



The GDI Communicator is an internal newsletter intended to increase communication between management and staff of the Gabriel Dumont Institute of Native Studies and Applied Research

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At DTI, Learners Always Come First

By Janice DePeel

Part of Dumont Technical Institute's motto is that "Learners Come First." Understandably, people may wonder what exactly this means for learners attending Dumont Technical Institute. What exactly does "Learners Come First" look like?

For Justin Pilon, it's the opportunity to take distance learning classes in the Adult Basic Education Level 4 program that will allow him to meet the prerequisites for post-secondary education after he graduates in May of 2018. Prior to coming to Dumont Technical Institute, Justin had not decided what he wanted to do as his career but he quickly narrowed his options down to 'a health-care related field.' While he was in Level 3, he enjoyed volunteering weekly at Victoria Hospital, in Prince Albert.

The volunteer work at a healthcare facility exposed Justin to several different careers. But the one he liked the most was Radiologist Technician. However, there was a dilemma. Admission to a Radiologist Technician program requires credits in Physics 20 and Chemistry 30 – neither of which is offered at Dumont Technical Institute in Prince Albert. Fortunately, we were able to work with Justin and Sun West School Division to help him gain these credits over

two semesters. Justin maintained his full time student status while taking classes at Dumont Technical Institute and one class online in each semester.

He is currently taking his Chemistry 30 and is enjoying the challenges and educational benefits of online learning. Justin says his motivation comes from trying to challenge himself to do his best the first time and "final marks keep me motivated to work harder. If not for the teachers at Dumont Technical Institute being willing to find different ways to teach us and step out of their comfort zone to find the way each of learns best, I would not want to try to take risks in my learning either." He says he is grateful for the opportunities he has been given by attending school at Dumont Technical Institute.

Robin Holmes, another Dumont Technical Institute student, has always been fascinated with the arts, especially those pertaining to traditional Métis art forms including pointillism, beadwork and now, knitting. Nicole DeGagne, the GDI Library Resource Facilitator in Prince Albert, invited all learners to join her once a week in the Gabriel Dumont Institute Library so she could share her love of knitting. Robin was one of the people who responded to the invitation and, from her first knitting project of a dish cloth; she has now made a toque and recently began knitting a pair of socks.

Learning how to knit has allowed Robin to manage chronic pain and redirect her focus by adopting new skills that enables her to be an accomplished and prolific knitter. At the same time, her desire to learn more traditional Métis art forms has become a passion and she has expressed her interest in learning how to make star quilts, bead moccasins and sewing.

Part of the reason Robin decided to return to school was "to better myself and better educate myself to go to college to become an Administrative Assistant." She says she really likes attending classes at Dumont Technical Institute because the "teachers work one on one to help you succeed" so she finds the learning environment compliments her learning style. Robin summarizes her experience at Dumont Technical Institute by saying "the great atmosphere at the school from teachers and our surroundings shows how important the students are." When touring Dumont Technical Institute Prince Albert, it is not uncommon to see student work on display throughout the hallways and in the classrooms, all of which contributes to an inclusive and student driven environment of learning.

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Dumont Technical Institute

Managing Chronic Pain in the Workplace

By Jim Edmondson



Robin Holmes with some of her completed knitting projects

Just about everyone feels pain from time to time. I recently experienced a prolonged bout of chronic pain so I can relate to this subject. When you cut your finger or pull a muscle, pain is your body's way of telling you something is wrong. Normally, once the injury heals, you stop hurting. Chronic pain is different. Your body keeps hurting weeks, months, or even years after the injury. Doctors often define chronic pain as any pain that lasts for three to six months or more.

Chronic pain can have real effects on your day-to-day life and your mental health. Chronic pain affects every aspect of your daily life, including sleeping, appetite, family interactions and work. Once it is properly diagnosed, you in consultation with your doctor or medical professional, can work

together to treat it. Below are some factors that may help you identify and cope with chronic pain, until medical professionals determine a course of treatment.

Symptoms

Chronic pain can range from mild to severe. It can continue day after day or come and go. The pain can feel like: a dull ache, throbbing, burning, shooting, or squeezing. The pain may also be stinging, or can be in the form of soreness or stiffness.

Sometimes pain is just one of many symptoms, which may also include: feeling very tired or wiped out, loss of appetite or rapid weight loss, trouble sleeping, mood changes, muscle and body weakness, and a lack of energy, or a feeling of general malaise.

Managing Chronic Pain

Pain management in the

workplace is possible, but requires that employees with chronic pain take a proactive approach to the challenges they face. Effective coping strategies include:

Advocate for yourself

Don't feel as though you have to manage pain in silence. Talk to your manager and HR department about accommodations that could help minimize your pain and maximize your productivity. If you feel comfortable, talk with your boss and co-workers about your pain so they can understand and possibly assist in your pain management practices.

Set priorities

Be aware of your limitations and your health, and don't push yourself in ways that will cause a setback in your pain management efforts.

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Justin Pilon

GDI Students Benefit from City of Regina Program

By Darcie DeBruyne and James Oloo

Last year, after much consultation within the Gabriel Dumont Institute Regina Campus, Darcie DeBruyne submitted a request to the City of Regina Transit Fare Assistance Program. This was in response to an existing need and was intended to empower our students and clients who had difficulty accessing transportation around the city. The request was approved and the Institute was allocated 400 2-Ride Adult Passes worth \$2,600.

We learned a few lessons from the experience. There were many students who had

difficulty getting rides or affording bus fare. Having the bus tickets available was very helpful to many students and clients who did not have to worry about coming to school, going for appointments, or running errands. We also learned that the City of Regina Transit Fare Assistance Program is an annual program that non-profit organizations can apply for each year.

Last month, Darcie DeBruyne sent another application to the City of Regina. On January 22, 2018, she received an email from Nathan Luhning, the Manager of Business Development in the City's Transit Department, informing

us that the request had been approved. The Institute was "allocated the following for the 2018 Transit Fare Assistance Program: \$1,560 (240 - 2 Ride Adult Passes)."

We are very thankful to the City of Regina. Their assistance will help reduce some of the stress and anxiety among Dumont Technical Institute students and Gabriel Dumont Institute Training and Employment clients. It is through generosity and supports from programs such as the City of Regina Transit Fair Assistance that help us make positive impacts on our Métis students and clients and help clear the road to their success.



Sherry Burnouf
Photos by Janice DePeel
Please see story on Page 1.



SUNTEP Students Win Indigenous Achievement Awards

By Sheila Pocha and James Oloo

Saskatchewan Urban Native Teacher Education Program (SUNTEP)

This month, Indigenous Achievement Week (February 5 - February 9, 2018) was celebrated at the University of Saskatchewan to honour and recognize the academic achievements, research endeavours, leadership and community involvement of Métis, First Nations and Inuit students, staff and faculty.

Forty four students were honoured at the Indigenous Student Achievement Awards Ceremony including four in the Saskatchewan Urban Native Teacher Education Program (SUNTEP). SUNTEP is offered by the Gabriel Dumont Institute in cooperation with the University of Saskatchewan and the Ministry of Education. The four were Daniel (Brooks) Asham, Brittany Macnab, Curtis Vinish, and Vanessa Gardiner.

Daniel (Brooks) Asham, a first year SUNTEP student, received an Indigenous

Student Achievement Award in Leadership. Brooks is very involved in the community, and is a leader at SUNTEP and across the campus.

Brittany Macnab received an Indigenous Student Achievement Award in Academic Excellence. Brittany is a second year SUNTEP student from Meadow Lake, Saskatchewan. Not only is Brittany an excellent student, but she is also very dedicated to student success, including serving in the SUNTEP Student Council, Indigenous Students Council, as well as organizing or participating in awareness campaigns on campus.

Third year SUNTEP student Curtis Vinish received an Indigenous Student Achievement Award in Leadership. Curtis, who is from Saskatoon, has served as student council vice-president, and is renowned for

his efforts to promote Métis culture and ways of knowing. Curtis is also involved in the community. He led student workshops in Northern Saskatchewan to raise awareness and to support Indigenous youth who endured the suicide crisis.

Vanessa Gardiner received an Indigenous Achievement Student Award in Community Involvement. Vanessa is a fourth year SUNTEP student from the Métis community of Île-à-la-Crosse. Gardiner believes in the importance of family and kinship and is admired by her students for her mentorship role and involvement in extra-curricular activities.

Dr. Patti McDougall, the University of Saskatchewan Vice-Provost, Teaching and Learning, noted that the awards were "about individual achievement [and] for the benefit of others."

Managing Chronic Pain ... Continued from Page 1

Discuss your condition and needs with your manager or HR so that proper steps can be put in place to accommodate.

Take breaks

Use your regular breaks as a way to bring your pain management practices into the workplace. If getting up and stretching helps your chronic pain, be sure to do so. Some people find that taking a few minutes to meditate in a quiet place helps them manage pain. Others squeeze in a short walk during lunch to gain the benefits of additional exercise. It is critical that if you are utilizing this technique that you first clear it with your manager, if they don't realize

you are in pain they can't possibly accommodate.

Adopt healthy habits

On or off the job, you can help your pain management by practicing healthy lifestyle.

Chronic Pain and Health

Chronic pain can interfere with your daily life, keeping you from doing things you want and need to do. It can take a toll on your self-esteem and make you feel angry, depressed, anxious, and frustrated. The link between your emotions and pain can create a cycle. When you hurt, you're more likely to feel depressed. That can make your pain even worse. The link between depression and pain is why doctors will often use

antidepressants as one treatment for chronic pain.

The use of drugs can help with both the pain and the emotional strain it causes but great caution must be taken whenever drugs are used to treat conditions as prolonged use or abuse can result in serious adverse health consequences.

If you suffer from chronic, persistent pain, speak with your physician right away, suffering in silence is not an option! Feel better, you will be surprised at how much more enjoyable and productive your life will be without chronic pain and all its after-effects.



Daniel (Brooks) Asham with Sheila Pocha, Program Head, SUNTEP Saskatoon



Vanessa Gardiner with Sheila Pocha



Curtis Vinish congratulated by Sheila Pocha and the Indigenous Student Council President Reagan Ratt
Photos courtesy of Eagle Feather News



GDI Training & Employment
Indigenous Apprenticeship

Success Story: Kalin Mahar, Apprentice Carpenter

By Chelsie Scragg and James Oloo



Kalin Mahar
Photo by James Oloo

Kalin Mahar is a 23 year old second year apprentice carpenter. Kalin had completed high school when he started doing landscaping work. Eventually he decided that landscaping was not the career he wanted to pursue. Shawn Mahar, then the Apprenticeship Manager at Gabriel Dumont Institute referred him to the apprenticeship open house at the Institute. Kalin says that the conversation with Shawn was a turning point in his career.

"I had previously thought of being a carpenter. When I visited Gabriel Dumont Institute, Sheena got me all set up, and after an interview, I was offered a placement with an employer. It has been two years and I am going strong. I have a trade, tickets, and I'm moving up the staircase." Sheena Yew, as an Employment Counselor at the Gabriel Dumont Institute Training and Employment,

has been working closely with Kalin since then.

Kalin works for a small company in Saskatoon. He has had steady employment while learning under supervision and mentorship of a certified journeyman for over two years as a result of the Gabriel Dumont Institute Indigenous Apprenticeship Program. According to the Canadian Chamber of Commerce, small- and medium-sized businesses (SMEs), or companies with fewer than 500 employees, employ more than 90 percent of the country's private sector workforce.

Feedback from the Gabriel Dumont Institute Training and Employment's SMEs partners in the apprenticeship program have consistently indicated that Saskatchewan's small businesses continue to benefit from the partnership, for example, in the form of wage subsidies. That benefit, according to Kalin, is

experienced by apprentices as well. As Kalin puts it, "Working with a small company keeps you on the spot, you get to work hard, do your best, as well as get a close and helpful supervision. So, you get the opportunity to learn quite faster."

Kalin will be going for technical training in March. His advice to those thinking of a career in the trades: "Be ready to work hard with your hands. It may be dirty, but it's a good job." Kalin's goals include getting his Journeyman certification as a carpenter and starting his own company specializing in interior finishing. Kalin has also been featured on one of our Apprenticeship brochures.

For more information on the Gabriel Dumont Institute Indigenous Apprenticeship Program, please contact Sara Belair at apprenticeships@gdins.org.



To qualify for the GDI Indigenous Apprenticeship you must

- ∞ Be an Indigenous person (Métis, First Nation or Inuit)
- ∞ Be unemployed or underemployed
- ∞ Have a genuine interest in working in the trades, and
- ∞ Meet eligibility requirements for registering as an apprentice.

*If you do not meet eligibility requirements for registering as an apprentice, GDITE has programs available to assist you to become qualified.

apprenticeships@gdins.org
Phone: 1-877-488-6888



Brittany Macnab is congratulated by Sheila Pocha (Please see Page 3) Photos courtesy of Eagle Feather News

The Learner Always Come First ... Continued from Page 1

Sherry Burnouf joined the Adult Basic Education Level 3 program last September and quickly showed an aptitude for Math. As she completed the L3 Math Curriculum, Angela Letendre challenged her to give Math Foundations 30 a try. Sherry took a deep breath and plunged into the curriculum with enthusiasm and a little trepidation.

A small part of her wondered if she was capable of doing Level 4 math. Fortunately, her love of numbers, computation and math theory allowed her to succeed much like a duck takes to water ... it was a completely natural instinct

leading her through the progress she needed to make to find success. In her words Sherry says, "I was surprised how quickly I was able to catch on. After asking a few questions, I tried to do the math on my own and it shocked me when I caught on. I never would have been able to do this if Angela hadn't seen my potential." Sherry is now looking forward to writing the Math Foundations 30 departmental final exam in March 2018.

Each of these learners have a personal work ethic and drive that motivates them to challenge themselves, be risk-

takers and have the confidence to know when they are learning outside their comfort zone. Their instructors and program coordinator are there to support and motivate them to accomplish the goals they set for themselves. We are very proud of the efforts our learners make each day as they strive to achieve holistic success (culturally, personally and academically). We commend them for aiming higher, challenging themselves, and motivating others to take risks too. These are just a few examples of how, at Dumont Technical Institute, learners come first.



Success Story: Dekoda Janvier

By Amanda Tobin

Dekoda Janvier completed the Institutional Cooking program at Northlands College in 2018. The program prepares its graduates for employment in restaurants, hotels, catering facilities, remote mining camps, hospitals, schools and more. About 70 percent of learning involves hands-on training in a commercial kitchen.

Dekoda works as Cooks Helper at the Big Bear Camp in Northern Saskatchewan. Dekoda first heard about Gabriel Dumont Institute via radio. By the time he visited the Institute campus in La Loche, he already had an

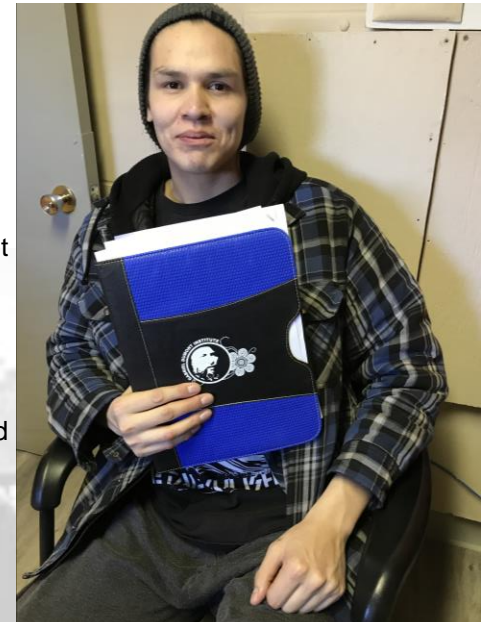
idea of the program he wanted to take. His conversation with Arlene Lemaigre, an Employment Counsellor at the Gabriel Dumont Institute Training and Employment in La Loche, enabled him to get admission and funding to complete training as a cook.

Dekoda's dedication and hard work was impressive. Throughout his studies, Dekoda, who is from La Loche, depended on friends, family and well-wishers for rides to and from school in Buffalo Narrows. As he stated, "It was hard, but I had to finish my studies. It was

worth it." Dekoda noted that his motivation was to complete his studies and get a job.

Dekoda's experience with obtaining his Institutional Cooking Certificate has set a great example of what happens when you work hard to complete a goal. Although he faced many barriers with completing his program he persevered and his efforts paid off. Today, Dekoda enjoys his work as a cook and plans to become a journeyman-certified cook in the future. He is considering the Gabriel Dumont Institute Indigenous apprenticeship program.

GDI Training & Employment



Dekoda Janvier
Photo by Amanda Tobin

Payroll Cutoff Calendar, March 2018

By Carmala Thiessen and Veronica Verzonowski

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------|--|--|------------------------------------|---|--|----------|
| | | | | 1 | 2 | 3 |
| | | | | Accounts Payable Cheque/EFT Run | Student Payday Cutoff @ 4:30 for Accounts Payable Invoices | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Cutoff @ 4:30 for March 16 Student Payroll | | | Accounts Payable Cheque/EFT Run | Cutoff @ 4:30 for A/P Invs - Timesheets & Payroll Revisions for March 15 Payday | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | | Cutoff @ 3 pm for Stop Payments on Student March 16 Direct Deposits | | Staff Payday Accounts Payable Cheque/EFT Run | Student Payday Cutoff @ 4:30 for Accounts Payable Invoices | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | Cutoff @ 4:30 for March 29 Student Payroll | | | Accounts Payable Cheque/EFT Run | Cutoff @ 4:30 for A/P Invs - Timesheets & Payroll Revisions for March 29 Payday | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | Cutoff @ 3 pm for Stop Payments on Student March 29 Direct Deposits | | Accounts Payable Cheque/EFT Run | Staff Payday Cutoff @ 4:30 for Accounts Payable Invoices Student Payday | Good Friday Stat Holiday | |

Employee contracts due prior to payroll cutoff date.

MRTS due by the 15th of every month, and employee contracts are due prior to payroll cutoff date.



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[https://gdins.org/student-
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GDI Mission:

To promote the renewal and the development of Métis culture through research, materials development, collection and the distribution of those materials and the development and delivery of Métis-specific educational programs and services.



GABRIEL DUMONT INSTITUTE
of Native Studies and Applied Research