

# The Alberta Counsellor

June 2016



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**GuidanceCouncil**  
of the Alberta Teachers' Association



The Alberta Teachers' Association

# Editorial



With the arrival of spring, your thoughts may be focused on the tasks that must be completed by the end of the school year. Spring may also be a reminder that another school year is nearing its end. Reflecting back on the

year, it is evident to me that a school counsellor's job can be complex, unpredictable and demanding. School counsellors, like other mental health workers, deal with appreciably stressful tasks, such as working with students with mental health issues. Because the work can be difficult at times, practitioner self-care is important in order to be effective at our job and to ensure that the work remains rewarding.

Professional bodies such as the Canadian Psychological Association (CPA) acknowledge the importance of practitioner self-care. In accordance with the *Canadian Code of Ethics for Psychologists* (2000), expectations for standards of care when working with clients

are addressed, including "ethical principles, values and standards" (p 3). In order for members to adhere to the principle of responsible caring of this code, "engaging in self-care activities to avoid conditions (e.g., burnout, addictions) that could result in impaired judgement" are expected (CPA 2000, 17). There is no one-size-fits-all self-care. You will need to find something that works for you. In this issue of the *Alberta Counsellor*, Kevan Bryant has created a resource for self-care practices that you may wish to consider. Connecting with colleagues can also be a great way to rejuvenate yourself and your practice. Also in this issue is an article by Erin Luong about an opportunity to join a live chat on Twitter at #SCCcrowd. This is a forum for discussing resources, challenges and initiatives in counselling. Another way to connect with colleagues is to attend the Guidance Council 2016 conference in Canmore in November. Information about the conference can be found in this issue. Happy reading!

## Reference

Canadian Psychological Association (CPA). 2000. *Canadian Code of Ethics for Psychologists*. 3rd ed. Ottawa: CPA.

Nicole Drysdale

Your annual no-cost specialist council membership will no longer expire in August. Instead, it will continue year after year until you change it. To register or change your council membership, log in at [www.teachers.ab.ca](http://www.teachers.ab.ca) with your username and password.

Specialist councils are your source for conferences, networking, publications, resources, workshops, online communities and professional development.

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**Join us on Facebook at ATA Guidance Council for updates on the conference, regional events and information!**

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# President's Message



*The beautiful spring came;  
and when Nature resumes  
her loveliness, the human  
soul is apt to revive also.*

—Harriet Ann Jacobs

**T**his spring, the ATA Guidance Council executive members

attended the annual strategic plan retreat from April 8 to 10 in Canmore, Alberta. The executive council worked hard all weekend to analyze information, reflect on current initiatives and plan future projects.

At the retreat, data was reviewed from the 2016 member survey that was sent out to members in late February. We completed a SWOT analysis and reimagined our vision and mission statements. Below are the council's long-term, solidified goals:

- Strengthen communication
- Enhance advocacy and networking
- Sustain and develop membership

The strategic plan document will be reviewed at every executive meeting. Moreover, the communications team shared information regarding the rollout of our official name change and new logo. Be on the lookout for more information on this project. Changes were also made to the handbook and constitution (subject to vote at the 2016 AGM and final approval by Provincial Executive Council). The executive also had the opportunity to hear from members of the 2016 "Voices of Counselling: Agents of Change" committee. Keynotes will be confirmed soon and registration is currently open. We are also excited to announce that our fellow executive members, Alyson King (Central Regional president) and Kevan Bryant, will be taking on mini-conference 2017. We are still looking for a 2018 conference director. Please see our advertisement in the newsletter for more

information about this position. Finally, our peer-reviewed journal, the *Canadian School Counsellor Review*, is in the final stages of editing and will be coming out to members of the Guidance Council by fall 2016. Our team left re-energized and rejuvenated. We are grateful for the support of the ATA Strategic Planning Grant, which allowed us to meet as a group and develop this plan.

This spring, I had the opportunity to be involved in Canadian Counselling and Psychotherapy Association (CCPA) regulation meetings. These monthly meetings will be ongoing. Jeff Chang (university representative and journal editor) will represent the council on the definition and competency standards committee, and I will represent the council on the steering committee and communications subcommittee.

Spring is indeed a time of renewal. Yet, with the advent of fairer weather comes additional challenges. For teachers and school counsellors, these later school months often mean busy, long days and pressure to meet looming deadlines. We counsellors promote the importance of self-care with students and families, yet taking the time to follow our own advice can be more difficult. During these last few months I urge all members to mindfully acknowledge their current emotional state and schedule time for self-care. Allow yourself to revive, focus your attention away from nonstop distractions and ensure that you attend to the now. Although the concept of mindfulness may be seen as a trendy topic in the counselling field, its application is valuable for counsellors professionally and personally.

*Mindfulness is simply about being aware of where your mind is, from one moment to the next with gentle acceptance. This kind of simple attention can have a deeply transformative effect on our daily lives. We can learn to enjoy very ordinary things, such as the flavor of an apple, tolerate great hardship, such as the death of a loved one, just by learning to be aware.*

—Christopher Germer, Ronald Siegel and Paul Fulton from *Mindfulness and Psychotherapy*

Jennifer McIntee-Leinweber

# Conference 2016

The Guidance Council 2016 conference, “Voices of Counselling: Agents of Change,” will be held November 18–19 at the Coast Canmore Hotel in Canmore. This annual event brings together like-minded professionals from across Western Canada, including school counsellors, school administrators, teachers, career practitioners, mental health professionals, psychologists, and family and school liaison staff. The conference features provincial, national and internationally acclaimed speakers on current topics and trends, such as anxiety and stress management, supporting at-risk students, bullying, career and postsecondary preparation, resiliency, and wellness. To this end we offer a wide variety of special interest workshops and mini-sessions to enhance, support and celebrate the work of child advocates. In the past our conference attracted over 250 delegates, and we hope to surpass this in 2016.

Registration for this event is open. If you wish to attend, please visit [www.guidancecouncil.ca](http://www.guidancecouncil.ca) to register.



We are excited to announce our opening keynote speaker, Erin Mason.

Erin Mason is an associate professor in the counselling program at DePaul University in Chicago, Illinois. Prior to joining the faculty in 2008,

Erin was a professional school counsellor in Atlanta, Georgia, for 13 years. Erin worked in several middle schools in urban, suburban and rural settings, including in the two largest districts in the state. While in Georgia she was active in the Georgia School Counselor Association (GSCA), serving as government relations cochair, journal editor and American School Counselor Association (ASCA) model implementation chair. She earned her master's, specialist and doctoral degrees from Georgia State University.

Erin is active in professional school counselling organizations and legislative work at both state and national levels. She has published in scholarly journals with a focus on the professional identity of school counsellors. She is the coauthor of the 2013 book, *101 Solutions for School Counselors and Leaders in Challenging Times*. Erin engages in collaborative work with various organizations and schools in the Chicago area to create positive change for students and school counsellors. Erin is a regular presenter in her field on a variety of topics and served as the 2012/13 president of the Illinois School Counseling Association.

In recent years, Erin's work has turned to the use of technology in school counselling. Erin developed SCOPE (School Counselors' Online Professional Exchange) as a site for highlighting practical tech tools for school counsellors along with concrete examples of how they are being used in the field ([www.scope4scs.com](http://www.scope4scs.com)).

## Keynote: “Essential Technology for the Accountable School Counsellor”

Keeping up with technology is an imperative for school counsellors who want to be accountable to their stakeholders. Erin will present on the why, how, when and what of technology, with an emphasis on an intentional approach and practical implementation. From college and career readiness to family involvement to data tracking, technology is an undeniable tool for the profession. Whether you are an eager novice or an advanced enthusiast, Erin will share tech tools that are free, relevant and powerful for all aspects of the school counsellor's role. With 13 years' experience as a school counsellor, Erin focuses on sharing tools that are truly feasible for those who have minimal time and limited resources, but lots to do and many students to serve. Participants are highly encouraged to bring laptops and mobile devices.

Erin Luong  
Speakers Chair



# **VOICES OF COUNSELLING 2016: AGENTS OF CHANGE**

**November 18-19, 2016**

**@ the Coast Canmore Hotel, Canmore, AB**

**[www.guidancecouncil.ca](http://www.guidancecouncil.ca)**



**GuidanceCouncil**  
of the Alberta Teachers' Association

Please check out our website at  
**[www.guidancecouncil.ca](http://www.guidancecouncil.ca)**  
for more information on the advocacy  
work of the council.

# 2018 Conference Director Is This You?

Why you are the person we are looking for:

- You are passionate about all things related to school counselling and want to help direct conference 2018 to be the best one yet.
- You have great communication skills, organizational skills and time-management skills, and you work well with people, are technology savvy and can effectively manage a project from start to finish.
- You are interested in receiving mentorship from experienced conference members.
- You can attend executive council meetings and can submit timely reports on your committee's progress.
- You are interested in honing your leadership skills and are open to attending the ATA Summer Conference in Banff to learn more about conferences and specialist councils.

If this is you, please contact the Guidance Council president at [president@guidancecouncil.ca](mailto:president@guidancecouncil.ca). We look forward to hearing from you!

# Make Some Noise: Your Role in the Next Bargaining Cycle

Colleagues, the bargaining process is well under way. The negotiating parties at the central table will soon agree on matters for discussion – a central list and a local list. Although I will have more to share a couple of weeks from now, I can tell you that the needs of counsellors must be addressed in every local of our Association and, unfortunately, we teacher-counsellors cannot count on anyone else to speak up for us.

I am involved in my local as the EPC (economic policy chair) and the NSC (negotiating subcommittee chair). It will be my pleasure to represent my local at the bargaining table. Many of us are not involved in our local – and that was me just two years ago. While it is not realistic for many of us to further extend ourselves in big ways, here are easy actions you can take to make some noise:

1. E-mail your EPCs and ask how they will represent counsellors at the bargaining table.

Some may not have any ideas – feel free to suggest strategies or ideas you feel would improve your conditions of practice, for example:

- Guaranteed counselling time – are you stuck with the uncertainty of counselling versus teaching time? Have you been asked to be a counsellor .25 and teach .75?
- Collective agreement clauses pertaining to days of service in the summer. Are you compensated for service rendered in August on school start-up?

2. E-mail your NSCs and ask how they will represent counsellors at the bargaining table. Once again, you may need to educate them.

Share your workload story with your representatives. It is their role to listen to you.

If you do not know how to get a hold of them – e-mail me at [treasurer@guidancecouncil.ca](mailto:treasurer@guidancecouncil.ca) and I will personally connect you. We have an opportunity to advocate for ourselves at the negotiating table in a meaningful and concrete way. This is the time for change. Action at the bargaining table can help us long term. Advances in one local could materialize in another with subsequent rounds of bargaining.

Do your part. Do not delay. Need help getting connected? E-mail me at [treasurer@guidancecouncil.ca](mailto:treasurer@guidancecouncil.ca).

*Vincent Mireau  
Treasurer*

# Survey Results

We wish to thank those Guidance Council (GC) members who responded to the survey. Your feedback is important, and your executive team is using this information to aid planning for the future. The key highlights of the survey are indicated below:

## Demographics

- A total of 80 people responded to the survey.
- Most respondents were working as school counsellors, and most held a graduate degree in counselling or psychology.
- Most were members of the GC.
- Most respondents had been working in their current role less than 10 years.

## Value of Membership

- About 67 per cent of respondents find provincewide conferences to be valuable or very valuable.
- About 73 per cent of respondents find professional development events sponsored by the regionals to be valuable or very valuable.
- Generally, greater than 70 per cent of respondents like receiving information about the GC or information pertinent to counselling through the newsletter (*The Alberta Counsellor*), the new peer-reviewed journal, website or e-mail.
- About 58 per cent of respondents do not like receiving information on Twitter or Facebook.

(We are unsure if this reflects the dislike of these platforms for receiving information or whether respondents are not regular users of these platforms for communication.)

## Feedback

- Many counsellors feel that the biggest challenges to school counsellors are the increasing workload, increasing responsibilities on the job and the increasing complexities of students and families.
- Many respondents feel isolated, overwhelmed and under supported in their current positions in schools.
- A theme in many responses is that respondents wished the GC would have a greater advocacy role with issues such as the importance of school counsellors and having trained teacher-counsellors, and an ideal counsellor-student ratio.
- Professional development, including conferences that are more accessible and networking, was often stated as desirable among respondents.
- Respondents overwhelmingly stated that the difference they make in students' lives is the most rewarding aspect of being a school counsellor.

## Random Draw Winner

Congratulations to Cheryl Oslund from Battle River Regional Division No 31. Cheryl will receive 50 per cent off her 2016 conference fee.

Thank you again for your thoughts and opinions.

Nicole Drysdale



# Regional Reports

## Calgary Regional



The Calgary Regional continues to focus on building professional learning networks through the use of monthly online Twitter chats and face-to-face opportunities.

All Guidance Council members are invited to participate in the monthly

#SCCrowd Twitter chat. Live #SCCrowd chats occur monthly on the second Wednesday of the month. Below are the 2016 topics of discussion:

- #SCin30 Project <https://docs.google.com/document/d/1MZ6OMaMsyfPZVnVDJBOOKNkBA6CsEpkJEshZq44iqc/edit>
- Why Does Kindness Matter?
- How Do We Reach Higher?
- Digital Leadership

Counsellors are always welcome to post questions to #SCCrowd between events in order to promote collaboration and community.

On February 23, 2016, Chelsey Morton, a registered psychologist with Hospice Calgary, presented to a group of Calgary counsellors. She shared that the Calgary area has seven hospice centres, including the Rosedale centre, which is for cancer patients only, and the Sage centre, which provides individual, group and family counselling. Families must refer themselves to counselling; however, grief counsellors are available to consult with school personnel if needed.

Throughout her presentation, Chelsey reminded us that grief is no longer thought to be a linear, staged process, but rather a continuum between talking and doing. Helping students remember their loved ones by asking them to introduce us to that person or going through the five senses to remember (for example, What did mom or dad smell like?) are a few of the compassionate and creative techniques she uses. Individuals who are interested in learning more

about grief therapy are encouraged to contact [info@hospicecalgary.com](mailto:info@hospicecalgary.com) to register for a workshop. Another excellent resource is the book entitled *Good Grief, Supporting the Bereaved Student*. This resource guide for teachers was developed by Hospice Calgary staff with the assistance of a CBE specialist, a high school counsellor and a bereaved parent.

On April 25, 2016, #EdcampYYC, a free unconference, was held at CBE's Nose Creek School. This conference gathered educators from the Calgary area and beyond. In a desire to allow school counsellors to feel there was a relevant session for them, I facilitated a session on developing resiliency within students. Conversations covered topics such as common sources of stress for students, growth mindset and promoting grit.

*Erin Luong, President*

## Edmonton Regional

Happy spring! A big thanks goes out to Mary Frances Fitzgerald for organizing the November Edmonton Regional miniconference: 2015 "Voices of Counselling, Creating Connections." She did a fabulous job! Participants attended sessions on mindfulness, solution-focused therapy and art therapy. The event was well received by all participants. The learning was valuable, the food was great and the conversations were insightful.

As we prepare to welcome and help transition refugees arriving to Edmonton, I had the good fortune of joining school resource officers, administrators and counsellors to learn about the impact of premigration experiences and the influence of post-traumatic stress disorder in newcomers. We attended an engaging half-day workshop presented by Karin Linschoten, who is from the Edmonton Mennonite Centre for Newcomers/Multicultural Health Brokers Cooperative. It was great to see so many people eager and ready to make new students' school experiences supportive and positive.

Karin shared valuable information accompanied by inspiring and thought-provoking stories. She explored a number of topics such as premigration experiences,

adaptive behaviours, which might be misinterpreted as pathological in the western context, information on how connections and culture influence an individual's life in Canada, and role shifts in newcomer families. She noted that many new Canadians have experienced trauma but are presenting as resilient.

In one handout we received, Karin wrote, "It should be recognized that no matter the path an individual comes to Canada, it takes immense strength and resiliency to relocate to a new country and culture. The Edmonton Police Service and our partner agencies aim to create a welcome and supportive environment for all new community members."

Karin shared some valuable contacts that you may find helpful in your work with refugee students and families:

- Multicultural Health Brokers (family support, pregnancy and infancy support, counselling) 780-423-1973
- Edmonton Mennonite Centre for Newcomers (language, settlement, employment, counselling) 780-424-7709
- Catholic Social Services (settlement, parenting) 780-420-1970
- Africa Centre (parents, youth programs) 780-455-5423
- Edmonton Immigrant Services Association (settlement, employment support) 780-474-8445
- ASSIST Community Services Centre (settlement, employment support) 780-429-3111

*Koreen Bennet, President*

## Mid-Central Regional

The year is flying by. Sounds like most teacher counsellors in Central Alberta are gearing up for next year's registration and transitioning their students. Transitioning Grade 8 students to high school is a serious undertaking here in Red Deer as I am sure it is in other parts of Central Alberta and beyond. Ensuring proper programming and good supports for all students is an essential part of our scope of practice and a main priority at this time of year. MyBluePrint is being introduced and implemented as a resource

for all Grade 9 students this semester to assist with registration. In the past Lindsay Thurber introduced this program through the career centre and CALM classes. This year the Grade 9s are all getting early exposure as they plan their programming for Grade 10 and beyond.

Since I wrote my last letter for the council report, another focus of mine was determining who my Central Alberta counselling colleagues are and where they practise. Thanks to an ATA colleague, I located and connected with a number of counsellors outside of Red Deer. If you have not heard from me by your school e-mail, please send me a quick heads-up at [alyson.king@rdpsd.ab.ca](mailto:alyson.king@rdpsd.ab.ca). This will allow me to let you know what is going on in our region and with our executive. I am currently trying to arrange a meet-and-greet and professional development opportunity for the Central Alberta group to get together and share their expertise.

I continue my work with the Queer-Straight Alliance (QSA) here at Lindsay Thurber. At our recent Central Alberta Teachers' Convention, Education Minister David Eggen met with three of our QSA students and asked them what they needed in terms of support from the government. Subsequently, the minister has invited a group of eight students and three QSA teacher allies from Lindsay Thurber to attend a luncheon and a house session at the legislature to be introduced as a collective. I was also fortunate enough to be invited to work with other ATA colleagues on a PRISM 2 (Professionals Respecting Individual Sexual [and Gender] Minorities) secondary school resource. The objective of the resource is to promote "safe and supportive" classroom conversation around "sexual minorities and gender variance" (ATA 2014).

Red Deer Public recently updated the Violent Threat Risk Assessment Training for counsellors and community liaison workers in our district. Kevin Cameron's Canadian Centre for Threat Assessment and Trauma Response model is world renowned. Cameron has trained one of our counsellors and an administrator to do the training for Red Deer Public. Unfortunately, in light of recent events in La Loche, Saskatchewan, it was a worthwhile refresher of an important skill set.

## Reference

Alberta Teachers' Association (ATA). *PRISM: Toolkit for Safe and Caring Discussions About Sexual and Gender Minorities*. Edmonton, Alta: ATA.

*Alyson King, President*

## South East Regional



On Thursday, March 10, Marv Hackman, ATA executive staff officer, presented to the counsellors on the topic of "Confidentiality in Counselling." At this time, we also had our very own Sandy Gillis attend the meeting with Marv. As

always, Marv's presentation was very insightful and informative, and allowed for a lot of questions and sharing. I'm a firm believer that some of the best learning comes when we collaborate as a group and share ideas and experiences.

If we have enough interest, we are planning a PD event on mental health literacy, specifically, the Go to Educator workshop. In June, we will have our final regional meeting of the school year, at which we time we will elect the 2016/17 executive.

*Sheldon Wihnan, President*

## South West Regional

Happy spring! It is so wonderful to feel the change in energy in students and staff as we enjoy more daily sunshine. Since January, there have been some exciting events and movements in the southwest region.

At the South Western Alberta Teachers' Convention Association (SWATCA), I was pleased to see how many sessions focused on mental health and wellness. I offered a session on "Self-Care Strategies for Teachers," which addressed and encouraged teachers to take time daily for simple self-care practices so they can be at their best in the classroom. Please see the resource in this issue of the *Alberta Counsellor* for some ideas about self-care techniques to try yourself.

Lethbridge School District No 51 has been focused on self-regulation, which is the ability to regulate feelings and actions in a socially appropriate manner. Over 600 people attended Stuart Shanker's workshop in Lethbridge on self-regulation in October. Following that, a committee was set up to focus on implementing strategies into schools. A couple of times per month in Lethbridge, free evening PD events are available to view Stuart Shanker's self-regulation video series on various topics. At Wilson Middle School, I created self-regulation kits for students to use in every classroom that includes items such as hand fidgets, mouth fidgets, foot fidgets, mandalas, coloured overlay sheets and essential oils. Staff hope to see benefits including improved self-esteem, increased learning, improved self-control, increased positive relationships and better self-directedness. Stuart Shanker presented again in Lethbridge on April 19 and 20.

I have enjoyed promoting and helping others connect to the Guidance Council. If you would like to communicate about special projects and upcoming opportunities in this region, please contact me at [kevan.bryant@lethsd.ab.ca](mailto:kevan.bryant@lethsd.ab.ca). All the best!

*Kevan Bryant, President*

# School Counsellor Crowdsourcing: We're Better Together with #SCCcrowd

School counsellors, school counselling interns and aspiring school counsellors, do you ever ask yourself, "What resources could help me with my initiative?" or "How would someone else have handled that situation?" or even "Is anyone else dealing with the same challenge that I am?"

School counselling and other educational professionals, do you have knowledge that can help school counsellors? Do you know of great resources or have inspirational experiences to share?

If you have answered yes to any of the above questions and you have a Twitter account (see <http://hashtagtip.com/how-to-use-twitter/>

for tips on how to use Twitter), you have an opportunity to connect with others and develop your PLN (professional learning network).

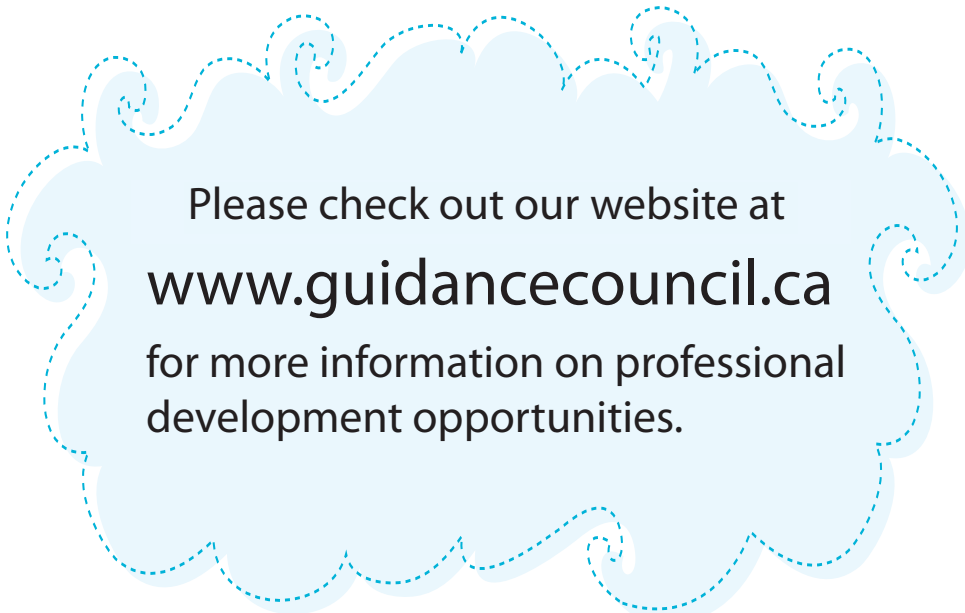
Use the hashtag #SCCcrowd and ask a question that is inspired by something from your day (or anything else that might be on your mind). Then check out other tweets on #SCCcrowd to see if you have an answer or follow-up to someone's question.

Then from 6:30 to 7:30 PM on the third Wednesday of the month, join us for a live chat on #SCCcrowd to help answer some of the day's questions. Don't forget to add the hashtag at the end of all your responses so we can collate our discussion.

Here is how #SCCcrowd works:

1. Post a question any time of day or night to #SCCcrowd especially on the day of our chats.
2. Answer others' questions any time if you can.
3. Join our chat from 6:30 to 7:30 PM the second Wednesday of the month.
4. Post any idea related to school counselling any time.
5. Share an idea or resource. You are always welcome to post to #SCCcrowd.

*Erin Luong  
Calgary Regional President*



Please check out our website at  
**[www.guidancecouncil.ca](http://www.guidancecouncil.ca)**  
for more information on professional  
development opportunities.



# We Don't Say

The best thing about my job at Bishop Carroll High School is empowering students to create a positive change in the world. One initiative our Spectrum Club has undertaken was establishing the We Don't Say antislur campaign that was originally influenced by the work at Duke University.

As a team we developed a number of posters that encouraged the students to reflect on the type of language they choose to use. We tweeted them out to the community with the following message:

How do you want to remember Bishop Carroll when you graduate? Tag your tweets with #CarrollCulture (<http://tinyurl.com/htdkn3k>) to show your cardinal pride!

The hope was that by modelling positive digital citizenship and behaviour, our group would spread a positive message to the world.

It is now year two of the We Don't Say campaign. Our first campaign in 2015 was extremely popular in the Calgary Catholic School District and beyond. Our original posters were

picked up by Duke University ([www.facebook.com/youdontsaycampaign/](http://www.facebook.com/youdontsaycampaign/)) (the originators of the campaign) and shared on its Facebook page. We have also had approximately 10 other schools in the area approach us about running their own campaigns.

This year we wanted the campaign to continue to promote inclusivity. Therefore the Spectrum Club 9 (<https://twitter.com/bchsspectrum>) asked the Who's Frank (<https://twitter.com/search?q=%23whosfrank&src=typd>) (antibullying team) and Mental Wellness (<https://twitter.com/wellnessBCHS>) team to help us come up with common derogatory phrases that we have heard. We reflected on why those phrases were deprecating and developed our rationale statements.

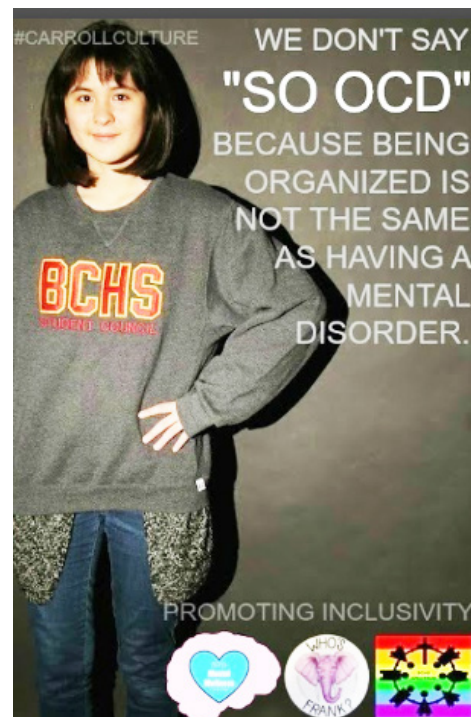
We then put an all call out to our student population and had students select the phrases they would like to model for.

The end result is a fabulous product that can be shared on the Net, in poster form and as part of the Bishop Carroll adult colouring book that our student body is also in the process of producing.

Please enjoy.

And remember, your language matters.

*Erin Luong, High School Counsellor*

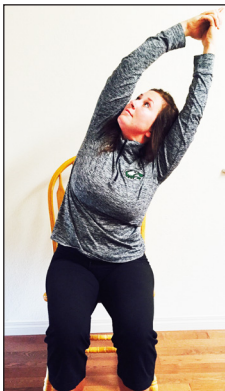




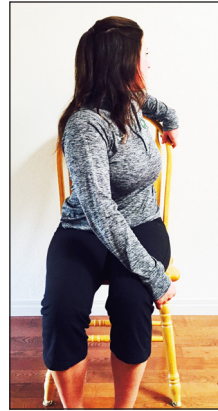
# Self-Care Strategies

We must take care of ourselves first before we care for others, but not having enough time to practise self-care is what I hear from colleagues and even say to myself all the time. Getting a massage with our great teacher benefit plan or going on a vacation is beneficial, but what about the day-to-day stuff? The strategies below take 5–10 minutes. Plan that time into your day until it becomes a routine, and you will likely experience such benefits as developing healthier boundaries, listening to and respecting your body, feeling healthier, having more patience with your students and so on. There are so many ways to self-care from taking a bath to walking your dog. Remember it is your practice, so find and do what is right for you. Here are just a few ideas to try:

1. Self or partner hand massage
2. Mindful breathing: Sitting in a comfortable position for three minutes, notice what is happening inside, then redirect your attention to the breath and expand your awareness to include your feelings with acceptance.
3. Chair yoga sequence:
  - Circle your neck in both directions, then circle your shoulders forward and backward.
  - Inhale, raise your arms straight above your head, then stretch and bend to the right and left.



- Twist the upper body in both directions.



- Do five rounds of cat cow by rounding your spine forward then backward.



- Lean forward and twist the upper body with palms together. Rest one elbow on the opposite knee or straighten arms out. Repeat on the other side.



- Do the seated eagle pose on both sides.



- One leg at a time, hold knee to chest and rotate ankle.



- Do the seated lotus preparation pose on both sides (can lean forward to increase stretch).



- Lunge holding onto the back of the chair on both sides.



- Do the seated forward fold (Paschimottanasana) from the front edge of the chair.



- Do the downward facing dog while holding onto the back of a chair or side of a desk.



4. Progressive muscle relaxation: Check out this great link for guidance: [www.anxietybc.com/sites/default/files/MuscleRelaxation.pdf](http://www.anxietybc.com/sites/default/files/MuscleRelaxation.pdf).
5. Self-compassion meditation: Visit <http://self-compassion.org/category/exercises> to try some of Kristen Neff's amazing recorded guided meditations and exercises.
6. Mindful mandalas: Colouring helps us be in the present moment.
7. Mindful and healthy eating: Choose healthy foods or a favourite snack in moderation, but try eating it slowly and engaging all the different senses.

8. Positive experiences journal: Reflect on a positive experience from your day in detail.

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9. Personal self-care plan:

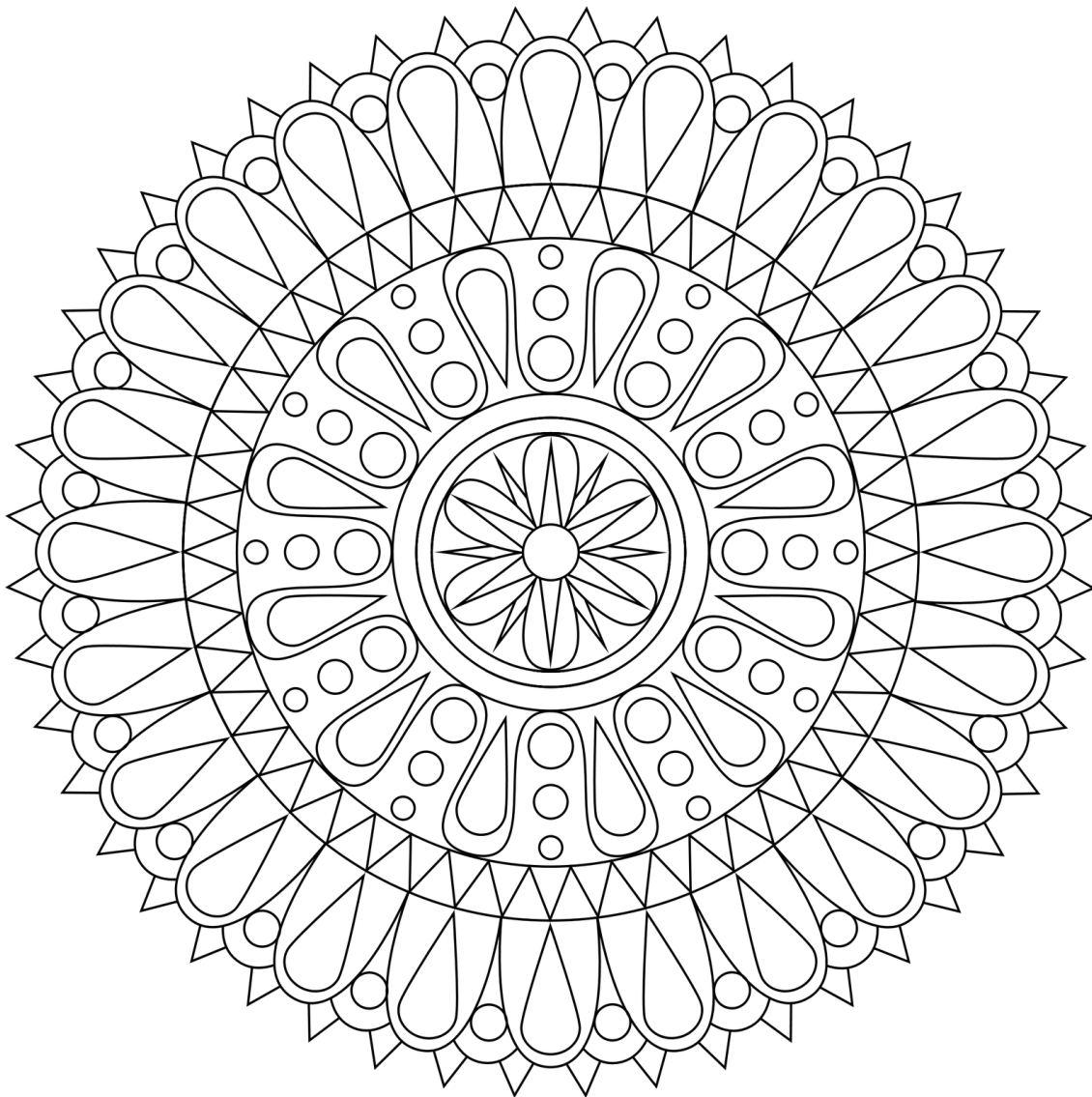
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Self-care is a priority and necessity in the work we do – not a luxury.

*Kevan Bryant, Teacher Counsellor at  
Wilson Middle School*





# Because No One Should Have to Face an Eating Disorder Alone





Eating disorders are complex, serious illnesses that typically first manifest in the adolescent years. They affect both males and females, have the highest mortality rate of any mental illness and appear to be on the rise.

It's likely that guidance counsellors and educators will come into contact with students who are either directly affected by an eating disorder, exhibiting signs of disordered eating or concerned about a friend who may be restricting, purging, bingeing or obsessively exercising. Recognizing the warning signs ([www.eatingdisordersupportnetworkofalberta.com/warning-signs.html](http://www.eatingdisordersupportnetworkofalberta.com/warning-signs.html)) of eating disorders and being aware of the resources, supports and treatment options available is critically important because research shows that early intervention is linked to better outcomes.

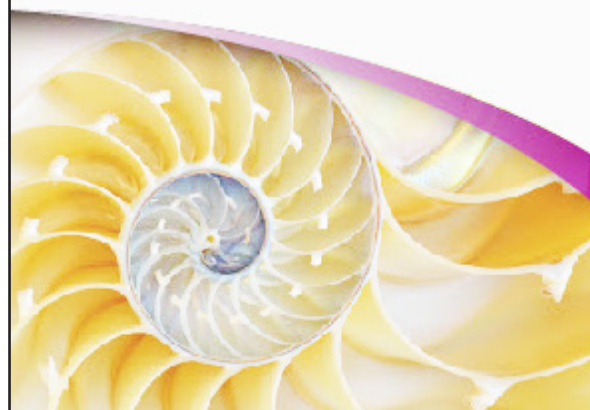
The Eating Disorder Support Network of Alberta (EDSNA) is a nonprofit organization and registered charity, dedicated to providing meaningful support to families and individuals affected by eating disorders and to raising awareness in the community. Their website ([www.EDSNA.ca](http://www.EDSNA.ca)) is visited by thousands of people each week and is quickly becoming the go-to place for information and resources in Alberta about eating disorders. In particular, EDSNA would like to point out the National Eating Disorder Association's toolkit for educators ([www.nationaleatingdisorders.org/educator-toolkit](http://www.nationaleatingdisorders.org/educator-toolkit)). This is a comprehensive, well-researched and thorough document which is easily downloaded and provides facts about

eating disorders, information on how to support students, ways to build a body-positive school culture and more. Also on EDSNA's website, you will find resource pages specifically for parents, for coaches, for health-care professionals, links to various treatment options in Alberta, as well as information on EDSNA's support groups in Edmonton, Red Deer and soon Calgary.

## EATING DISORDER SUPPORT NETWORK OF ALBERTA

-  SUPPORT
-  CONNECTION
-  AWARENESS
-  HOPE

**VISIT: [EDSNA.CA](http://EDSNA.CA)**  
**YOU'RE NOT ALONE**



Because EDSNA believes no one should have to face an eating disorder alone, the organization now offers online support groups. The first group, which was held May 10, was for parents, partners and loved ones (18+ years) of someone with an eating disorder. The group was hosted through a private, secure video-conference platform, allowing people across the province to connect in real time with others who face the same challenges.

Like EDSNA's in-person support groups, the online group will be facilitated by a professional with a strong background in eating disorders and will be capped at ten registrants to allow full participation. The support group will focus on building hope and knowledge, dispelling feelings of shame, creating connection and increasing capacity through sharing resources, tools and

strategies. To register or learn more, please visit [www.EDSNA.ca/online-support.html](http://www.EDSNA.ca/online-support.html).

EDSNA regularly gives presentations to help community members, health-care professionals and educators increase their understanding of eating disorders. As most professionals don't receive training in this area, there is a great demand for additional professional development. In the past, Executive Director Sue Huff has offered presentations through SKYPE or other webinar platforms to reach people in multiple sites at the same time and reduce travel costs. If you are interested in a presentation, please fill out the form here: [www.EDSNA.ca/presentations.html](http://www.EDSNA.ca/presentations.html).

If you would like more information or have any other questions, please contact Sue Huff at [Sue@EDSNA.ca](mailto:Sue@EDSNA.ca).





# Guidelines for Responsible Reporting on Eating Disorders



Eating disorders are surrounded by numerous misunderstandings. You can help stop the circulation of these myths through language and photography choices. Below is a list of common myths and ways in which you can assist us in not perpetuating them through responsible reporting. For more information, visit [www.eatingdisordersupportnetworkofalberta.com/the-facts.html](http://www.eatingdisordersupportnetworkofalberta.com/the-facts.html).

Myth	Fact	How to Report Responsibly
Eating disorders only affect middle-class, white teenaged girls.	Eating disorders affect males and females of all ages (ranging from childhood to old age) and of various ethnicities.	Ensure photos show diversity of age, gender and ethnic background. Use both male and female pronouns (his or her).
Eating disorders are just extreme diets.  Dieting is a good thing because most people are overweight anyway.	Eating disorders are about far more than just food. Eating disorders are very complex, preconditioned psychological illnesses with serious accompanying physical impacts.  Restrictive dieting or sudden weight loss can trigger an eating disorder. In fact, dieting is the number one predictor of developing an eating disorder, a fact that is little known or understood.	Don't use photos that focus on food, calories, scales or measuring tapes. These images trivialize the complexity of the illness. Images that are more evocative of the feelings that accompany eating disorders are preferred or images that highlight the brain, where the illness is based. Balance the story with understanding of the underlying issues of anxiety, depression, low self-worth and brain research.
People with eating disorders are always really skinny. You can tell by looking at them that they have an eating disorder.	Anorexia is one type of eating disorder that manifests as extreme starvation, but it is the least common type of eating disorder. People can be a normal weight or overweight and have an eating disorder. You can't tell by looking at people if they have an eating disorder.	Don't use photos of protruding ribs or collarbones. Raise awareness that anyone can have an eating disorder, and it is typically hidden so signs may be difficult to perceive. Warning signs are listed on EDSNA.ca.

Myth	Fact	How to Report Responsibly
Eating disorders are all about numbers, especially how many pounds were lost.	The majority of eating disorders don't involve weight loss, so perpetuating this myth also contributes to downplaying the seriousness of eating disorders other than anorexia. As well, reporting on extreme weight lost is triggering for people who have eating disorders and can set up a challenge to lose even more.	Don't include any numbers in your story; focus instead on the detrimental effects of the weight loss (loss of energy, loss of hair, damage to the heart and so on). Balance the story with other types of eating disorders that don't include severe weight loss.
Eating disorders are a choice. People choose to stop eating, so they can choose to start again.	An eating disorder is no more of a choice than cancer, kidney failure or diabetes. Although it may begin with dieting (a choice), once it becomes an eating disorder, no choice is involved. It is an illness. No one would choose to have an eating disorder.	Check language for blame or trivialization. If you aren't sure, substitute the word cancer for eating disorder in your sentence, to check if it is a comment you would still make or if you are subtly blaming the victim.
Eating disorders are a death sentence.	Although eating disorders do have the highest mortality rate of any mental illness, this is not the only outcome. With early intervention and good treatment, recovery is possible. Most people recover and go on to lead happy, healthy lives.	Be aware of the balance of the story; recovery is a long process, but it is possible. While death may be a dramatic end to your story, it is more responsible to focus on hope.
Eating disorders are caused by bad parenting. Eating disorders are caused by the media. Eating disorders are caused by wanting control. Eating disorders are caused by wanting to be loved.	The causes of eating disorders are complex and ill-defined. fMRIs are giving us important clues about how people with eating disorders have significant differences in their brain structure and their responses to stimuli. There appears to be a strong genetic component. Some researchers estimate up to 50 per cent may be genetic and 50 per cent environmental. More research is needed, but for now, we can only identify risk factors, not causes.	Check language for blame or simplistic answers about causes. People with eating disorders may identify triggers or incidents that they see as the cause, but it's more likely they are only contributing factors that increased the risk or ultimately tipped the scales.

Should you have any questions or comments, please feel free to contact Sue Huff, executive director, EDSNA (www. EDSNA.ca) at sue@EDSNA.ca or 780-709-4036.

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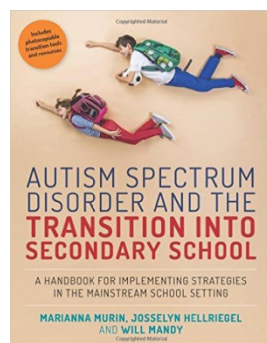
# Keep Reading with Your ATA Library!

So many topics, so little time to read! What is a busy counsellor to do? Now that summer is almost here you might just find a little time, but where are those books?

Don't despair at the thought of long summer months away from your favourite educational authors. Your ATA library is open all summer long! You can request materials or ask for articles on any topic and we will send them to your home in a flash. Below is just a small sample of the resources we have waiting for you. If you'd like to see even more, visit our library page (<http://library.teachers.ab.ca>) and search in our catalogue.

## Books

*Autism Spectrum Disorder and the Transition into Secondary School: A Handbook for Implementing Strategies in the Mainstream School Setting.* Murin, Marianna, Josselyn Hellriegel and Will Mandy. 2016. London, UK: Jessica Kingsley Publishers.



*Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom.* Souers, Kristin and Pete Hall. 2016. Alexandria, Va: ASCD.

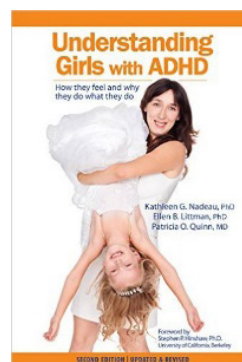
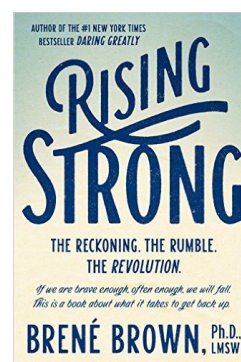
*How to Create Kind Schools: 12 Extraordinary Projects Making Schools Happier and Helping Every Child Fit In.* Hulme, Jenny. 2015. London, UK: Jessica Kingsley Publishers.

*I Am Not a Slut: Slut-Shaming in the Age of the Internet.* Tanenbaum, Leora. 2012. New York: Harper Perennial.

*In the Realm of Hungry Ghosts: Close Encounters with Addiction.* Maté, Gabor. 2008. Toronto: Vintage Canada.

*Rising Strong: The Reckoning. The Rumble. The Revolution.* Brown, Brené. 2015. New York: Spiegel & Grau.

*Say Goodbye to Survival Mode: 9 Simple Strategies to Stress Less, Sleep More, and Restore Your Passion for Life.* Paine, Crystal. 2014. Toronto: Nelson Books.

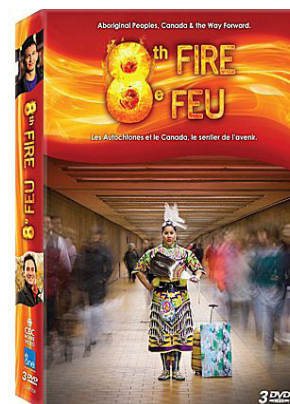


*Understanding Girls with ADHD: How They Feel and Why They Do What They Do.* Nadeau, Kathleen, Ellen Littman and Patricia Quinn. 2nd edition. Washington, DC: Advantage Books.

*Women and Girls with Autism Spectrum Disorder: Understanding Life Experiences from Early Childhood to Old Age.* Hendrickx, Sarah. 2015. London, UK: Jessica Kingsley Publishers.

## DVDs

*8th Fire: Aboriginal Peoples, Canada, and the Way Forward.* Kinew, Wab. 2012. Toronto: CBC Home Video. 172 min.



*Growing Up Trans: Inside the Struggles and Choices Facing Transgender Kids and Their Families.* O'Connor, Karen. 2015. United States of America: Public Broadcasting Service. 90 min. (AV GRO)

*Just Gender.* Zuber, George. 2013. New York: Kino Lorber. 96 min.

*Suicide Is Not the First Nations Way.* 2013. Vancouver, BC: First Nations Films. 28 min.

Sandra Anderson, ATA Librarian

# Murray Jampolsky Memorial Award for Outstanding Practising Counsellor

This prestigious award is bestowed on those in the active role of practising counsellors who have been nominated by their peers for outstanding contributions.

At Conference 2016 there will be two recipients:

- one for the year 2014/15
- one for the year 2015/16

These awards will be honoured at Conference 2016 in Canmore, Alberta.

Deadline: October 15, 2016

For further information, contact [maryfrances.fitzgerald@gmail.ca](mailto:maryfrances.fitzgerald@gmail.ca).

Name of nominee \_\_\_\_\_

Address (res) \_\_\_\_\_

Present Position \_\_\_\_\_

Phone \_\_\_\_\_

School Address \_\_\_\_\_

Signature of Nominee \_\_\_\_\_

Nominators

a. Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Position \_\_\_\_\_

b. Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Position \_\_\_\_\_

c. Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Position \_\_\_\_\_

List of enclosures, submissions and supporting information:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Mail completed form to

Sandi Gillis

The Alberta Teachers' Association

11010 142 Street

Edmonton AB

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# Guidance Council Publications

To support and inform the work of school counsellors, the Guidance Council has two publications: our professional journal, the *Canadian School Counselling Review*, and our newsletter, *The Alberta Counsellor*. Guidance Council members are encouraged to submit articles for these publications. Editorial advice and assistance will be provided.

## *The Alberta Counsellor*

*The Alberta Counsellor* contains information about council activities, school counselling programs, reports of regional meetings, and announcements of and reports on professional development opportunities.

We want to hear from you!

Tell us about guidance and counselling projects or initiatives at your school. Everyone would like to read about your approaches to improving high school completion, dealing with bullying, improving your students' academic and social/emotional adjustment and achievement—in fact, anything from the wide world of school guidance counselling.

## *Framework for a Counsellor Article*

To help you, here's an outline:

- What is your name, your school's name and your teaching/counselling assignment?
- What is your project/initiative? What are your practices?
- What was the impetus for your project?
- What did you hope to achieve?
- What did you need to do to put the project in place?
- Where did you get the time/funding for your project?
- Who else in the school/community is involved?
- What has been accomplished by your project?
- What is the future of your project?

We are also interested in publishing book, film or resource reviews; sample lessons; or reports on professional development activities you have attended.

The newsletter is published three times per year—winter, spring and fall—so please send your submission soon to Nicole Drysdale at [counselloreditor@guidancecouncil.ca](mailto:counselloreditor@guidancecouncil.ca). Deadlines for submissions are **September 15, January 10 and May 1**.

## *Canadian School Counselling Review*

The *Canadian School Counselling Review* is a professional journal for guidance counsellors and related professionals. The journal publishes research and practical articles; book reviews; case studies; discussion of trends, issues and policies; and reviews of new programs and materials. The *Canadian School Counselling Review* is peer-reviewed.

## *Guidelines for Authors*

- Manuscripts may be up to 3,000 words long.
- Follow the author-date style for citations.
- Manuscripts should be submitted electronically, in Microsoft Word format.
- For photographs and diagrams, black and white is preferred.
- Obtain permission for the use of photographs and diagrams.
- Identify people in photos.
- Include photo credit.
- Manuscripts and photographs will be returned at the author's request.

For more information, please contact Jeff Chang at [jeffc@athabascau.ca](mailto:jeffc@athabascau.ca) or 866-901-7647.



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# Guidance Council Executive 2015/16

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