. Inside the circle, there is a central icon of a person sitting at a desk with a computer monitor, with the word "STUDENTS" written above it. Surrounding this central icon are three horizontal bars: the top bar is labeled "INTERNATIONAL", the middle bar is labeled "NATIONAL", and the bottom bar is labeled "LOCAL". The circle is divided into four quadrants by a vertical and horizontal axis. The quadrants contain the following text: Top-left: "Educational supports", "Instructional environments", and "Instructor-led learning"; Top-right: "Supports", "Education", "24/7/365", and "Student"; Bottom-left: "Local", "Provincial", and "Career Advising"; Bottom-right: "International", "National", and "Students". The background of the circle is white, while the surrounding area is dark blue. At the very bottom of the page, there is a decorative banner with the text "CONTINUING EDUCATION & CORPORATE TRAINING | DUAL CREDIT" and "CERTIFICATES | DIPLOMAS | PARTNERSHIP DEGREES".

En plus, comme les collèges offrent une formation en million de travail, les étudiants sont prêts à exercer leur carrière dès qu'ils ont le diplôme en poche.

Les collèges et les instituts sont une excellente ressource pour les élèves qui veulent entrer rapidement sur le marché du travail. Puisque les programmes durant trois ans ou moins, il faut relativement peu de temps pour entreprendre une carrière.

Selon Guichet-Emplois, l'actuelle période de travaillleurs de la santé va durer. Le nombre croissant de postes à pourvoir et la création d'emplois vont accroître au moins jusqu'en 2028 la demande d'employés qualifiés.

Autre emploi à considérer : celui du technicien en retaitemet de dispositifs médicaux, qui veille à la décontamination, au montage, à la préparation, à la stérilisation et au rangement des dispositifs médicaux. Son apport à l'équipage signante est très précieux.

Barb Campbell est assistante en pharmacie au rayon pharmacie très fréquenté d'une grande surface. « Ma tâche plus importante consiste à assurer que les patients reçoivent bien les médicaments dont ils ont besoin, dosage et tout. Une erreur pourrait leur coûter la vie », dit-elle.

à établir les structures destinées aux campagnes d'assurance et à vérifier l'exactitude des renseignements sur les ordonnances.

And with college privileges providing practical education through on-the-job training, their students are ready to hit the ground running right after graduation. 

Colleges and institutes are a great option for students who want to enter the workforce quickly as most courses are attainable in a relatively short period of time.

continue to experience a shortage of healthcare workers and through job openings and job creation, the health sector will continue to show an increased demand for qualified employees until at least 2028.

The Canadian job Bank projects that the labour market will prepare 10 million medical devices in terms of electromechanics, assembly, and medical devices in terms of sterilization and storage. The MDR Technician is an invaluable member of the healthcare team.

Another employment option to consider is a Medical Device Reprocessing Technician. They are responsible for instruments that the most important thing that I do. Mistakes can be life-threatening," she says.

Barb Campbell is a pharmacy assistant at a busy pharmacy located in a retail grocery store. "Making sure patients

préparer médicaments, solutions composées, onguents et crèmes, à aider les pharmaciens à maintenir les stocks de médicaments, à établissements de soins de longue durée.

les maisons de retraite, les centres de réadaptation et les dans les centres de santé, les cliniques et les hôpitaux, dans les patients dans les pharmacies, mais on les trouve aussi dans les centres de pharmacie intéragissent avec Certes, les techniques en pharmacie interagissent avec au besoin les rapports produits par un système informatique.

travail des transcrivents qui, de plus en plus, revisent et modifient programmes de la technologie de reconnaissance vocale ont modifié le de l'évaluation des traitements des procédures diagnostiques. Les pharmacologique, ainsi que du vocabulaire de l'évaluation médicale, la terminologie médicale, anatomique, physiologique et soins aux patients. Il faut une solide connaissance de soins médicaux et autres professions de la santé concernant les des médecins et autres professionnels de la santé concernant les transcrivents médicaux transcrivent les enregistrements audio

de produits de santé naturels et d'appareils médicaux. Le laboratoire dessais cliniques de produits pharmaceutiques, Quant aux techniciens en recherche clinique, ils participent à aux dossier cliniques ou supervisent dossiers cliniques, préposés travailent comme auxiliaires en recherche clinique, préposés concepts de recherche et d'analyse des données. Les diplômes assurent une qualité et assurent la qualité, de la recherche clinique est une affaire d'assurance de la qualité.

patients regoivent les soins dont ils ont besoin.»  
veiller à ce que les dossier soient bien tenus et à ce que les pas vraiment de soins aux patients. C'est très important de se crois que mon rôle comme complète beaucoup, même si je ne fournis supporte pas la vue du sang. Alors j'ai choisi l'administration.

Pharmacy Technicians help Pharmacists maintain proper inventory levels of medications, prepare medications for clients, compound solutions, ointments and creams, clinics and hospitals as well as retirement homes, rehab clinics, but they are also needed in health centres, pharmacies, but other extended care facilities.

Pharmacy Technicians may interact with patients at retail centres and other extended care facilities. are reviewing the drafts and making changes or edits as necessary, to recognize the report but increasingly, the use of speech recognition technology to create a draft report means that they for transcriptionists listen to a physician's dictation procedures. Some transcriptionists have a good knowledge of medical terminology, anatomy and physiology, and convert them into written reports. They must have a good and other healthcare professionals make regarding patient care medical transcriptionists listen to voice recordings that doctors

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bill insurance companies and ensure that information on for clients, compound solutions, ointments and creams, inventories, levels of medications, prepare medications for clients, but they are also needed in health centres, clinics and hospitals as well as retirement homes, rehab clinics, but they are also needed in health centres, pharmacies, but other extended care facilities.

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**« Les carrières en sciences de la santé sont très nombreuses et, qu'elles s'exercent en coulisse ou sur le front, il y en a pour toutes les personnes. »**



©Getty Images/Alvarez

Julie Meadows est administratrice de services de santé dans une clinique de médecine familiale. « Ma carrière me donne pleine satisfaction », dit-elle. Je voulais travailler dans le domaine de la santé parce que j'aime aider les gens, mais je ne

divers établissements de soins et des cliniques.

Les administrateurs de services de santé font aussi partie de ce personnel de coulisse si important. Ils mettent à profit leur connaissance des dossier médical et la tenue de livres, pour gérer les fichiers, la facturation et la vente de livres, et administrator des bureaux dans le domaine de la santé. Ils sont aussi appelés à prendre les rendez-vous, à traiter les demandes des compagnies d'assurance ainsi qu'à gérer les dossier des patients et les résultats d'analyses.

Il s'agit d'un travail en équipe entre les cliniques de médecine familiale, des sociétés de recherche, des organismes de santé communautaire et des organismes gouvernementaux.

Il s'agit d'avoir une compréhension approfondie de la protection des renseignements personnels en matière de santé, notamment sur le plan juridique.

Julie Meadows is a medical office administrator for a family practice clinic. She says, "I get a great deal of job satisfaction from my career as a medical office administrator. I knew I wanted to do something in the healthcare field because I really love helping people but I can't stand the sight of blood. So

doctors' offices, hospitals, residential care facilities and professional healthcare offices.

Another behind-the-scenes but very important position is that of Medical Office Administrator. They apply their knowledge of electronic medical records to manage files, look after billing and accounting practices and manage offices in health services environments. Some other duties may include booking appointments, processing insurance payments and managing patient records and test results.

HIMs are found in hospitals, legal firms, family practice clinics, research agencies, and government agencies.

Health Information Managers must have a thorough understanding of health information privacy and the legal issues which may arise.

One important member of the care team is the Health Information Manager who uses a combination of business, science and information technology to collect, analyze and organize health data, providing information that is used by hospital management, government funding bodies and researchers to optimize health care delivery.



"Behind the scenes or on the frontlines of health care, there are so many careers in the health sciences field that will appeal to a wide range of personalities."

Kristiana Felsted, LA, est infirmière-thérapeute dans un groupe hospitalier. Elle estime qu'elle ne pourra « jamais accomplir [son] travail sans le personnel de soutien, qui fait partie intégrante de l'équipe et qui [lui] permet de fournir des soins de qualité à [ses] patients. »

Les collèges et les instituts du Canada offrent des programmes de formation aux aspirants ambulanciers paramédicaux, infirmières auxiliaires, technologues en IRM, techniques de laboratoire, hygiénistes dentaires, opticiens et préposés aux bénéficiaires. Le domaine englobe aussi de nombreux emplois administratifs, cliniques et de recherche. Les programmes sont conçus direct avec les patients, par exemple : travailleurs en gestion de l'information, spécialiste en recherche clinique, administrateur de clinique, transcriviteur médical, technicien en pharmacie. Et la liste est loin d'être exhaustive.

Kristjana Fjelsted RN is a Nurse Therapist at a large hospital. She says, "I would never be able to do my job if it wasn't for the support staff. They are an integral part of the healthcare team and are critical to making sure my patients receive quality care."

Healthcare courses offered by Canadian colleges and institutes include such careers as paramedics, practical nurses, imaging and lab technicians, dental hygienists, opticians and personal support workers. There are also many jobs that don't involve direct patient care but are under the medical umbrella, such as health information management workers, medical researchers, medical office administrators, medical clinical researchers and pharmacists, who are listed on the list goes on.

Toute collectivité a besoin de soins de santé, sans computer que le vieillissement de notre population ne peut qu'accroître l'importance des travailleurs de la santé.



Comme dans la plupart des autres secteurs de la santé, la demande de soins de longue durée ne peut qu'augmenter, complète tenu du vieillissement de la population. Le même facteur entraîne à haussé la demande de soins hospitaliers.

Selon le site Guichet-Emplois du gouvernement du Canada, les perspectives d'emploi dans les services aux patients et le soutien aux services de santé sont plutôt bonnes : le taux de chômage y est de 3 % seulement à l'échelle nationale, ce qui est bien inférieur à la moyenne.

Les carrières en sciences de la santé sont très nombreuses et, d'ailleurs prêts à fournir la formation nécessaire. Toujours les personnalités. Les collèges et cégeps du pays sont ouvertes à l'exercice en coulisse ou sur le front, il y en a pour tous les goûts.

As with most health sector occupations, the need for long-term care will increase due to the rising numbers of seniors in our aging population. As well, with the number of seniors continuing to grow, the need for hospital care will also increase.

According to the Government of Canada Job Bank, the job outlook for patient service and other assisting occupations in support of health services have a unemployment rate of only 3%, well below the national average.

Behind the scenes or on the frontlines of health care, there are so many careers in the health sciences field that will appeal to a wide range of personalities, and colleges across the country are ready to provide the practical education required.

**more important than ever before.**

Healthcare is essential to our communities and with our aging population the need for healthcare workers is going to be

**Coup d'œil sur les carrières du domaine de la santé**

# En coulisse

By/Par Jackie Fritz

**A Glimpse into Healthcare Service Careers**

# Behind the Scenes:

Une carte de santé peut être très pratique : quel plaisir, de contrôler au mieux-être des patients et de leur famille.

Elle poursuit, enthousiaste : « Mon travail est très varié et motivant. Je ne m'ennuie jamais, d'autant que j'ai combiné deux spécialités de l'imagerie diagnostique. Chaque jour est différent. C'est un travail à la fois mental et physique. J'ai des collègues extraordinaires et je pense que chaque jour que mes interventions sont utiles et que j'aide beaucoup de patients. »

de combinaisons quand j'ai fait mon stage. Les cours sont très avancés tout appris en profondeur. J'avais donc une solide base d'intéressants et interactifs. »

« Ce que j'ai particulièrement apprécié, c'est que les cours étaient vraiment adaptés à la profession que je visais. Nous étions dans une période où il n'y avait pas de formations spécifiques pour les personnes qui voulaient se tourner vers l'agroalimentaire.

Mraigre une lourde charge de cours, Laura Wilson a bien aimé sa formation postsecondaire.

« Pour être admis à un programme d'IRM, il faut être technologique diplômé en radiologie médicale ou, pour le moins, titulaire d'un baccalauréat dans un domaine connexe. Le programme d'IRM comprend : a) un semestre dans un domaine connexe, titulaire d'un baccalauréat dans un domaine connexe, le moins, avec des cours sur la physiologie appliquée à la radiologie médicale, les techniques de radiologie médicale, la sécurité, l'imagerie de pathologies diverses et les coupes anatomiques, ainsi que des laboratoires de postionnement et d'inserion de cathétérisme intraveineux; et b) un semestre de stage en IRM dans un hôpital agréé. »

« C'est fascinant de pouvoir utiliser les ondes radio et le magnétisme pour obtenir des images des structures corporelles en alignant les protons des atomes d'hydrogène du corps. Essentiellement, le système mesure la teneur en eau de différents tissus et localise le tout pour ensuite produire une image détaillée. Bien entendu, le procédé est beaucoup plus complexe, mais c'est l'idée de base », explique Laura Wilson.

pour créer une image en coupe détaillée des organes internes.

meilleure école de commerce en France et la meilleure école de commerce en Europe.

« d'un an appelle Pre-santé. »  
plupart des collèges ontariens un programme de transition  
culturels vos résultats sont meilleurs, vous trouvez dans la

A career in health care can be very rewarding. Health care workers truly make a difference in the lives of patients and their families.

Wilson enthuses, "The constant challenge and variety of my job makes it never boring, especially working in two diagnostic imaging specialties. No two days are ever the same. It also has a nice combination of being both physically and mentally engaging. I love working with my awesome coworkers and knowing that at the end of the day, I helped a lot of patients and made a positive impact."

"I think what I liked most about my college courses is that they were very relevant and tailored to the profession that I was pursuing," she says. "We learned everything in depth, so I felt like I had a great foundation of knowledge when I entered the clinical setting. The courses were also very interesting and engaging."

While Wilson found that the course load was quite heavy, she also enjoyed her post-secondary education.

Wilson adds, "Admission into the MRI program requires that the applicant be a graduate from an accredited MRT program or at least have a Bachelor's degree in a related field. The MRI program involved a semester of in class learning covering a variety of subjects such as MR physics, positioning and IV insertion labs, MR techniques, MR safety, MRI pathology, and cross-sectional anatomy courses with an additional semester of placement in the MRI department at an approved hospital."

It's so fascinating that we can use radio waves and magnetism to create images of body structures by aligning the protons of hydrogen atoms within our bodies. It gets much more complex than that, but that's the basic idea". Wilson explains then generates a detailed image. It maps the location, and how much water is in different tissues, maps the basic ally measures of hydrogren atoms within our bodies. It basically measures how much water is in different tissues, maps the location, and then generates a detailed image. It gets much more complex than that, but that's the basic idea", Wilson explains

All MRI scans involve a large magnet and radio waves to create detailed, cross-sectional images of internal organs.

Wuison decided to expand on her education in the MRI course and also graduated from the Magnetic Resonance Imaging program at Cambrian College.



Mme Wilson précise : « Quand j'ai été admise, l'an dernier, il fallait une moyenne d'environ 90 % au secondaire. Si

Le programme de technologie en radiologie médicale est assorti de préalables en anglais, en mathématiques, en physique, en biologie et en chimie.

avec mes patients et mes collègues », ajoute Mme Wilson. Le programme de technologie en radiologie médicale est tout en fournit des soins attentifs, en ménageant un environnement sûr et convivial et en produisant des images en vue du diagnostic. J'apprécie vraiment l'interaction quotidienne avec mes patients et mes collègues », ajoute Mme Wilson.

« Je veille à ce que le temps passé par un patient au service de radiographie ou d'IRM réponde à toutes les exigences directes aux patients.

Technologie de diagnostic complexe et fourniennent des soins patients à des doses minimales de radiactions. Ils exposent les patients pour produire des images claires tout en exposant les éléments essentiels d'une équipe de professionnels de la médecine pour le traitement des patients. »

« Je ne changeais de carrière pour rien au monde. C'est dans un hôpital de soins de courte durée qui sert une vaste région du nord-ouest de l'Ontario.

Laura Wilson est maintenant technologue en radiologie et technologue en imagerie par résonance magnétique (IRM) dans un hôpital de soins de courte durée qui sert une vaste région du nord-ouest de l'Ontario.

« Après quelques recherches, j'ai mieux compris la profession à ma personnalité », dit-elle.

Care held but she just wasn't sure exactly what career path she wanted to follow. Laura J. Wilson MRT (R) (MR), a toujours été attirée par les soins de santé, sans savoir toutefois quel parcours choisir.

After some research, I discovered more about the MRT profession and what it entailed. The more I looked into it, the more fascinated I was. It combined both patient care and advanced technology to provide diagnostic imaging services, and I knew it would be a fulfilling and exciting profession. MRTs are considered vital health care professionals and play a key role in the diagnosis and treatment of patients », she enthuses.

Wilson is now a Radiological (X-ray) Technician and servicing a large region of Northwestern Ontario.

Magnetic Resonance Technologist at an acute care hospital

good fit for my personality », Wilson says.

During the start of the Covid-19 pandemic.

Laura Wilson at work in Ambulatory Care

during the start of the Covid-19 pandemic.

Photo courtesy of: Laura Wilson

By/Par Jackie Fritz

# Laura J. Wilson

## Graduate's Profile:

During the start of the Covid-19 pandemic, most colleges offer a one-year bridging program called Pre-Health if your high school minimum to get accepted. Most high school average of around 90% students needed a high school into the program, Wilson shares, "The year I was accepted into the

well as Physics, Biology and Chemistry.

To be accepted into an MRT course, high school students would be wise to focus their studies on English and Math, as

that I have with my patients and my coworkers », says Wilson.

MRI department meets all of their expectations by providing a

"I strive to ensure that a patient's time in either the X-ray or

while providing direct patient care.

Medical radiation technicians (MRTs) use their expertise in

imaging services in my field. I truly enjoy the daily interactions

caring, safe, and friendly environment while providing diagnostic

radiographs by providing a

"I strive to ensure that a patient's time in either the X-ray or

while providing direct patient care.

Medical radiation technicians (MRTs) use their expertise in

imaging and radiation to produce clear images, while exposing

patients to the least amount of radiation as possible. They

have the ability to manage complex diagnostic technology

and treatmen

and treatment of patients », she enthuses.

"I wouldn't change my career choice for anything. It's truly

a fulfilling and exciting profession. MRTs are considered vital

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La aide diététique n'est pas un métier qui vient immédiatement à l'esprit quand on pense aux soins en temps de pandémie. Pourtant, un bon nombre de patients atteints de la COVID-19 sont incapables de manger. Les aides diététiques travaillent avec les nutritionnistes et les diététistes à la préparation des repas alimentaires pour des patients souffrant de diverses maladies. Ils participent également au service des repas. Ils veillent notamment au respect des mesures d'hygiène et de sécurité dans l'environnement des patients comme la nutrition, la préparation et le service des repas en milieu de soins et les procédures de sécurité et d'assainissement. La formation dure généralement moins de trois mois et couvre des sujets comme la nutrition, la préparation et le service des repas en milieu de soins et les procédures de sécurité et d'assainissement.

Dès répas depuis le début de la pandémie, beaucoup d'autres personnes partagent aux soins des malades et jouent un rôle d'importance, même si l'on en parle rarement. Personnes aux concierges, aux spécialistes du transport et au personnel administratif, pour ne nommer que ceux-là.

La lutte contre la plus grave menace sanitaire que notre pays ait connue depuis des générations est sans contredit un travail d'équipe. La

AIDES DIETÉTIQUES

La formation dure généralement six mois et mène à un certificat. Elle comprend des cours dans les disciplines suivantes : gérontologie, sciences humaines, activités de la vie courante.

Milieu de travail : hôpital, foyers de soins personnels, centres de soins en santé mentale, établissements de soins privés et établissements de soins de longue durée.

Le salaire varie selon le lieu, mais la moyenne canadienne est autour de 19 \$ de l'heure.

#### **PREPOSES AUX BENEFICIAIRES**

Les préposés aux bénéficiaires fournissent des soins liés aux activités quotidiennes, comme l'alimentation, les déplacements et en rendent compte.

Dietary Aid is just a career that immediately comes to mind when considering Covid care but a lot of Covid-19 patients are unable to eat. Dietary aides work with nutritionists and dieticians to prepare food for patients with a wide range of health conditions. In addition to preparing meals, Dietary Aides may also help with serving meals. Ensuring that food safety and hygiene procedures are followed is a very important part of being a Dietary Aide.

Courses are usually less than three months in length and cover topics including nutrition, institutional food preparation and service, and sanitation and safety procedures.

There are many other workers involved in patient care during the pandemic who are seldom mentioned but play a large role. The unsung heroes who are the backbone of the hospital like janitors, transport specialists and administrative clerks, just to name a few.

It truly is a team effort in the fight to treat and defeat the country's most dangerous health threat we've faced in generations.

DIETARY AIDE

A health care aide supports people who can't manage their own care and may need help with activities of daily living including feeding, mobility, communication and other needs. They also observe and report on patient conditions.

Some of the courses covered to obtain a health care aide certificate include gerontology, community health, growth and development, human relations, activities of daily living and more.

The course is usually six months in length.

Health care aides typically work in hospitals, personal care homes, doctors' offices, home care, mental health settings, private care facilities and acute and extended care facilities.

While salaries for health care aides vary throughout the country, the average Canadian health care aide makes about \$19 per hour.



Le cours dure en général deux ans.  
Leur salaire moyen, au Canada, est environ 35 \$ de l'heure.  
Les techniques en anatomie, en physiologie et en pathologie.  
Approfondies en anatomie, en physiologie et en pathologie.  
Les techniques en radiologie doivent avoir des connaissances partielles et une formation spécialisée.  
particularité, médecine nucléaire, radiothérapie et imagerie radiologique, disciplines possibles : technologie de la qualité en réduisant au minimum la dose de radiation.  
aux soins directs aux patients pour produire des images de qualité en utilisant une technologie de pointe.  
Les techniques en radiologie allient une technologie de

MRTs généralement go to college for around two years.  
The average salary for an MRT in Canada is around \$35 per hour.  
and pathology.  
MRTs must have a thorough knowledge of anatomy, physiology, and pathology.  
Each discipline requires unique skills and specialized education.  
They work in four areas: radiological technology, nuclear medicine, radiation therapy and magnetic resonance imaging.  
While exposing their patients to the lowest dose of radiation possible.  
Technologists with direct patient care to produce high quality images while exposing their patients to the lowest dose of radiation possible.  
Medical Radiological Technologists combine sophisticated medical equipment to the lowest dose of radiation possible.

## TECHNICIENS EN RADILOGIE (MÉDICALE)

le cours dure de deux à trois ans.  
Au Canada, leur salaire horaire moyen est d'environ 35 \$ et  
diagnostic des maladies pulmonaires.  
et de soins intensifs de soins intensifs et les laboratoires de  
et de soins intensifs des hôpitaux, dans les unités néonatales  
Les inhalothérapeutes travaillent dans les services d'urgence.  
Les inhalothérapeutes travaillent dans les services d'urgence.  
activités de readaptation et mesurent la capacité pulmonaire.  
font passer des tests, évaluent les signes vitaux, supervisent les  
des fonctions vitales. Ils analysent des échantillons sanguins,  
inhalothérapeutes sont responsables des systèmes de maintien  
parvenue à un stade avancé d'une maladie cardipulmonaire. Les  
poumons ne sont pas pleinement développées à la personne âgée  
faît, les patients sont très divers : du bébé pémature dont les  
ils fournissent des soins essentiels aux victimes de traumas. De

## (X-RAY TECHNICIAN) MEDICAL RADIOLOGICAL TECHNOLOGIST

hour and the course length is two to three years.  
In Canada, the average salary for an RT is around \$35 per  
care units or pulmonary diagnostics laboratories.  
emergency rooms and ICUs, newborn and pediatric intensive  
respiratory therapists will find employment in hospital  
assess vital signs, reverse rehab activities and assess lung capacity.  
support systems. They also analyze blood samples, perform tests,  
cardiopulmonary diseases and are responsible for managing life  
with undereveloped lungs to senior citizens with advanced  
patients. They work with everyone including premature infants  
emergency room where they provide life-saving care to trauma  
bronchitis, asthma and emphysema. RTs can also be found in the

**La pandémie de COVID nécessite plus que jamais un bataillon de personnel soignant en première ligne.** Médecins et personnels infirmiers travaillent pendant de longues heures, mais beaucoup d'autres personnes participent directement à la prestation de soins aux patients.



Les inhalothérapeutes traitent les maladies et les infections qui touchent le système cardio-pulmonaire (cœur et poumons). La COVID vient forcément à l'esprit, mais les inhalothérapeutes aussi触ent aussi au traitement du cancer, de la pneumonie, de la bronchite, de l'asthme et de l'emphysème. Aux urgences, les inhalothérapeutes traitent les malades et les infections qui

qui ont contracté le virus. Depuis le début de la pandémie, il est beaucoup question de l'importance de l'inhalothérapie dans le traitement des patients

## INHALOTHERAPEUTES

Le salaire annuel moyen est environ 66 000 \$, mais peut atteindre 90 000 \$. Les APSP sont formés pour évaluer et traiter les patients, stabiliser leur état et les transporter.

La formation se donne dans les collèges ou cégeps et dure généralement un an ou deux.

Les APSP sont formés pour évaluer et traiter les patients, stabiliser leur état et les transporter.

Les APSP sont formés pour évaluer et traiter les patients, stabiliser leur état et les transporter.

en traumatologie et des soins médicaux de base. Les ambulanciers paramédicaux en soins primaires (APSP) sont des acteurs très importants de l'équipe soignante. Membres des services médicaux d'urgence, ils sont généralement déployés sur place pour fournir des soins immédiats en réanimation et en traumatochirurgie et des soins médicaux de base.

Les ambulanciers paramédicaux en soins primaires (APSP) sont des acteurs très importants de l'équipe soignante. Membres des services médicaux d'urgence, ils sont généralement déployés sur place pour fournir des soins immédiats en réanimation et en traumatochirurgie et des soins médicaux de base.

## AMBULANCIERS PARAMÉDICAUX EN SOINS PRIMAIRES

Voici quelques-unes des nombreuses professions engagées dans une lutte active contre la COVID.

**Now, more than ever, health care workers are needed on the front lines of the Covid pandemic.** Doctors and nurses have been working long hours to help their patients. But there are many other workers who have also been providing direct patient care.

Since the Covid-19 pandemic began, we have been hearing a lot about respiratory therapy and its importance in treating infections related to the cardiopulmonary (heart and lung) system. Respiratory therapists are responsible for treating diseases and (RTs) also help treat patients with lung cancer, pneumonia, while COVID is top of mind right now, Respiratory Therapists touch on the treatment of patients with COVID.

Patients with the virus.

## RESPIRATORY THERAPIST

Primary Care Paramedics earn, on average, approximately \$66,000 per year but can go as high as \$90,000.

College course length is usually one to two years.

PCPs are trained for the responsibilities of patient assessment, treatment, stabilization and transport.

PCPs are trained for the responsibilities of patient assessment,

Suppose as well as trauma and medical care.

Services, PCPs are usually sent on-scene to provide basic life support as well as trauma and medical care.

These are just a few of the many professions that have been active in the fight against COVID.

By/Par

Jacquie Fritz

# Collèges contre Covid







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and a degree too.

*new perspective*

Gain a whole



Des carrières intéressantes... en coulisse

Travailler en santé

Healthcare Service Careers:  
The support behind the scenes



ÉDUCATION FOR EMPLOYMENT  
ÉDUCATION POUR L'EMPLOI