



THE VOICE

Vol 26 Issue 42 2018-11-02

Preventing Burnout

Catch it Before it Kills Your Studies

Lyme: Climate Change Epidemic

A Book Review of What to Expect

In Conversation

With BlissBliss

Plus:

*A Milestone in Your Shoes
A Crack in Everything
and much more!*



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LETTERS TO THE EDITOR



We love to hear from you!
Send your questions and comments to voicemagazine.org,
and please indicate if we may publish your letter!

Hey! Did you know the Voice Magazine has a [Facebook page](#)?

No kidding! We also do the [twitter](#) thing once in a while if you're into that.

Editorial

When Freeze Turns to Thaw

Karl Low



This week, the Alberta NDP government announced that they would be continuing the tuition and non-instructional fee freeze for domestic students to the 2019/2020 academic year, and that when tuition begins to rise again, it will be capped at the rate of CPI. Further, they've noted that this cap will be enshrined in legislation, not just regulation, meaning that any future government that seeks to change it must do so with public debate.

However, AUSU has some particular concerns over what this means for students who are not considered domestic, such as out of province or international students, since there is no regulation on the fees that post-secondary institutions can charge them. The Alberta government has somewhat addressed these concerns by noting that their revisions to the PSLA and regulation will include requirements that post-secondary institutions provide a tuition guarantee for international students for the standard length of their program, made at the time of their admission.

Further changes include that Mandatory Non-Instructional Fees will be capped at cost recovery, cannot be comprehensive (that is, must be for specific things) and that

students must approve them. Also, while there is some flexibility for additional tuition increases in exceptional circumstances, these must also have the approval of the affected student body.

My own concerns are more about what happens when the tuition freeze is ended. So far, the NDP government has been making good on their promise to “backfill” post-secondary funding by the amount that tuition would have increased if post-secondary institutions had been allowed to raise tuition by the normal amounts. But that doesn't necessarily mean that the “backfill” funding has been rolled into regular funding that universities receive. So what happens when the freeze ends? The legislation would seem to suggest that tuition could only be raised from the pre-freeze levels, but would the regular funding to the universities, including the “backfill”, be maintained?

As well, the current political polling does not look good for the NDP for the election in 2019 and the conservative parties in Alberta have a strong record of looking to post-secondary funding as one of the first places to cut when they want to cut spending. With tuition increases being tied to legislation, cutting funding to post-secondary could mean a significant curtailment of university operations, since not only could they not raise tuition or fees for domestic students to compensate, but, because of the requirement of a tuition guarantee, they also would not be able to increase tuition for international or out-of-province students already enrolled.

I'll be seeking out responses from the government, university, and AUSU to try to bring a full report on these issues next week.

This week, however, the Voice Magazine is featuring an article on how to prevent burnout—something that I'm sure many AU students are all too familiar with. Plus, we've got some great, thoughtful articles, advice, interviews, a book review on the “first climate change epidemic”, scholarships, and more! Enjoy the read!



A handwritten signature in black ink, reading "Karl", located at the bottom right of the page.

Preventing Burnout

Tara Panrucker



The diabolical signs of study burnout range from depression and a feeling of dread every time you have a deadline looming to chronic fatigue. Often these symptoms creep up on you because you're so busy you don't take time to notice until you suddenly have a meltdown. It's important to take a break and examine how realistic your course load is every few months, in addition to how you're feeling about it. Then, you can begin to take action to avoid burnout altogether.

Some steps you can take to figure out where you sit are:

1. Know your limits. We are constantly bombarded with positive, motivational quotes on social media that we can do it all and have it all, if only we keep a positive mindset. While these have a useful place in our mind space, you are the only one who knows your unique energy levels, health habits, and strategies for coping. Take stock and create a study and work schedule that works for you, not some wealthy guru with a staff of two hundred helping him or her reach the stars.
2. Make time for exercise and fresh air breaks every day. If you work in an office and study in the evenings and weekends, scheduling 15-minute walks can stave off lethargy and have you return to your tasks oxygenated and refreshed.
3. Don't remain isolated in your misery. If you're struggling with a heavy study load, share your worries with a friend or family member. Sometimes all it takes is a reliable ear to alleviate stress and offer perspective that you have accomplished much more and can handle everything ahead, one step at a time. This goes for maintaining important online social connections with your fellow university students as well—supporting one another through your course work brings a feeling of everyone being capable of getting through it, together.
4. You've probably heard it before, but keeping a healthy, hydrated diet goes a long way in preventing burnout. Your brain will be able to think more clearly with plenty of H₂O and healthy snacks, like fruit and cheese plates. Reduce sugar and caffeine and you'll feel even more capable of accomplishing all your school goals.
5. The proverb "All work and no play make Jack a dull boy" applies to "all study and no breaks make you burnout." And no one wants to be around the tired, dull person. Watch comedy for spirit-saving belly laughs and surround yourself with people who know how to look at the lighter side of life. These mental breaks will sharpen your study skills when crunch time arrives.
6. Perhaps your feelings of being burnt out are actually not feeling challenged by your course work. Boredom, not burnout. If that's the case, consider additional course work to keep yourself interested and enthused by your studies.

7. If you find you're chronically tired or stressed, the root cause could be a health issue, such as anemia. Schedule an appointment with your doctor to rule out any sickness or an appointment with a nutritionist who can help design a more energizing diet.
8. Constantly aiming for perfection is a recipe for burnout. Besides, the ideal of the 'perfect' paper is a myth. Instead, aim for your personal best and learn when to let go and relax.

Procrastination is a common habit but may also be a sign of burnout. Consider looking at ways you can increase your school work efficiency and decrease time wasted on poor habits, like surfing social media. Then, kiss burnout goodbye and study on.

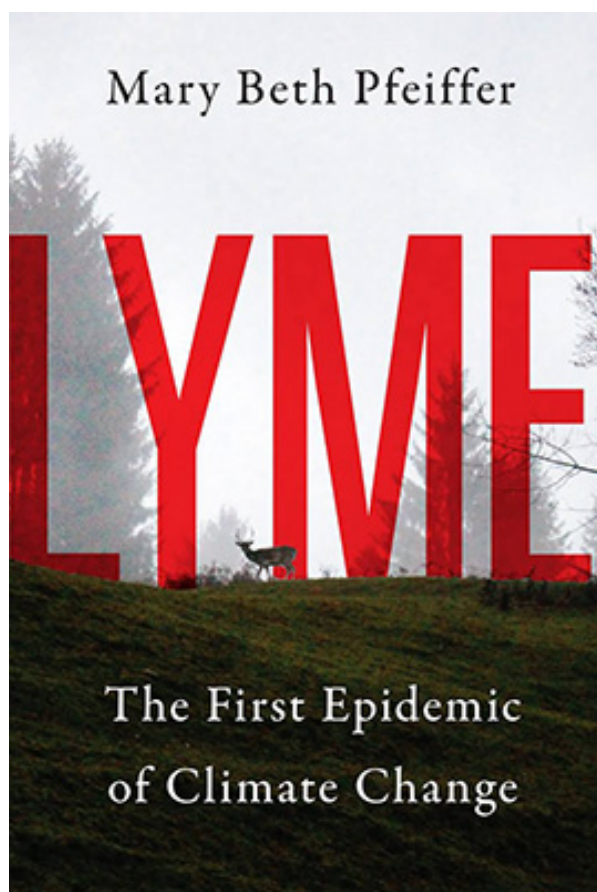
Tara Panrucker lives on Vancouver Island and is seeking a General Arts Degree at AU.



Book Review

John Buhler

Lyme: The First Epidemic of Climate Change



Book: *Lyme: The First Epidemic of Climate Change*

Author: Mary Beth Pfeiffer

Through my cat, Merlin, I was introduced to *Ixodes scapularis*, also known as the blacklegged tick or the deer tick, in November, 2017. Apart from the ick factor associated with discovering the unwelcome and engorged arachnid on the family pet, *Ixodes scapularis* (along with *Ixodes pacificus*, or western blacklegged tick, in British Columbia) can potentially carry the corkscrew-shaped bacteria *Borrelia burgdorferi* which causes Lyme disease. In humans, the infection may initially produce a rash and flu-like symptoms, including fever, chills, and muscle aches, and, untreated, can lead to a range of consequences including facial paralysis, joint pain, heart disease, neurological disorders, arthritis, and in some instances, death. Pets such as Merlin are at risk of acquiring Lyme disease, and infected ticks on pets may fall off and attach themselves to humans. After attaching to a host for 24 hours or more, infected ticks can transfer bacteria to the host, so it was paramount that the tick be removed quickly. Following an emergency visit to the veterinarian, the tick was submitted to Alberta's

Surveillance of Ticks on Companion Animals program, and fortunately was found to be negative for *Borrelia burgdorferi*. In effect, Merlin had become an unwitting sentinel in monitoring the risk of Lyme disease in Alberta.

The veterinarian was surprised that Merlin had encountered the tick so late in the year and in my own backyard, in an urban neighbourhood, rather than a rural area. The circumstances that struck the veterinarian as unusual are in fact indicators of a growing tick problem. In Mary Beth

Pfeiffer's 2018 book, *Lyme: The First Epidemic of Climate Change*, the investigative journalist has researched the escalating threat of ticks in the environment, the danger posed by the pathogens they carry, and problems with the medical system's response to tick-borne illness.

Pfeiffer's book starts with her own personal experience with ticks in upstate New York. A single instance of walking the family dogs along a meadow by her home, on an unusually warm day in late December, brings her four canines into contact with a total of twenty-one black-legged ticks. According to Pfeiffer, the species of tick (blacklegged ticks rather than dog ticks which were common 30 years earlier), as well as their unusual number, and their persistence into winter are relatively new developments in that region.

In North America, ticks carried by birds and roving mammals, benefitting from milder winters and with an increasing period of time in which they can find hosts, are thriving in ecosystems that didn't previously sustain them. Meanwhile, on the other side of the Atlantic, Europe's castor bean tick, *Ixodes ricinus*, also carries *Borrelia burgdorferi* and is similarly expanding its range, being found in more northerly areas and at higher altitudes and than had previously been the case. China too, is seeing an increase in the numbers of reported tick bites and the number of Lyme disease cases. Pfeiffer blames climate change, shifting patterns of land use and a lack of predators for these developments.

In addition to the environmental issues that facilitate the spread of ticks, Pfeiffer looks at the impact of Lyme disease on human health. The infection takes its name from the town of Lyme, Connecticut, where in the 1970's a group of young children developed rheumatoid arthritis-like joint swelling and pain. Eventually it was determined that ticks were the vectors of their illness. In 1981, the bacterial pathogen that had caused the sickness, *Borrelia burgdorferi*, was identified and named for its discoverer Willy Burgdorfer.

Pfeiffer argues that inadequate diagnostic and treatment protocols developed in the US and adopted elsewhere have caused needless suffering throughout the world, and she investigates a number of issues that can delay or prevent a physician from reaching a correct diagnosis. In diagnosing Lyme disease, for example, a bull's eye rash around the site of the tick bite, erythema migrans, is a definitive symptom. Often,

AU-thentic Events Upcoming AU Related Events

Online MBA Info Session

Wed, Nov 7, 10:00 to 11:00 am MST
Online

Hosted by AU Faculty of Business
business.athabasca.ca/event-details/online-mba-executives-information-session-15-2/
Register online at above link

AU Open House

Wed, Nov 7, 10:00 to 11:00 am MST
Online

Hosted by Athabasca University
www.athabasca.ca/discover/open-house/
Register online at above link

second session: Wednesday, November 7,
5:00 to 6:00 pm MST

Social affordances, social presence and sociable online learning environments: A study of the SIPS model in action

Wed, Nov 7, 11:00 am to 12:00 pm MST
Online

Hosted by AU's International Review of Research in Open and Distributed Learning (IRRODL)

athabascau.adobeconnect.com/cider
No pre-registration required; for more info visit cider.athabascau.ca/

Ignorance is no excuse: Don't be an accidental plagiarist

Wed, Nov 7, 2:00 to 3:00 pm MST
Online

Hosted by AU Faculty of Graduate Studies
www.eventbrite.ca/e/ignorance-is-no-excuse-dont-be-an-accidental-plagiarist-tickets-50749159101

Register online at above link

All events are free unless otherwise specified

however, patients are unaware that they have been bitten by a tick, as the bites are in fact painless, and in a considerable number of cases, the rash doesn't appear or isn't seen. Pfeiffer refers to a CDC study of 150,000 patients in which 69.2 % exhibited the rash, meaning of course, that it wasn't seen in over 30 % of the cases.

In symptomatic patients demonstrating no evidence of a rash, there is a blood test to diagnose Lyme disease. Pfeiffer has concerns about false negative results, and the sick patients who fail to receive appropriate treatment or for whom treatment is delayed as a consequence. Raymond Dattwyler, one of the individuals closely involved with developing the procedure decades ago, is also critical. He concedes that the test is outdated, the indicators of infection detected by the tests were not really understood at the time. Pfeiffer quotes him, "Twenty years ago, I would've said they're fine. Now I say, 'oh shit, we were wrong.' It doesn't look as good as we thought it was" (p.110).

Compounding the difficulties with ensuring the proper diagnosis of tick-borne disease is the potential for ticks to carry other pathogens, in addition to *Borrelia burgdorferi*. These include other harmful bacteria, but also a parasite that produces symptoms similar to malaria, Babesiosis, and the encephalitis-causing Powassan virus.

Pfeiffer also delves into the issue of Lyme symptoms which persist subsequent to antibiotic treatment. Known as Post-Treatment Lyme Disease Syndrome (PTLDS, sometimes called chronic Lyme disease), patients experience chronic pain, neurological problems and memory loss, but in the medical and research communities it is a contentious and conflict-ridden issue. While some physicians are dismissive of PTLDS, even suggesting that the disorder is psychological in origin, others risk their careers treating patients with extended courses of antibiotic therapy. She also interviews patients and families of patients who appear to be suffering the debilitating effects of chronic Lyme disease but go untreated because of current diagnostic and treatment guidelines.

Researchers investigating PTLDS experience difficulties getting their work published or securing funding. Reflecting on the debate, known in the field as Lyme wars, Pfeiffer quotes one researcher who states, "You have to decide what side you're on." (p. 137). Pfeiffer, however, cites research evidence from the US and Europe, of human and animal studies demonstrating the

More AU-thentic Events

Google Scholar Webinar

Wed, Nov 7, 5:00 to 6:00 pm MST

Online

Hosted by AU Library

library.athabascau.ca/orientations.html

No pre-registration required

2018 AU Rising Star Alumni Award Reception - Kelowna

Wednesday, November 7, 6:30 to 9:30 pm PST

Kelowna Third Space Coffee, 1708 Dolphin Ave, Kelowna BC

In-person

Hosted by Athabasca University

news.athabascau.ca/events/2018-au-rising-star-alumni-award-reception/

Register online at above link

Schizophrenia & Learning Webinar

Thurs, Nov8, 1:00 to 2:00 pm MST

AU Edmonton, 10011 - 109 St, Room 1223, Edmonton AB

In-person and online

Hosted by AU

news.athabascau.ca/events/schizophrenia-learning-webinar/

No pre-registration necessary; for online access Adobe Connect through above link

AUSU Council Meeting

Thurs, Nov 8, 6:30 to 8:00 pm MST

Online

Hosted by AUSU

www.ausu.org/event/november-council-meeting-3/

No pre-registration required; e-mail governance@ausu.org for meeting package

All events are free unless otherwise specified

presence of *Borrelia burgdorferi* DNA following treatment, and in at least one cases, recovery of the organism three months post-treatment, bolstering the argument that the current recommended antibiotic therapies sometimes fail to cure Lyme disease.

PTLDS aside, there is an overall lack of funding for Lyme disease research, even though it is the most common vector-borne disease (a disease transmitted by blood-feeding arthropods, like ticks and mosquitoes) in the US, with hundreds of thousands of people in the US being diagnosed annually. Pfeiffer contrasts the funding by the US National Institutes of Health for West-Nile virus research (\$40 million spent annually; 2,000 cases) with the amount it spends on Lyme disease (\$24 million annually; in 2015, nearly 400,000 cases, according to Pfeiffer) and describes the situation as “a woeful picture of underfunding” (p. 201).

Lyme: The First Epidemic of Climate Change investigates the growing environmental threat from tick-borne diseases, and presents the shortfalls that Pfeiffer sees in the medical system’s response. Pfeiffer interviews researchers, physicians, and patients in several countries and provides a long list of selected references drawn from medical and scientific journals, but she makes the information understandable for the average reader. The book is fascinating, timely, and controversial.

John has his BGS from AU and started writing for the voice while he was taking it in 2003.



Student Sizzle

Following What's Hot around AU's Social Media Sites.

AthaU Facebook Group

Jason answers the question, “Is an AU degree worth it?” by noting he’s just received a “semi-official offer for a postdoc at the very prestigious Salk Institute for Biological Studies in San Diego, CA. ... If you put in the work, then yes.” Kaitland notes in same post that her AU degree got her into Law School.

Hillary asks when a course without a final exam is considered complete, answers note that it can take a month from submitting the final assignment, depending on when the course professor submits a course completion form after marking the last assignment.

Other topics include problems with submitting large files, what services are available for students with disabilities, and whether you really need to submit everything to pass a course if your grades are good enough on most of it (answer: it depends on the course).

Twitter

@AthabascaU tweets: #AthabascaU announced today that it is the first Canadian post-secondary institution to enter into a formal collaboration agreement with Amazon Web Services. Learn more about how AWS fits in perfectly with our digital transformation: <https://bit.ly/2JpwShR> cc: @AWS_Gov

@austudentsunion tweets: AUSU values your opinions! Fill out our services survey for a chance to win some great prizes! Find the survey at <https://bit.ly/2yPlohg> or visit <http://www.AUSU.org> for more info! Deadline Nov 19.



In Conversation With BlissBliss

Wanda Waterman



BlissBliss is the husband-and-wife duo Lang and Renee Bliss, music industry veterans known for a sophisticated, jazzy-pop sound that's the perfect vehicle for their upbeat, triumphant-sounding lyrics. The couple manifests a glowing positive energy that's utterly infectious. A case in point: A video of one of the songs, "Right Where You Are," is just the thing to make you fall in love with your squeeze all over again. Their third project together, a new EP aptly named *3*, is set for release November 16. Recently Lang and Renee took the time to answer our questions about

What kind of childhoods did you have?

RENEE: I grew up in Indiana in a multi-racial, low-to-middle class neighborhood. I was the oldest of four siblings, and my father was from Cuba. I had a pretty average childhood for a kid growing up in the '60s.

I grew up roller skating to Motown, Soul, and R&B music; it had a huge impact on me.

LANG: I was born in Richmond, Virginia. My father died of cancer when I was four. My mom remarried, and we moved up to the Shenandoah Valley of Virginia. My mom played piano and my stepdad played sax. I grew up listening to classical and swing music.

Were you trained in music or did you teach yourselves?

RENEE: A little of both. I used to sing along to the songs I heard on the radio and at the skating rink. I wanted to play piano really badly but ended up playing flute for a short time. In high school I was in choir, where I learned the basics of music theory. I ended up teaching myself guitar and took voice lessons in college.

LANG: I started playing drums when I was 13, when my mom and dad bought me a little jazz drum kit. I would play along to the radio every day after school for a few hours in the basement and then lots of time on the weekends. I ended up putting a band together with some friends and that was pretty much the end of any other pursuits for me.

I took music through all of my high school years and then went on the road playing for a company that produced bands and did high school and junior high school assembly shows through the school year. I did that for four years traveling throughout the US, Canada, and Australia. After I had begun playing professionally, I wanted to get more training, so I went back to school in New York City and studied percussion and drum set.

Who—or what—has been the best influence on you as an artist? As a human being?

RENEE: Outside of my mom, the woman that encouraged me the most was Dee Miller, who was a teacher of mine. She told me that I had a gift and to share it with others, and she put me on stage to do my very first solo performance when I was nine.

LANG: As an artist, I'd have to say that my mom was always encouraging to me; she always told me that I could succeed at whatever I put my mind to. I'd have to say that my faith has changed me and I hope that I'm a better human being because of it.

How do your songs come to you?

RENEE: For me, the songs mostly come to me in a melody and/or lyric idea. Usually my lyrical and musical ideas come from observations of life around me.

LANG: I think they come out of both the musical influences I grew up with and the worldview that I have about life.

What's the story behind the song "Right Where You Are?"

RENEE: I think Lang should answer that!

LANG: I wrote the first verse of the song initially inspired by an argument that I got into with my younger sister! I felt like a schlep, but it lead me to think about relationships in general, and we decided to make the song about the process of forgiveness and reconciliation.

Can you tell us a little about 3?

LANG & RENEE: This project was recorded differently than our previous ones. On the other two, we primarily worked in an overdub approach. We had the basic chord progression of each song finished as midi parts and then added to and/or replaced them with live players.

We had always wanted to record with players all in the studio together at the same time to get more interaction between them, so that's what we did this time. We got three other friends of ours—a keyboard player, a guitarist and a bass player—and we tracked all five songs in one day. We did go back and re-cut the vocals and add some bits and pieces afterwards, but the songs were very close to finished that day.

Has anything funny or weird happened while you've been creating the EP?

LANG & RENEE: One thing that happened over this time period was that the bass player, Tim Gaines, who played on the project, moved out of state. He had also been playing with us live, so when he left, we needed to find someone to fill that spot. Our oldest son, Zane, who had been learning bass and practicing for the previous year or two, came home from living and going to school in Colorado and really surprised us with how much he had developed; we just freaked out at how good he was! So we excitedly added him to the group. He ended up playing on one of the tracks on the EP, "No Apology."

Can you tell us a little about how you reconcile your creative relationship with your relationship as a couple?

LANG & RENEE: We both have a love for music and are on the same page with what we want to accomplish both musically and business wise, so there aren't really any places that we find that we don't agree on things. Our relationship as a couple just flows over, for the most part, to our relationship creatively.

How do you regenerate after giving yourself heavily to your art?

RENEE: For me, I try to spend time doing things I enjoy that are not music-related but still creative. I love gardening and art.

LANG: I mostly just want to veg out. I love relaxing at home and watching a good movie and not having a schedule that I have to follow. I love making a good latte, and I like to hear Renee say, "Man that's good!" Ha!

What conditions do you need in your life in order to maintain your creative flow?

LANG: Peace. I have to spend time most every day getting alone with God and finding peace. That affects my creative flow more than anything.

RENEE: Yeah, what he said! And I would add staying focused on the bigger picture and not getting bogged down with the daily grind of life.

Are there any books, albums, or films that have influenced your work?

RENEE: "I'm Coming Through" was written based on our love of spy movies. I love stories about people who beat the odds, and that inspires a lot of the lyrical content in the songs.

LANG: There are so many albums and influences, in terms of music, that I've been inspired by. We both love pop music from the '60's, '70's, and '80's, but we also love jazz and that as well, has found its way into my ideas about harmony and groove especially.

Do you follow a spiritual path that informs your art?

RENEE: Yes, we do. Faith in God specifically informs our worldview and all that we desire to live out in our daily lives as well as our art.

LANG: We both are believers in Jesus and try our best to live in a way that reflects the best that God has designed for humanity and write and sing songs that inspire all people.

If you had an artistic mission statement, what would it be?

LANG & RENEE: BlissBliss creates musical experiences for friends and fans of a retro yet modern world, and the citizens of that world awaken to follow their dreams.

What's next for you?

RENEE: We're releasing our EP in November as well as a video for the final single on the project, "Bulletproof." It's currently being edited and the single releases on November 2nd. We also have a batch of dance remixes of our song, "I'm Coming Through" coming out soon after that.

LANG: We're hoping to get back into the studio soon to record the next batch of five songs, and we'll be heading out to the west coast to do some live shows in the beginning of 2019.

Do you have anything to add?

L & RENEE: Please connect with us on our website at BlissBliss.com and our Facebook page at facebook.com/blissblissmusic. We're also on Instagram, instagram.com/blissblissmusic and Twitter, twitter.com/blissblissmusic.

Be sure to pick up our EP 3 at any of your favorite digital stores on November 16th!

Wanda also writes the blog [The Mindful Bard: The Care and Feeding of the Creative Self](#).



A Milestone in Your Shoes

Deanna Roney



It can feel like a kick to the gut when you tell someone what you are doing for a job, something you have worked so hard for, something you struggled to make progress in, and have them say something along the lines, of yeah I have thought of trying to do that when I have the time. Or, I want to do that on the side (you know, after the real job). These remarks generally are not meant to be derogatory, but they can feel dismissive.

I think it is important to stop and consider the motivation behind the comments. They, in some way, are admiring what you are doing. They may not understand the work behind the job title; I would wager they have no idea of the work behind the job title or the work it took to get there. But, it is admiration: what you are doing is something they would like to be able to do, they just have not made it a priority.

For me, I have made my career a priority and I work for it every day. But, when I started out on this path I had no idea what it would look like. I didn't know what the end game would be or how I would get there. I simply took one step at a time and pushed forward until I got to where I am now, and now, I continue to push forward, I still don't know what the next corner is going to reveal or

what the end game is, but every day I am working to make progress. So, if I didn't know what it would look like, or what it would entail, how could I expect someone else to, someone who isn't involved in the industry?

It does not matter what the job is. If you haven't done it, you don't know the work that goes into it. People have a habit of making assumptions and can toss careless remarks out—but remember before you get upset with them—what do they do? What work do they put in? Have you been in their shoes? We don't know what is happening in another's life, work or otherwise, so instead of getting your back up, take it like it is (in the example I gave at least) meant: a compliment, admiration.

If someone wants to think that all I do is read all day, that is okay. I know what I do, I know the work I put in, I know what it took to get here. If anyone is genuinely interested in trying to pursue the same thing I have, I am happy to have a conversation with them and try to help them get a start. To tell them what went into it, but if they just want to think of it as a side job, or something to do in your spare time, they probably have no real interest in pursuing it, not in reality. It is a daydream for them, nothing more.

So, regardless of what you are doing, be proud of the work it took to get there. If someone remarks that they'd like to do it in their spare time when they have time, or after their real job. Just nod and smile and wish them well. It isn't worth your time to get bogged down by it or feel dismissed by it.

Deanna is an AU graduate who loves adventure in life and literature. Follow her path on the writing journey at <https://deannaroney.wordpress.com/>



Course Exam**Brittany Daigle****EDUC 201 (The Profession of Teaching)**

EDUC 201 (The Profession of Teaching) is a three-credit introductory educational studies course that provides those interested in becoming teachers with a general and balanced overview of the profession. Students will look closely at what teachers do and how they do it, and in the process they will, as prospective teachers, gain a better grasp of the reality of classroom teaching. This course has no prerequisites and there is a Challenge for Credit option if you are interested.

The Profession of Teaching is made up of nine units, one assignment weighing fifteen percent (due at the end of unit three), a second assignment worth twenty-five percent (due at the end of unit five), a third assignment for another twenty percent (due at the end of unit seven), and a final examination weighing forty percent, which will have content from all units. The units within this course cover topics such as teaching, learning, inclusion, being in charge, assessment, computers, and the rewards of teaching. To receive credit for EDUC 201, students must achieve a minimum grade of fifty percent on each assignment and a minimum grade of fifty percent on the final examination. The final exam for this course must be taken online with an AU-approved exam invigilator at an approved invigilation center. For more information on Athabasca University's exam process or to see a list of invigilators who can accommodate online exams, please visit the [Exam Invigilation Network](#).

Dougal MacDonald, PhD has been a tutor at Athabasca University for over nine years and has been the only tutor for EDUC 201 since he completed writing the first version of the course back in 2009. He states, "Since 2014, I have been a co-Chair of CUPE Local 3911 which represents 353 Athabasca University part-time workers known as tutors and academic experts. I am also the 3911 Communications Director and a member of the Bargaining Committee. I was Chair of the CUPE 3911 organizing committee for COCAL XII in 2016 in Edmonton and participated in previous COCALs in Mexico City, New York, San Jose, and of course Edmonton. I am also a member of the University of Alberta faculty association (AASUA) and a former co-Chair of the contract teaching constituency of that organization. I completed my PhD in 1995 at University of Calgary. Prior to that, I was an elementary school teacher. I have taught on contract since 1988 at a number of Alberta universities and colleges, including Athabasca U, U of Alberta, U of Calgary, Northern Lakes College, and Yellowhead Tribal College, both face-to-face and online. During this time, I have presented at numerous education conferences including AERA and NARST, as well as published articles in refereed academic journals. I have been a political activist and revolutionary journalist for many decades, including advocating for the rights of contract academic staff, the right to education, increased funding for education, and free post-secondary education. In 2016, I won the Alberta Federation of Labour's May Day Solidarity Award for my "long-time contributions to peace and social justice".

Dr. MacDonald explains the course as "an introduction to the profession of teaching, especially at the school level. It provides a comprehensive description of the various components of teaching, including teaching itself, classroom management, learning, inclusion, assessment, the use of computers, and so on. The basic question the course tries to answer is, "What does it take to become a teacher?" or, to make it more personal, "Do I want to become a teacher?"

He continues, “The course is divided into nine units. In the new version, soon to be published, this has been increased to twelve units. There are three assignments: a review of a book on teaching, teaching something from the Alberta curriculum to a student one-on-one and analyzing the results, and an analysis of the Alberta Education Parent Guide to the standardized tests given to Grade six students. The first and third assignments are about two thousand words each. The length of the second assignment varies quite a lot depending on the student and the lesson. The final exam asks the student to answer in short essay form five general questions pertaining to the course materials.”

He states that almost all of his students complete the course and do well, explaining “To succeed, the student who takes the course just needs to work steadily, stick reasonably close to the suggested schedule, and do the assignments as they arise in the course materials. My main advice to students enrolled or about to enroll in the course is to try to keep to the schedule, follow the guidelines on the assignments—especially the one about providing evidence for your claims, and take the marking feedback seriously.”

Dr. Macdonald would recommend this course to any student, stating “Teaching is the most important job in the world. Good people are always needed. Until a person gains some understanding as to what teaching is all about that person has no idea whether she or he would want to be a teacher.”

Most courses have content that some students tend to struggle with, though he notes “If students struggle, it is usually because they make unsubstantiated claims in their assignments instead of backing them up with concrete evidence. That lowers their mark.”

Whether this course is a requirement for your degree or program or the topics discussed above are of interest to you, Dr. Dougal Macdonald states that EDUC 201 “students will take away a better understanding of what teaching is and whether that student wants to be a teacher.”

Brittany Daigle is 22 years old and completing her BSc in Computing Science & Information Systems with AU from Toronto, Ontario.



Scholarship of the Week

Digging up scholarship treasure for AU students.

Scholarship name: The Dalton Camp Award

Sponsored by: Friends of Canadian Broadcasting

Deadline: December 1, 2018, 8:00pm EST

Potential payout: \$2500 or \$10,000

Eligibility restriction: Applicants must be Canadian citizens or permanent residents of Canada; applicants are not required to be students, but only students are eligible for the \$2500 second prize.

What's required: An online or emailed application, along with a maximum 2000-word essay on any topic relating to the link between democracy and the media in Canada, and a 50-word bio.

Tips: Check out the [previous winning essays](#) for ideas and inspiration.

Where to get info: www.friends.ca/DCA/rules





Five Budget Friendly Ways to Travel as a Student

Xin Xu

For students with the travel bug, it can be hard to balance your budget while paying for your last hefty vacation and setting money aside for a budget vacation. Luckily, there are various ways to travel without having to cash in your savings. Some forms of travelling are exclusive to students and can make the experience more meaningful through networking. While vacations typically last between days to weeks, these extended “stay-cations” can be an immersive way of travelling, learning and having fun all all-in-one. Does this sound too good to be true? There are five ways this can be done.

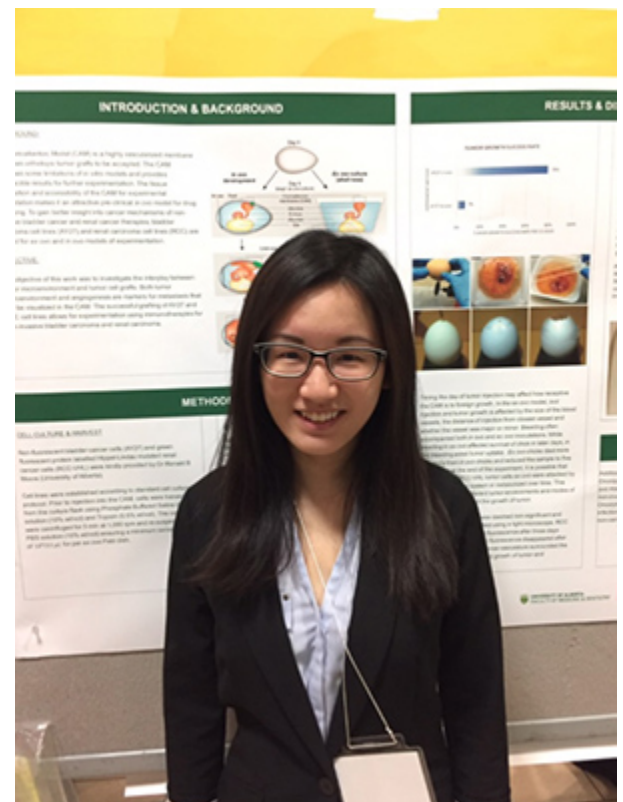
1. Paid internships

Paid internships are a great way to potentially work in a different city or even country without having to pay out of pocket. Many companies provide sponsorships for students through paid accommodations or subsidized living expenses. While exploring a new region in your spare time, you're also gaining valuable life and career experience.

In one paid internship, I had the opportunity to work in Toronto in collaboration with a lab that studied chicken embryos and their use in studying bladder cancer.

2. Attend volunteering trips

Volunteer trips are another excellent way of curing your wanderlust. For many of my peers, this meant going on trips to non-traditional destinations such as Costa Rica, Tanzania, and Peru. Most volunteer experiences allow you to interact with locals, and help make an impact on their community. In the evenings, the local communities may show students around in addition to pointing out where the delicious local cuisines can be found.



3. Take road trips instead of full vacations

For students who are looking for more freedom with their travel itinerary, going on road trips are a budget-friendly choice. Specifically, for me, living approximately four hours away from Banff National Park has given me plenty of opportunities to hike adventurously on the long weekends. For others, it might mean visiting a National park or lake outside of city boundaries. Road trips can be highly effective at helping students unwind in the midst of a stressful term.



4. Travel with a group to reduce individual cost

While travelling alone can certainly increase your budget, having a buddy or several close friends share the cost of accommodations will help slow the rate of your wallet emptying but also create memorable experiences for everyone. For myself, visiting Northern Europe was a costly trip, but bringing several close friends with me helped reduce our individual share of costs when it came to accommodations and food.

5. Sponsored conferences through scholarships

Certain conferences available to students provide subsidies so long as the conference is relevant to the pursued degree. For myself, attending these conferences has been a way of exploring areas from Toronto to New York. Staying behind an extra day or two also gives you the freedom to explore the area, sample local cuisine and network with peers from the conference. Some of my most memorable travel experiences has been from attending conferences from around the world.



Xin Xu is a post-graduate health-science AU student, aspiring clinician, globe-trotter, parrot-breeder and tea-connoisseur.

The Study Dude

Campus Universities vs. AU

Marie Well



I hate to break the news, but campus-based universities have legs-up over online ones. At least, that's true for the 20-year-olds who bask in drama and who don't get plumber's butt in low-rise jeans.

So, how do campus-based universities compare to AU? Well, if you ask me, both better and worse.

The key benefit to on-campus universities is clout. When I'd tell employers I scored top grades in math, they grilled me, "Which school?" When I mentioned an on-campus university, they'd ease back into their chairs, eyebrows lifting as slow smiles spread.

Campus-based universities also limit what you need to learn. You see, campus profs tip you off on what you need to study. That hasn't been my experience at AU. At AU, I got assigned a

textbook with a billion pages. I could've used it as a dinner table—for the United Nations. Study that without a peep from your prof!

But on the bright side, AU relies on textbooks while campus universities zero mostly in on lectures. In other words, miss a lecture at a campus university, and burn at the stake test time.

My biggest issue with AU is the outdated textbooks. Try learning social media or programming from books a thousand years old. What kind of education is that? Programs like Coursera make more sense if you want to learn something applicable to the 21st century.

The biggest edge campus schools have is grad studies. Campus universities shovel cash into your wallet. During graduate studies at a campus university, I won a scholarship for \$24,000. I then won another one for a similar amount. But they only let me keep one. I also secured a graduate teaching assistant role for over \$5000. When my scholarship cash ran out, I paid \$400 a month from my fulltime job. Twice I could barely afford rent. But wow did I dine and shop clothing. The purple-haired dean labeled my wardrobe most enviable.

But campus universities have downsides. For one, older students have harder times fitting in. They start off as misfits—as targets. That is, unless they look like George Clooney with the personality of Dalai Lama. Even then, they spend their weekends skiing with profs, not schoolmates. But online, they can upload their grade two pic and no-one would be the wiser.

And at campus universities, keeping up with fashions proves humbling. When I was on campus, low rise jeans came back into style. So, I slipped them on with my paunch hanging over my belt. And don't do as I did by bleaching your hair into raccoon-streaks. One friend joked my next salon-trek would yield a skunk.

But the worst part about physical universities is the social drama. Young people don't have fully developed amygdalae—the emotion centers of the brain. So, gossip, backstabbing, and bullying abound. A day in the dorm feels like a librarian's re-enactment of Jason from Friday the 13th.

The best part of AU over campus universities? You can work-at-your-own-pace. Setting your own schedule fits well with busy lifestyles—and frees you of stinky buses and steroid-induced parking fees.

So, which is best: campus universities or AU? They both have their ups and downs, but if you prefer to laze about in your PJs, eat Domino's pizza, and submit assignments at your leisure, plumber's butt is not a bad thing after all. Besides, who really cares what George Clooney thinks?



The Creative Spark!

Wounds

Marie Well



Everyone bears wounds. And many of us are jinxed with a smorgasbord of scars.

But we can learn from movies and books. That's because film and fiction characters open our eyes to the world of wounds. Often, fictional characters enter scenes damaged but heal during the final act.

Recently, I got hit with a bad wound. As a result, I grew colder, harder hearted—my thoughts shelled within a defensive wall. And it frightened me. But I duped myself to believe the emotional shield safeguarded me. But emotional shields don't protect anyone; they maim. And they thwart us from reaching our goals.

My goal was now to overcome my wound.

So, I sought guidance from the writer's Emotional Wound Thesaurus. Within the thesaurus, I learned to never discard traits such as trust, friendliness,

kindness, and forgiveness. These traits help us realize our dreams.

Then I quizzed my boyfriend how to heal my emotional wound. He wisely said to ponder positive thoughts, to pray for foes, and to read spirituality. So, I did. And my psyche then drifted back to its cheerful state, but this time a touch wiser and thicker-skinned.

Thus, I succeeded in setting aside my emotional shield. Now, I seek to heal the wound. I'll do so by scouring self-help and spiritual books, and by getting fit and healthy. I'll use compassionate self-talk to soothe myself, not unlike an unconditionally loving mother. Most of all, I'll dwell on only kind thoughts about my foes.

And I'll go to the movies—to study how characters heal their wounds. Angela Ackerman and Becca Puglisi explore character emotional wounds in their book *The Emotional Wound Thesaurus: A Writer's Guide to Psychological Trauma*:

- We love to watch a character struggle with their wound: “By sharing a character's experiences, [readers] get an intimate glimpse into how others wrestle with difficult situations, moral dilemmas, and the disruptive nature of change” (location 226, 3%).

- We all have wounds: “Deep down, each of us is a bit damaged. We’ve all suffered emotional hurts and are looking to heal” (location 226, 3%).
- Wounds attack our spirit and thwart our goals: “Wounds damage our characters’ self-worth, change how they view the world, cause trust issues, and dictate how they will interact with other people. All of this can make it harder for them to achieve certain goals” (location 262, 3%).
- Worse, characters wrongly blame themselves for their wounds: “Caught in a vulnerable state, the character tries to understand or rationalize his painful experience, only to falsely conclude that fault somehow lies within” (location 269, 4%).
- This self-blame serves as the lie: “Once the lie forms, it’s like a fungus releasing toxic spores. This false belief seeds itself deep into the character, damaging his self-esteem, sabotaging his confidence, and creating ... fear ...” (location 292, 4%).
- The lie “causes him to hold back, making it difficult for him to love fully, trust deeply, or live life without reservations” (location 277, 4%).
- The lie builds a brutal emotional shield: “When emotional shielding goes up, it transforms a character, creating damage that must be undone for him to find his way back to a life of balance, happiness, and fulfillment” (location 443, 6%).
- This shield doesn’t protect, it destroys: “What makes this shielding so damaging is that it consists of character flaws, self-limiting attitudes, skewed beliefs, and dysfunctional behaviors—all of which the character eagerly adopts to block anyone who might wish to hurt them” (location 321, 4%).
- This shield replaces our strengths with faults: “In light of a wounding event, certain positive attributes may be labeled as weaknesses, such as being too friendly, too kind, or too trusting. When emotional shielding goes up, these traits are replaced by others (flaws) that will do a better job of keeping people and the pain they can cause at a distance” (location 350, 5%).
- But healthy coping lets us lick our wounds: “Not all personality changes resulting from a wound will be negative. Lessons are learned during any good or bad experience, and they can lead to the character also embracing helpful traits Positive attributes also form when the character is coping with the wound in a healthy way” (location 357, 5%).
- Healthy healing involves self-care: “Showing your character taking better care of her health (by eating properly, getting more sleep, improving her hygiene, and exercising) will let readers know she’s actively trying to improve” (location 602, 8%).
- And healthy healing involves learning, creativity, and connection: “Another positive change may involve joining a group, connecting with nature, reading, journaling, or pursuing creative outlets. Seeking education and other forms of self-improvement are also good signs that a shift is taking place in the character’s mind” (location 602, 8%).

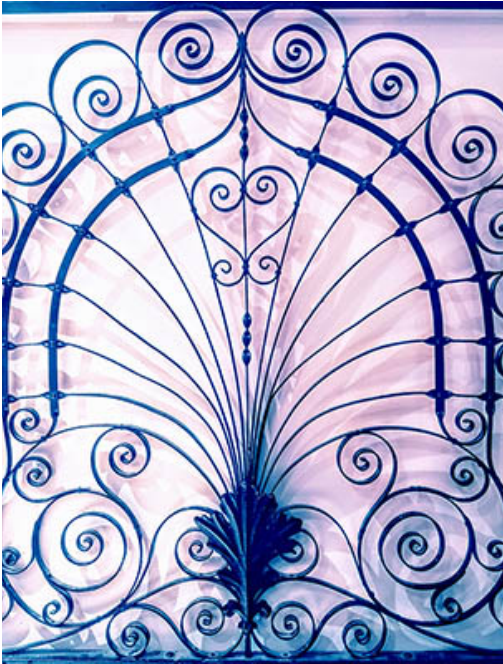
At university, I braved a lot of abuse. I might’ve developed a damaging emotional shield. Instead, I trained martial arts, began bodybuilding, and started a spiritual quest. I starred in a documentary film. And I made an advocacy piece for an academic conference. These acts all nursed the strength to cope.

So, when your real-life story leaves you wounded, study films with happy endings for healing tips.



Porkpie Hat A Crack in Everything

Darjeeling Jones



Somebody straight up asked me the other day how I would define myself in terms of my spiritual or political outlook on life. Was I a Christian, a socialist, an atheist, a Buddhist, a conservative, a liberal, some combination of any of the above, or what? I was bit taken aback by the question. I mean, don't most of us stay away from direct inquiries like that, especially in the drastically polarized and politicized climate of the day? I'm also not the biggest fan of attaching "isms" to people, or any other form of labelling. This desire to diminish and organize the complexity of multi-faceted human beings, mostly for the sake of making convenient and facile judgements, it seems lazy and somewhat despicable to me.

But there was also something about the question that pleased me. It was from someone I didn't know very well, but it seemed to come from an attitude of genuine, non-judgemental curiosity. Said lack-of-judgement being something of a minor miracle right now. So, I gave the question some thought, and tried to answer it as honestly as I could. What I came up with took me a bit by surprise. "I think

I'm a misanthropic humanist," I said. Which was received as a not-very-satisfactory answer. Not surprising, since it's a pretty contradictory label. How is it even possible to believe in the value and importance of human beings, and at the same time distrust and more-or-less despise humanity?

It's true, on any given day, I much prefer the company of my clumsy, reckless dog to your average humanoid. The people I love and cherish as individuals are numerous enough, but perhaps not so extensive. I would argue that it's pretty tough to warm up to a species that has been as reckless, rapacious, narrow-minded, vicious, callous, and apathetic as ours. A species that has spawned a seemingly endless line of major and minor monsters, and monstrous ideas. And yet, for every Mussolini, every David Duke, we've also managed to produce a Michelangelo, a Marie Curie. For every Mein Kampf, every Jim Crow, every piece of venomous propaganda, and every daily excuse to be petty, we have a sonnet, a symphony, an elegant idea, a promising solution.

As well, in moments of depression and existential angst, it seems mostly to be the warmth of human creativity that draws me towards it. As much as I have a lifelong love of the outdoors and the natural world, the serenity I find in a sunrise, a misty meadow, or even the crashing waves of the ocean, cannot compare to the sense of complex solace and healing I get from spending time listening to a recording of Philip Glass or Maria Callas, or reading a few pages of *The Portrait of Dorian Grey*. For me, art and imagination are a form of intense spirituality.

So, definitely mixed feelings about this whole humanity business. Deeply contradictory and fractured thinking. And yet, what if it is the very contradictions and inconsistencies of our understanding that are, in some way, the most redeeming aspect of humanity? What if it is the failure to fully reconcile our minds to the enigmatic, inscrutable nature of the world that is the driving force behind our art, and our science. Are confusion and perplexity a more fertile soil for the growth of our souls than certainty, and the dogmatic assertion of flawless logic? Is it in the tectonic fractures of human understanding that our brightest hopes are waiting to be found, like diamonds in the darkness? Hey, I truly don't know. But as a very wise Canadian once wrote, "There's a crack in everything / that's how the light gets in."





Dear
Barb

Barbara Godin

My Neighbour is Driving Me Crazy!

Dear Barb:

I don't know what to do about my neighbor, Maria. She is an older woman who has been divorced for many years. Her husband of 30 years left her for a younger woman. Maria is so bitter, every time I see her she brings up her ex and how crazy and abusive he was. She has taken him to court several times to get more support and believe me she is already loaded! No one ever comes to visit her, she doesn't even speak to her only son because he told her he didn't want to hear any more about his father, but Maria couldn't stop and continued trashing him. Because she is so alone, I have felt sorry for her and tried to talk to her when I can, and she does call when she needs help and my husband always goes to help if it's something I can't do.

But because of her abrasive personality I have had to overlook a lot of her rude behaviours, but I am starting to get fed up with it. For example, I did some new decorating in my home, and I know Maria has an interest in that sort of stuff, so I invited her over to see it. She came in and nodded her head and immediately began criticizing the fact that I have a stool for my dog to lie on. "Why are you letting your dogs rule your life, you are ruining the whole look of the room with that stool." She went on for a few minutes and I never said anything, rather I just politely encouraged her to leave. Recently she called me to tell me that she was redoing her kitchen, so I thought I would reciprocate and tell her of

my plans to paint and wallpaper my bedroom. She immediately said, "No no no, you cannot do that it will look awful." She continued to explain why that would look awful. I had to stop myself from telling her how rude she was, but now I wish I had told her, maybe then she would stop being so critical. Do you think I should have told her how I feel about her critical ways? Thanks Sandra.

Hi Sandra:

Thanks for your very detailed letter. It seems like your neighbor has a bit of a chip on her shoulder. Possibly stemming from the negative events that have happened to her. She does seem to be more in tune with the negatives in life, rather than the positives. Her abrasive personality may be the reason why no one visits her. I don't think you have anything to lose by explaining to her how she makes you feel when she is so inconsiderate. She may be offended and not speak to you again, or she may understand. Perhaps no one has ever confronted her, so she is not aware that people may find her offensive. Whatever you choose to do, I don't think you have anything to lose.

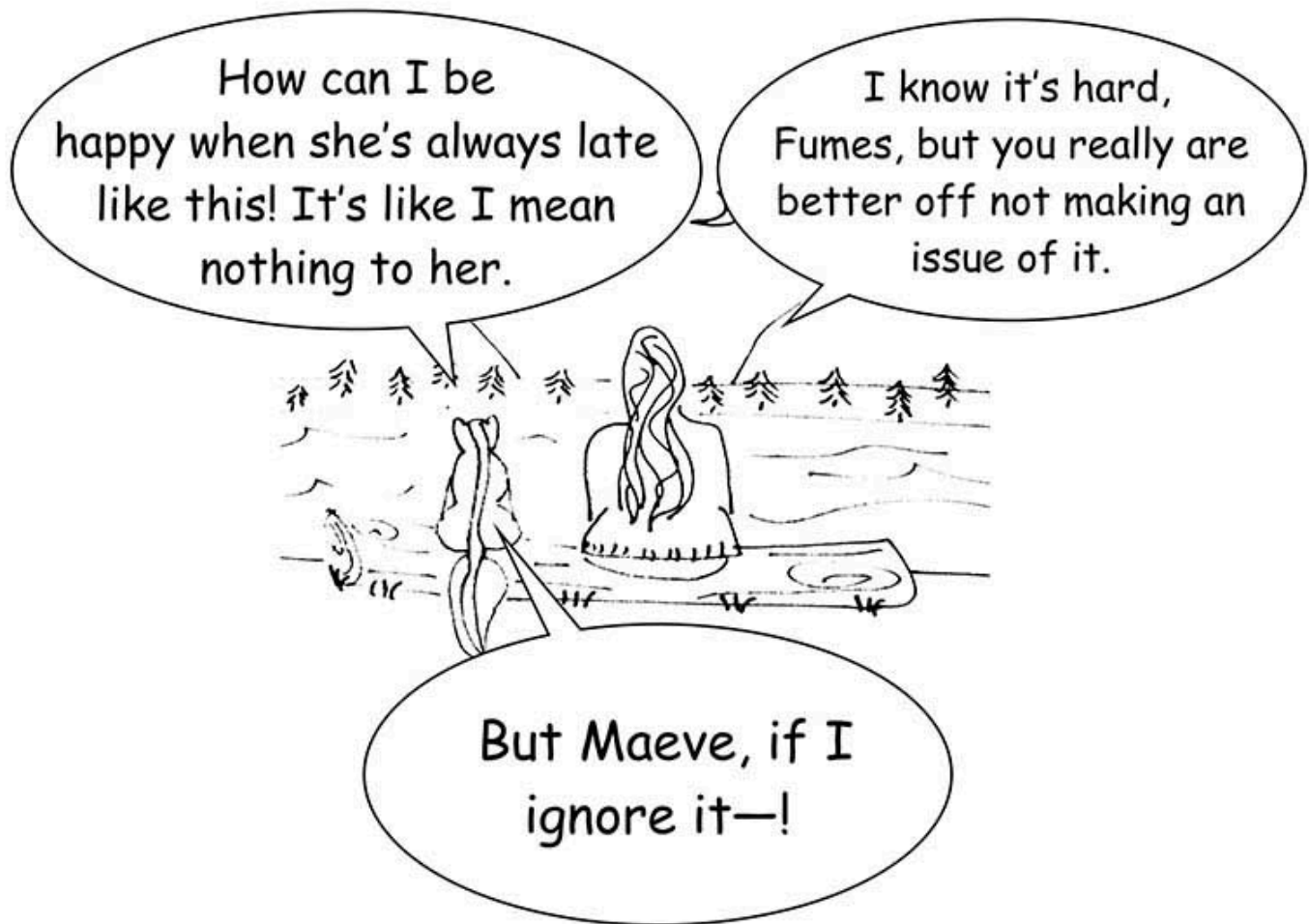
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Poet Maeve
Don't Make it an Issue

Wanda Waterman



—you won't be wasting your time trying to change something that's out of your control.



Why invite negative forces into your world?



Making this an issue means closing your heart. Not just to her, but to everything else.

Everything else?

Everything else.





AUSU
ATHABASCA UNIVERSITY
STUDENTS' UNION

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IMPORTANT DATES

- **Nov 08:** [AUSU Council Meeting](#)
- **Nov 10:** [Deadline to register in a course starting Dec 1](#)
- **Nov 12:** [AUSU Office Closed in lieu of Remembrance Day](#)
- **Nov 15:** [Dec degree requirements deadline](#)
- **Nov 30:** [Deadline to apply for course extension for Jan](#)
- **Dec 10:** [Deadline to register in a course starting Jan 1](#)
- **Dec 14:** [December Council Meeting \(tentative\)](#)

Fill out our Survey for a Chance to Win Great Prizes!

AUSU values your opinions! We want to know how we can best serve our student members, and help you have a positive experience as a student at AU.

Please take a few minutes to fill out our [services survey](#) – it should take no more than 8-10 minutes to complete. All of your answers are completely confidential.

AUSU is giving away over \$1,000 in prizes* to members who complete our survey, including:

- A Flip 4 Portable Bluetooth Speaker
- 2 S'well® Stainless Steel Traveler Bottles
- 5 Amazon Gift Cards valued at \$50
- 5 Amazon Gift Cards valued at \$25
- 5 ProctorU free exam invigilation codes
- 10 AUSU swag packs

**Winners will be selected at random. Prizes awarded cannot be exchanged for any other prize, monetary value, or service.*

[Click here to start the survey.](#)

Deadline to complete the survey is November 19.

**Take our SURVEY
for a chance to
WIN GREAT PRIZES!**



NEW Mental Health Resource for AU Students

Athabasca University is now offering a new Wellness Support Resource through **Homewood Health!** There are many service options available, including free 24/7 support and a variety of web-based services.

To get help today, call 1-800-663-1142 (English) or 1-800-398-9505 (French).

Online services include coaching services from subject matter experts, an online Wellness Library, self assessment tools, e-courses on mental-health related topics, online cognitive behavioral therapy, and much more! Sign up for these services online at homeweb.ca.

[Click here](#) to download a PDF with a full overview of this new, free service courtesy of Athabasca University.

AUSU was proud to have provided the wellness program Student Lifeline from 2015-2018, in partnership with AUGSA. We will continue to advocate for student mental health going forward to ensure AU upholds the level of mental health support that AU students have grown to know and love.

Wellness Support Program



www.Homeweb.ca



CLASSIFIEDS

Classifieds are free for AU students!
Contact voice@voicemagazine.org for more information.

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