

The Alberta Counsellor Letter

July 2019



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Editorial



For this issue of *The Alberta Counsellor*, we have assembled regional and executive reports and a few articles of special interest to school counsellors. One such article is Mary Frances Fitzgerald's article on compassion fatigue, in which

she reviews the resource *The Compassion Fatigue Workbook*, defines *compassion fatigue* and other terms, and shares other resources you may find

useful. Taking time to rest and recharge is a necessity in this profession. In this issue, you will also find out how to connect with a wider circle of colleagues in school counselling through social media.

Be sure to visit our Council of School Counsellors (CSC) website (www.ata.schoolcounsellors.com), which contains resources, conference information, past issues of the newsletter and information about our journal (*Canadian School Counselling Review*). It also includes contact information for the executive members, in case you have any feedback or questions. Please contact us with your ideas or submissions for the journal or the newsletter.

Nicole Drysdale

President's Report



School counselling can be such an isolating experience. At times, you may be the only person in your building who understands all that you do in a day. As a counsellor with over 16 years of experience, I have had those moments too. That is why it has been so important

for me to reach out and find my people in the world—those amazing people who “speak counsellor” and get as excited as I do about attachment theory, mindfulness and career plans.

I soon discovered that one of the best ways to connect was through the CSC. The council strives to reach out to members through providing

- six regionals that organize professional development and fellowship opportunities in Calgary, Edmonton, Fort McMurray, Lethbridge, Medicine Hat and Red Deer;
- *Canadian School Counselling Review* (a peer-reviewed journal for school counsellors) and *The Alberta Counsellor*; and

- the ability to connect with colleagues on Facebook and Twitter.

I was inspired by our CSC executive team gathering in Calgary on April 13, where we planned for the 2019/20 school year. Watch for these upcoming initiatives:

- Counsellor skills training opportunities in Edmonton in November
- Drive-in PD events across the province
- Sessions presented by CSC members at teachers' conventions across the province
- CSC sessions at the Calgary and Edmonton orientations for new teachers and preservice carousels
- The monthly international Twitter chat for school counsellors (#SCChat)
- The development of new resources

As always, if you have an idea to share or an event you would like to help organize, please reach out to me or another executive member (contact information is available at www.ataschoolcounsellors.com/executive/). We look forward to connecting with you.

Erin Luong

Regional Reports

Edmonton



Fall 2019 Conference

We have not yet officially met as a team, but the following are some ideas that have been offered for our fall 2019 conference (thank you, Mary Frances Fitzgerald!):

- We could host the conference at W P Wagner School (with catering), potentially on a Friday evening and the Saturday. Mary Frances suggested that we hold our provincial meeting at the end of the day so that the flow of activities is not interrupted.
- If north and south hold their conferences on different dates, could we broadcast from Edmonton and Calgary so that members around the province could be included in both?
- Possible topics include motivational interviewing, brief therapy, solution-focused therapy, narrative techniques, exploring physical and expressive arts in counselling, and trauma-informed practice.

Community Helpers

The Community Helpers program runs in a number of Edmonton junior high and high schools, with the goal of training students to be effective natural helpers in their own communities. The program follows a curriculum that helps students develop listening skills, ethics in helping and other skills. Included in the program are suicide prevention training and opportunities for mentors to continue to participate by leading meetings with current community helpers.

As an example, at W P Wagner School, we have 28 student members on our Community Helpers team. Every Thursday at lunch, we work together through the curriculum, with activities, videos, discussions and reflection. Our team is

awesome and receptive to ideas and activities. Currently, our mentor students are in charge, and we recently worked on plans for Mental Health Week in May.

PD Opportunities

Some of the things I have been working on are connected to school culture. Last summer, I participated in the ATA's Educational Leadership Academy, which I highly recommend. We discussed spaces in classrooms and how to meet the learning needs of individual students through how we use our spaces. As well, I was involved in Learning Sprints, a program that touches on how to meet very specific needs or curriculum points students may have difficulty with.

From this, I have been reading about and working on how to build a positive school culture. Along with two colleagues and our principal, I attended a school culture summit with Phil Boyte, an expert on school culture. This remarkable experience reinforced the importance of relationships with our students as being critical to their learning. We did many team-building activities that challenged our ideas and perceptions, and many of those activities can be used directly with students.

Another speaker we heard was Jody Carrington, a child psychologist in Red Deer. She, too, emphasized the importance of relationships (with students and with the other people we work with). She is an engaging speaker and also has a book that is an easy and entertaining read. For more information, visit www.drjodycarrington.com.

Ger VanderMeulen

North



Greetings from northern Alberta! This school year has flown by, and our counsellors have been kept very busy in their schools. Counsellors in our region have undergone training in the Virginia Model for Student

Threat Assessment, and have collaborated with their school administrative teams to plan implementation and what these guidelines will look like in their buildings.

In February, our districts celebrated Pink Shirt Day, filling the Fort McMurray and northern regions with kindness. This event reminded staff and students about the importance of reaching out to one another and further built our safe and caring school community.

Many administrative staff and counsellors, including me, were trained in The 7 Habits of Successful Families, a Leader in Me program aimed at extending the skills students are developing at school into the home in order to strengthen families. My colleagues and I are excited to begin offering this program to our schools' families this spring.

This year's CSC PD event will be held in June at my school, where I will share a restorative and "re-storying" approach to antibullying called Undercover Teams. This approach was developed by Mike Williams, a guidance counsellor in New Zealand, who has graciously granted me permission to share his wonderful model and work with my northern colleagues.

I first learned about the Undercover Teams approach through training with the Mental Health Academy, a provider of online continuing education for mental health professionals. Although the approach had been developed and run in high schools, I wanted to see if it could also apply to my elementary school population. I am happy to share that so far the approach has been successful with two Grade 6 groups since I started using it in January, and I plan to continue to use this narrative and restorative approach to resolve bullying issues with this age group in years to come.

At our PD event, I will share the Undercover Teams approach, its underlying theory and the research supporting its validity, and accounts of its success internationally. I look forward to the discussions and questions this alternative approach will bring about and hope to further explore restorative practices and their applications in schools.

I have been invited to accompany this year's IT for Dominica Project as a counsellor educator.

I am developing two courses that will orient teachers and counselling staff to the possible effects and repercussions of trauma in response to natural disasters. I lived through the Fort McMurray wildfire, and my training in many trauma-response models and approaches facilitated my support of my school and district through the recovery process. I am excited to share what I witnessed and learned through that trying experience, as well as to learn from local Dominican staff how their experiences with natural disaster have differed from mine. Through this exchange of knowledge and experiences, I hope to create international connections that can be maintained beyond this particular project. I will share more about this experience in my next regional report.

Finally, with regard to my involvement in the School Counsellors Chapter of the Canadian Counselling and Psychotherapy Association (CCPA), this year's annual conference took place in May in Moncton, New Brunswick. I am happy to report that our proposal to have a national school counsellors panel, with representatives from each province sharing about their roles, was approved. That meant that we had an opportunity to gather school counselling professionals from around the country to partake in discussions about the complexity of our roles and the variance from one province to the next. This event took place at an exciting time in Alberta, with the creation of a new College of Counselling Therapy of Alberta (CCTA), where discussions about regulation for the counselling profession are sure to continue for years to come.

I wish you all a wonderful summer and lots of sunshine!

Natalie Doucette

South East

Hello from sunny southeastern Alberta! Here's a quick update on what's been going on in our region.

Our last meeting was held in February at the Southeastern Alberta Teachers' Convention in Medicine Hat. My hope was to connect with colleagues from the rural areas of our region. It was nice to collaborate with a larger group of

school counsellors at this common event. We discussed current trends in our schools and communities, and shared contact information and resources. Even though our time together was short, it was valuable.

I'd like to highlight a helpful resource created by a new school counsellor in our region, Heather Laternas. She put together a list of key local numbers for students to call or text if they need help (Kids Help Phone, the Distress Centre and so on). She posted the list in the bathroom stalls at her school, with a note telling students to take a picture of the list. Thanks, Heather!

I have been running a program called Project Formal in Medicine Hat for all Grade 12 students in the area who need help finding affordable formalwear for their graduation banquets. This is the sixth year I've been involved, and several students from local high schools have reached out for help. More than 200 formal dresses have been donated and have been dry-cleaned and displayed for students to choose from. Our local menswear stores donate suit or tuxedo rentals as well. Graduation can be a stressful experience if students and families can't afford the costs. The program also includes a trip to the salon for hair and makeup. Our community has been very supportive of this project.

If you have ideas or questions, e-mail me at southeastregionalpresident@ataschoolcounsellors.com.

Leah Steiner

#SCChat: Building Your Professional Learning Network

Being a school counsellor can be an isolating job. Depending on where you work, you may be the only person with your specialty in your school or even your area. Using social media to reach out to others can be a remedy to this problem.

One of my favourite ways to stay connected to other school counselling professionals from around the world is by participating in #SCChat on Twitter.

Established in 2011, #SCChat is a Twitter chat for school counsellors, school counsellor educators and those who support school counselling worldwide. It takes place in the evening on the first Wednesday of every month. For more information, go to www.smore.com/bnsd8-scchat.

Being a member of this community has allowed me to celebrate successes, collaborate, ask questions and learn from others.

I invite you to connect with us. My Twitter handle is @EHordyskiLuong. For a preview of what you will see during #SCChat, go to <https://twitter.com/hashtag/scchat?f=tweets&vertical=default&lang=en>.

Erin Luong

CSC Facebook Page and Website Update

Although I have retired from Edmonton Public Schools, I am fortunate to have a part-time position, which allows me to maintain my status as an active member of the ATA and to continue to develop my skills and passions. I work with two other retired school counsellors who are still working part-time—Bonnie Knoll and Melinda McNie—and we have all been involved with the CSC in roles such as president, conference director, past president, vice-president and Murray Jampolsky Memorial Award recipient. Thus, I am still involved with the CSC executive in the area of communications.

Many colleagues and groups follow and share posts from our CSC Facebook page (www.facebook.com/ATASchoolCounsellors/). We mostly post articles that will support those working in the social-emotional realm. I often receive information about great (and mostly free) webinars, training and other events from around the province, so I will start posting those too. If you have events you would like me to post, please submit them to me through our Facebook page.

You may have noticed that our website (www.ataschoolcounsellors.com) has been somewhat stagnant these past few years. I am being trained in the ATA community platform, which will allow us to create a new website through the ATA. If this is work you would like to do with our council, please contact me (through our Facebook page). Perhaps we can learn and grow our collective school counselling voice together.

Don't forget to like us on Facebook!

Mary Frances Fitzgerald

Canada Career Month: “Explore the Possibilities”

Those who address careers and career development in education—school counsellors, career counsellors and career coaches, career and technology foundations (CTF) and career and technology studies (CTS) teachers, work experience teachers, and wellness educators—please note that in November, Canada will celebrate its fourth annual Canada Career Month, with the theme “Explore the Possibilities.” Canada Career Month is an initiative of the Canadian Council for Career Development. Career development is lifelong, and many of us have been told that every choice one makes is a career choice. This statement holds truth.

This November, the CSC hopes to highlight career development opportunities that occur in school communities. Activities could involve the whole school or individual classes. November is the time that postsecondary institutions start introducing themselves to our high school students and come into our schools for presentations and assemblies. Many Grade 11 students attend, with the goal of completing the right prerequisites by the end of Grade 12. The Grade 12 students are slowly understanding that life will be changing for them in nine months and that they will need to make choices. In Alberta, our Grades 7–12 CTF and CTS courses and our arts and CALM/wellness programs all reflect specific knowledge and obvious career choices. A simple whole-school action is to have the teachers, if appropriate, share their career pathways to date. In elementary schools, parents are often invited into the classroom to share their stories. Another strategy is to highlight Alberta’s Alis website (<https://alis.alberta.ca>), which provides career, learning and employment information. Other career resources for Albertans that could be shared in your school community

are listed at <https://alis.alberta.ca/inspire-and-motivate/career-services-in-alberta/>.

At this time, we are still implementing the ministerial order on student learning signed by then minister of education Jeff Johnson in May 2013.¹ The notion that we are helping our students become ethical, engaged and entrepreneurial citizens is embedded in our Alberta curriculum, and the ministerial order is a highly future- and career-oriented directive. For example, as described in the ministerial order, the engaged thinker

- “knows how to think critically . . . and make discoveries through inquiry”;
- “uses technology to learn, innovate, collaborate, communicate and discover”; and
- is “a lifelong learner.”

The ethical citizen

- “contributes fully to the world economically, culturally, socially and politically”;
- is “a steward of the earth”; and
- “assumes the responsibilities of life in a variety of roles.”

The entrepreneurial citizen

- is “motivated, resourceful, self-reliant and tenacious”;
- “continuously sets goals and works with perseverance and discipline to achieve them”;
- is able to “transform discoveries into products or services that benefit the community and, by extension, the world”;
- “has the confidence to take risks and make bold decisions in the face of adversity, recognizing that to hold back is to be held back”; and
- “has the courage to dream.”

These expectations are high, and to meet these goals, we must recognize that career development does not start and end in high school or postsecondary but, rather, that it starts in preschool and is a lifelong journey.

Note

1. See <https://education.alberta.ca/media/1626588/ministerial-order-on-student-learning.pdf> (accessed June 6, 2019).

Mary Frances Fitzgerald

Guiding Principles of Career Development



THE WORD "CAREER" COMES FROM THE LATIN FOR CART OR CHARIOT (CARRUS), A MEANS TO CARRY YOU FROM ONE POINT TO ANOTHER. A CAREER IS ABOUT THE LIFE YOU WANT TO LEAD – NOT JUST A JOB, OCCUPATION OR PROFESSION. IT INVOLVES DECIDING AMONG POSSIBLE AND PREFERRED FUTURES. IT ANSWERS: "WHO DO I WANT TO BE IN THE WORLD?," "WHAT KIND OF LIFESTYLE AM I SEEKING?" AND "HOW CAN I MAKE AN IMPACT?"

AS CANADIANS, WE LIKE THE METAPHOR OF A CANOE TO REPRESENT OUR CAREERS – WE USE IT ON OUR JOURNEY, WE STOCK IT WITH THE TOOLS WE NEED, AND WE PROACTIVELY STEER IT TO OUR DESTINATION; SOMETIMES WE FACE RAPIDS, AND AS CONDITIONS CHANGE SO MIGHT OUR COURSE.



PURPOSE

THIS DOCUMENT IS INTENDED TO BRING GREATER CLARITY AND CONSISTENCY TO OUR NATIONAL CONVERSATIONS ABOUT CAREER DEVELOPMENT. THE GUIDING PRINCIPLES UNDERPIN CERIC'S VISION TO INCREASE THE ECONOMIC AND SOCIAL WEALTH OF CANADIANS THROUGH CAREER COUNSELLING AND CAREER EDUCATION. THEY ARE A STARTING POINT TO INFORM DISCUSSIONS WITH CLIENTS, EMPLOYERS, FUNDERS, POLICY-MAKERS, FAMILIES AND OTHER STAKEHOLDERS, AND A BASIS FOR COLLABORATION.



BENEFITS

RESEARCH SHOWS CAREER DEVELOPMENT IS ASSOCIATED WITH MANY EDUCATIONAL, SOCIETAL AND FINANCIAL BENEFITS. INDIVIDUALS REALIZE GREATER WELL-BEING AND SATISFACTION IN LIFE. SCHOOLS LIFT STUDENT SUCCESS AND GRADUATION RATES.

ORGANIZATIONS FILL SKILLS GAPS AND IMPROVE EMPLOYEE ENGAGEMENT AND PRODUCTIVITY. GOVERNMENTS REDUCE UNEMPLOYMENT, BOOST SOCIAL MOBILITY AND STRENGTHEN ECONOMIC GROWTH. AGAINST THE BACKDROP OF AN INCREASINGLY FREELANCE ECONOMY AND THE RAPIDLY SHIFTING NATURE OF WORK, CAREER DEVELOPMENT MATTERS MORE THAN EVER.

8 GUIDING PRINCIPLES

CAREER DEVELOPMENT...



IS A LIFELONG PROCESS OF BLENDING AND MANAGING PAID AND UNPAID ACTIVITIES. LEARNING (EDUCATION), WORK (EMPLOYMENT, ENTREPRENEURSHIP), VOLUNTEERISM AND LEISURE TIME.



ENTAILS DETERMINING INTERESTS, BELIEFS, VALUES, SKILLS AND COMPETENCIES – AND CONNECTING THOSE WITH MARKET NEEDS.



SHOULD BE SELF-DIRECTED; AN INDIVIDUAL IS RESPONSIBLE FOR HIS OR HER OWN CAREER, BUT IS NOT ALONE – WE ALL INFLUENCE AND ARE INFLUENCED BY OUR ENVIRONMENT.

INVOLVES UNDERSTANDING OPTIONS, NAVIGATING WITH PURPOSE AND MAKING INFORMED CHOICES.



MEANS MAKING THE MOST OF TALENT AND POTENTIAL, HOWEVER YOU DEFINE GROWTH AND SUCCESS – NOT NECESSARILY LINEAR ADVANCEMENT.

IS OFTEN SUPPORTED AND SHAPED BY EDUCATORS, FAMILY, PEERS, MANAGERS AND THE GREATER COMMUNITY.



CAN BE COMPLEX AND COMPLICATED, SO CONTEXT IS KEY – THERE MAY BE BOTH INTERNAL CONSTRAINTS (FINANCIAL, CULTURAL, HEALTH) OR EXTERNAL CONSTRAINTS (LABOUR MARKET, TECHNOLOGY).



IS DYNAMIC, EVOLVING AND REQUIRES CONTINUOUS ADAPTATION AND RESILIENCE THROUGH MULTIPLE TRANSITIONS.

Mental Health Promotion in Schools

Healthier students get better grades, have better attendance and have better control of their behaviour. Through a comprehensive school health (CSH) approach to healthy eating, active living and positive mental health, students become healthier and more successful in school. CSH is a whole-school approach that recognizes that all structures of the school community have an impact on positive mental health and well-being, connecting the dots between health and learning.

Because they can reach large groups of children and youth during their formative years, schools are in the best position to promote positive mental health. Schools can

- build students' social-emotional learning skills,
- reduce the stigma of mental health issues,
- help prevent mental health problems through providing positive environments,
- identify students in need and
- help build pathways to care.

Mental health promotion is about creating environments that promote and sustain positive mental health for everyone.

To be effective, mental health promotion activities should complement other health promotion activities. Many schools already incorporate mental health promotion frameworks, practices and strategies into their planning, curricula and activities. Examples of districtwide practices include CSH, response to intervention (RTI) and positive learning environments.

Evidence included in *Working Together to Support Mental Health in Alberta Schools* (Alberta Education 2017) shows that a multi-tiered system of support is the most promising model for school-based mental health promotion. The first

tier, universal supports, uses a whole-school approach that

- is built on research, theories, strategies and practices that are evidence-informed (i.e., effectiveness is documented and credible);
- aligns with the specific needs and priorities of the school community;
- happens over a sustained period of time (i.e., full school year or longer);
- is embedded into classroom instruction and activities;
- is embedded into school-wide policies, practices and activities;
- is inclusive of all students in the school;
- builds student capacity;
- engages students in active learning and critical thinking;
- strengthens staff capacity;
- is supported by quality professional development;
- engages and supports family and community partnerships; and
- uses data collection and analysis to inform planning and evaluation of effectiveness. (p 21)

Research shows that CSH and comprehensive guidance and counselling approaches "typically are accompanied by reduced absenteeism, reduced alienation from school, increased school satisfaction, increased academic performance, and an increased sense of the relevance of school on the part of students" (Collins 2002, 63–64). School guidance counsellors are well positioned to address students' mental health by adopting a CSH approach (for example, by building relationships with school staff, students, families and the community to coordinate interventions that have an impact on student mental health and by working collaboratively with other health professionals).

Shared Responsibility for Promoting Positive Mental Health

Alberta Health Services (AHS) collaborates with school districts throughout Alberta to ensure successful and sustainable implementation of

school health promotion using a CSH approach. When health and education work together to take action in all four components of CSH (teaching and learning, social and physical environments, partnerships and services, and healthy school policy), this strengthens the school's impact on student health and well-being (AHS 2017, 2). An AHS health promotion facilitator can help your school jurisdiction use this evidence-based approach to improve student health and learning. Your health promotion facilitator can

- guide the CSH planning process;
- help school staff, students and others work together;
- provide evidence-based tools and resources;
- offer support and advice to schools on promotion and prevention activities related to positive mental health and well-being;
- provide advice on universal supports for the classroom that will enrich both learning and the positive mental health of all students;
- direct jurisdictions and schools to funding opportunities that enhance existing health and wellness initiatives;
- facilitate connections to services and supports; and
- offer guidance in writing or updating policies and procedures.

To locate your school jurisdiction's health promotion facilitator, send an e-mail to

schoolhealthandwellness@ahs.ca. Learn more about the CSH approach at www.ahs.ca/csh/.

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Patci Hopkins
School Health and Wellness Promotion
Alberta Health Services

Is It Compassion Fatigue? A Review of *The Compassion Fatigue Workbook*

The Compassion Fatigue Workbook: Creative Tools for Transforming Compassion Fatigue and Vicarious Traumatization

by Françoise Mathieu
Routledge, 2012

As an Association instructor with the ATA, I have had the privilege of delivering workshops to school staffs around the province, and the teacher wellness session is one of my favourites. Teacher wellness is complex, and we know that when the teacher is well, the students respond accordingly.

Over the last few years, I have been consulting with Edmonton Public Schools and have helped guide the school counsellors community of practice. At one of our sessions, for a book study, we were given *The Compassion Fatigue Workbook: Creative Tools for Transforming Compassion Fatigue and Vicarious Traumatization*, by Françoise Mathieu, which is directed to those in the helping professions. I immediately started reading the workbook and exploring other aspects of wellness. Who are the helpers? You, dear educators and school counsellors, are the helpers!

Mathieu states that we are ultimately responsible for maintaining our own wellness. Yes, our peers and organizations should support us; however, we must oversee the intersection of our personal and professional lives. I recall a

trend in which educators were advised to maintain their wellness by separating their personal and professional lives. The implication was that if they were negatively or injuriously critiqued by an administrator, a parent, a student, the government or someone else, educators were to take that information professionally (rather than personally). Fortunately, we have shifted to an understanding that our personal and professional lives are intertwined.

Mathieu goes on to explain that there is a difference between burnout and the cost of caring that can lead to caregiver fatigue, compassion stress, the bystander effect, secondary trauma, vicarious trauma and traumatic stress.

Let's go over some of these terms. *Burnout* describes the emotional and physical exhaustion that occurs from being overwhelmed and powerless, including having low job satisfaction. Burnout generally does not change your world view. Although burnout can be a gateway to compassion fatigue, it is usually more easily resolved than compassion fatigue. *Primary trauma* refers to that which happens to you when you are in danger and you have become overwhelmed by the situation. *Secondary trauma* refers to a situation when you are not in danger but you are hearing the stories from, or bearing witness to, those who have been in danger and involved in critical, life-changing events. *Vicarious trauma* refers to a distortion of your world view as a result of various ways of bearing witness to traumatic images and stories. *Compassion fatigue* (an occupational hazard) refers to a complete depletion and erosion of energy, both physically and mentally, that you cannot regenerate or refuel. The newest term, *trauma exposure response*, by Laura van Dernoot Lipsky (2009, 41), is defined as a "transformation that takes place within us as a result of exposure to the suffering of other living beings or the planet." Lipsky also talks about *trauma stewardship*, which refers to the "way in which we can work with individuals in profound distress while remaining grounded in our own self-awareness" (Mathieu 2012, 127). To understand how to stay grounded, Mathieu recommends the book *Help for the Helper: The Psychophysiology of*

Compassion Fatigue and Vicarious Trauma, by Babette Rothschild (2006).

Mathieu's workbook includes some self-inventories, and I appreciate the breakdown of her self-care inventory, which includes physical self-care, psychological self-care, emotional self-care, spiritual self-care, workplace or professional self-care, and balance. The good news about compassion fatigue is that it usually responds to therapy. Gentry, Baranowsky and Dunning (1997) developed the focused Accelerated Recovery Program (ARP), which delves into five areas: resiliency skills, skills acquisition, self-care, internal conflicts and connection with others.

Appendix B of Mathieu's workbook introduced something new to me: the Green Cross Academy of Traumatology's Standards of Self-Care Guidelines.¹ As stated,

The purpose of the Guidelines is twofold: First, do no harm to yourself in the line of duty when helping/treating others. Second, attend to your physical, social, emotional, and spiritual needs as a way of ensuring high quality services for those who look to you for support as a human being.

School counsellors should take notice of these guidelines, which will remind us that we are the overseers of our wellness and that we should adhere to a standard of practice that makes self-care mandatory. I appreciate the concept of the universal right to wellness: "Every helper, regardless of her or his role or employer, has a right to wellness associated with self-care." The Green Cross Academy of Traumatology website (<https://greencross.org>) led me to a Canadian website (<https://psychink.com>) hosted by the Traumatology Institute in Toronto that offers an online course called Early Intervention Field Traumatologist 1001.

As we continue to learn and teach that mental health language and literacy are important for decreasing stigma, creating awareness and building capacity, we need to keep using these tactics with self-compassion. On one of my educational teams, we consciously use hope-based language, as hope holds a glimmer of



Photo by author

possibilities and positive relief. Try starting many of your sentences with "I hope . . ." and see if you notice a difference. I hope you have the opportunity to read *The Compassion Fatigue Workbook*.

Note

1. Green Cross Academy of Traumatology, Standards of Self-Care Guidelines, reprinted in Mathieu (2012, 149–52).

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Mary Frances Fitzgerald

ATA Educational Trust Grants and Bursaries

What Is the ATA Educational Trust?

The ATA Educational Trust is a registered charitable organization closely affiliated with the Alberta Teachers' Association. Each year, the trust offers bursaries and grants to Alberta teachers and education researchers. Through its bursary program, the trust encourages teachers to advance their knowledge and teaching skills by enrolling in courses of study. The trust's grant program encourages teachers to attend specialist council conferences and to develop resources or undertake research in education that will be of practical value to colleagues.

Since its inception in 1978, the Educational Trust has received ongoing support from the ATA, many of its local associations, the Alberta Retired Teachers' Association and private individuals. The trust is managed by a board of seven trustees appointed by the ATA.

Morgex/Johnson Insurance Centennial Fund for Teacher Development (\$600)

Through its bursary program, the Educational Trust encourages teachers to advance their knowledge and teaching skills by attending a conference, workshop, seminar, institute or symposium. Bursaries will be paid after the recipient has attended the professional development event and has submitted proof of the amount paid in fees or tuition and proof that the event has been completed.

The trust will award a number of bursaries to certificated Alberta teachers who want to take part in professional development related to their

teaching responsibilities. To qualify for a bursary, applicants must be planning to attend a PD event between October 1, 2019, and September 30, 2020.

The next deadline for application is **September 30, 2019**. Applications for an ATA specialist council conference or academic courses are not eligible as these are supported by other Educational Trust programs. Only one form will be accepted from any applicant in a given year. Applicants who have received an Educational Trust grant in the past three years are ineligible.

The names of all eligible applicants will be entered into a draw, and winners will be selected at random. All successful applicants will be advised of the draw results through mail by November.

ATA Specialist Council Conference Grants (\$500)

Each year, the Educational Trust awards a number of grants to help defray the costs associated with attending an ATA specialist council conference. Eligible expenses include registration fees, accommodations, fuel and food. Only expenses not covered by other grants will be considered for compensation. The application deadline is **September 30, 2019**.

To qualify for a grant, applicants must

- register or plan to register for an ATA specialist council conference,
- have taken full advantage of other sources of funding available,
- not be a conference organizer,
- not have received an Educational Trust bursary or grant in the past three years, and
- have submitted by September 30 a grant application form (only one form will be accepted from any applicant).

In October, the names of all eligible applicants will be entered into a draw, and a set number of names will be selected at random. The deadline of September 30 will be strictly applied. Faxed or e-mailed applications will not be accepted.

Successful candidates will receive a claim form in October. Once they have attended the

conference, they must submit the form and original receipts for the expenses incurred.

Dr B T Keeler Continuing Education Bursaries (\$700)

Through its bursary program, the Educational Trust encourages teachers to advance their knowledge and teaching skills by taking courses. Bursaries will be paid after the recipient has completed the course and has submitted proof of the amount paid in tuition fees and proof that the course has been completed.

Each year, the trust awards a number of bursaries to certificated Alberta teachers who want to take academic courses related to their teaching responsibilities. The next deadline for application is **May 1, 2020**. The 2020 application form will be available in October 2019.

To qualify for a grant, applicants must meet the following criteria:

- Applicants must be planning to take a course during the upcoming summer or school year.
- Applicants must not have received an Educational Trust bursary or grant in the past three years.
- The course must have a tuition fee.
- The applicant must be able to provide a mark of course completion at the end of the course.

The names of eligible applicants will be entered into a draw. All successful applicants will be advised of the draw results through mail by the end of June.

For more information and application forms, go to www.teachers.ab.ca and click on My ATA > Programs and Services > Grants, Awards and Scholarships > ATA Educational Trust.

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Maggie Shane, the ATA's privacy officer, is your resource for privacy compliance support.

780-447-9429 (direct)

780-699-9311 (cell, available any time)

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I am giving consent for my child/children or ward(s), identified below:

Name(s): _____ (Please print)

By signing below, I am consenting to The Alberta Teachers' Association collecting, using and disclosing personal information identifying me or my child/children or ward(s) in print and/or online publications and on websites available to the public, including social media. By way of example, personal information may include, but is not limited to, name, photographs, audio/video recordings, artwork, writings or quotations.

I understand that copies of digital publications may come to be housed on servers outside Canada.

I understand that I may vary or withdraw this consent at any time. I understand that the Association's privacy officer is available to answer any questions I may have regarding the collection, use and disclosure of these records. The privacy officer can be reached at 780-447-9429 or 1-800-232-7208.

Signed: _____

Print name: _____ Today's date: _____

For more information on the ATA's privacy policy, visit www.teachers.ab.ca.



THE FACE OF EDUCATION

We believe in public education

The Alberta Teachers' Association is encouraging teachers, parents and other concerned citizens to show their support for public education by participating in the Pledge for Public Education campaign.

Public education provides students from all backgrounds with learning experiences to discover and develop their potential, their passions and their gifts, allowing them to make significant contributions to their communities.

Public education prepares learners for life, and Alberta's public education system* is widely recognized as one of the best systems in the world.

We believe in public education, and we believe in providing students with the best opportunities for success.



The Alberta Teachers' Association

The pledge for public education

- All students should be able to learn in small-sized classes.
- All students with special learning needs should receive the supports and resources they require.
- All students should have the opportunity to benefit from fully funded junior kindergarten and full-day kindergarten programs.
- All students should have access to a teacher-certificated school counsellor in their school.

iBelieveInPublicEd.ca

How can you support the pledge?

1. Visit www.iBelieveInPublicEd.ca and add your name.
2. Encourage your colleagues, friends and family to sign on.
3. Share your support for the pledge on Instagram, Facebook and Twitter, using #iBelieveInPublicEd.

What's next?

This fall we are collecting the names and e-mail contacts for supporters who believe in public education and support small class sizes, supports for special needs, full-day kindergarten and access to counselling services. Later, we will contact supporters with information about actions they can take to advocate for students and to voice their support for public education.

Stay tuned for more information as the campaign rolls out.

** In Alberta, public education refers to public, separate and francophone schools.*

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