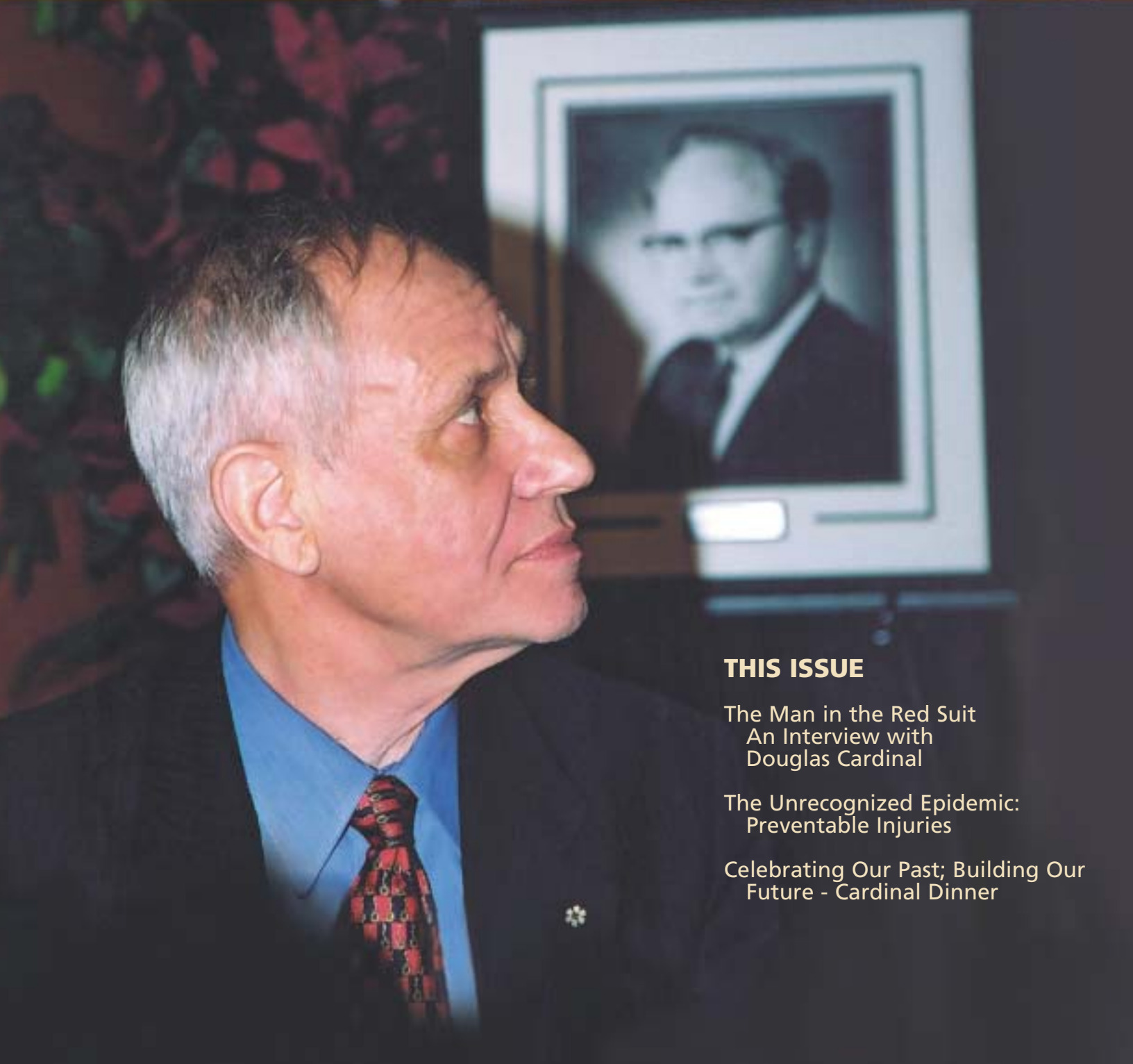


SPRING
2003



Wisdom

Grande Prairie Regional College Magazine



THIS ISSUE

The Man in the Red Suit
An Interview with
Douglas Cardinal

The Unrecognized Epidemic:
Preventable Injuries

Celebrating Our Past; Building Our
Future - Cardinal Dinner



Montréal, February 14, 2003

Grande Prairie Regional College
Grande Prairie, Alberta
T : 780-539-2905
F: 780-539-2731
E : lness@gprc.ab.ca

Re: Opening Reception, Cardinal Exhibition

Dear Friends, Faculty, Students and Alumni of GPRC:

I would like to express my regret that I am not able to attend the opening reception for the Cardinal Exhibition, celebrating the architectural achievement of Douglas Cardinal and honouring the late Dr. Henry Anderson.

I had the honour of serving on the Board of Governors as student representative during the 1972-73 session at the college. It was there that I had the pleasure of working with and getting to know Dr. Anderson. I remember his intelligence, his good humour, his devotion to the students and his drive and dedication to Grande Prairie Regional College. The passion that Dr. Anderson felt for the development of the college was only matched by his passion for the new campus that was soon to be. I remember looking over the working drawings of the building with him, as he explained the functions of the spaces and the details of the forms. He even asked for my opinion on certain elements. Of course, I was thoroughly impressed. For an 18-year-old farm kid whose most significant architectural experience had been going to the grain elevators in Sexsmith, these flowing shapes were the most fantastic, the most exciting thing imaginable. I already had a certain interest in architecture, and looking at these remarkable plans and elevations only strengthened it. I guess I must have told Dr. Anderson about my interest because he took the time to show me a model and some of the preliminary sketches and plans. I remember Dr. Anderson's unwavering support for the architect of those plans, Douglas Cardinal.

I met Douglas Cardinal at the signing of the contract for the construction of the college. Tall, handsome, hair past his shoulders, he wore a bright red suit. Cardinal red, I guess you could say. My meeting with him was brief, but my budding interest in architecture was now confirmed. That was what I wanted to be. I wanted to be an architect. My path to that goal took a couple of turns after leaving GPRC, but I eventually got my Bachelor of Architecture from the Université de Montréal. I met Mr. Cardinal a second time at a conference on computer-assisted design while attending school here. His was one of the very few offices at the time that were producing all their work on computers. His ground-breaking work in architectural form also extends to the technology of its making. I decided to stay in Montréal and went into partnership, shortly after graduating and articling, with a colleague from school. And I still often think of those two men who first inspired me.

Thank you Douglas Cardinal. Thank you Dr. Anderson.

My best wishes to Mr. Cardinal, to the family and friends of Dr. Anderson and to all at Grande Prairie Regional College.

Yours truly,

Wade Eide, Architect

110, rue McGill, Suite 202, Montréal (Québec) H2Y 2E5
Telephone: 514-875-0972 / Telecopier: 514-875-0974
e-mail: braq@videotron.ca
Web: <http://pages.infinit.net/braq>

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Editor-in-Chief	Lynne Ness
Advertising Director	Sharifi Houssian
Design and layout	Trina Irons, Irons Design
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Photography	Lena Gilje Photography
	Rob Ganzeveld, FX Photographic
	Mark Mennie Photography
	Paul Pivert, Studio on the Park

Contributors this issue:
Wade Eide, Dr. Phil Johnson, Lynne Ness, Jerry Petryshyn

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In the early 1980's I had the privilege of representing Alberta on the Historic Sites and Monuments Board of Canada. We would meet in Ottawa biannually to receive and consider recommendations respecting the commemoration of people and places of national significance. As it happened, one of the first individuals that I got to know on the Board was Dr. George Macdonald, renowned archaeologist and Director of the Canadian Museum of Civilization.

Curiously, our conversations always seemed to come back to one subject – Grande Prairie Regional College. Dr. Macdonald was intrigued by the 'Cardinal Building' both as a functioning construct and as an esthetic work of art. He had a multitude of questions about the structure – from its spatial characteristics, and the physical and psychological environment it created, to issues of maintenance and heating!

At the time I didn't ponder too deeply the reason for Dr. Macdonald's solicitous inquiries but in retrospect his probing questions have taken on a sharpened clarity and meaning. I was unaware then that plans were being developed for a new Museum of Man to showcase the Canadian experience and that Douglas Cardinal was a prime candidate for the job. Only later did it dawn on me that GPRC was viewed as a model, perhaps even a template for the proposed museum.

It was obvious that Dr. Macdonald was impressed with the imagination and creativity of an innovative architect who could pen and execute such a free – flowing, graceful design of brick and mortar. Our visually striking institution with its intrinsic qualities and air of uninhibited spirit was precisely the kind of "out of the (rectilinear) box" thinking that appealed to planners of Canada's most ambitious museum project to date.

Mr. Mcdonald also wondered about our institution's inner space. How efficient was it? What kind of ambience and atmosphere prevailed? I can't recall my specific responses (other than telling him

that the circular gym tended to disorient basketball players) but upon reflection powerful impressions come to mind. GPRC has always been a people place, open and with no boundaries. The design was such that the major components appeared to swirl out of the central concourse in a curvilinear fashion and disperse into one another without formal passages or defining partitions. This seemingly seamless interior layout formed part of Cardinal's 'organic concept'. The overall result was a public facility in harmony with the environment, integrated into the community and readily accessible to all. More to the point, however, is that it functions as intended; a legion of students continue to comment on the sustaining value of the academic and personal experiences they received here and their intimate attachment to these hallowed halls.

To be sure, the edifice has gone through major renovations and additions. However, care has been taken to preserve the integrity of the original so that the new meshes well with the old. GPRC remains Cardinal's enduring signature piece.

This then brings me to my final thoughts on curiosities. Dr. Macdonald clearly saw our building as an archetype, a micro progenitor of a larger national endeavour (one with international impact). In this sense, GPRC is an artifact of notable importance to Canada's heritage. Thus, some day in the not too distant future, I wouldn't be surprised to see a Government of Canada plaque located prominently on one of our crooked brick walls proclaiming the College a national historic site.

– Dr. Jaroslav (Jerry) Petryshyn

CELEBRATING our past



Above: Brenda Quinn joined Douglas Cardinal for the unveiling of a portrait honouring her father, Dr. Henry Anderson, as first President of Grande Prairie Regional College. Ms. Quinn travelled from Texas to attend the Cardinal Dinner and to accept the tributes to her father. "I hope this building will always stand as a tribute to my Dad, to his commitment to his vision, and his commitment to education for its own sake."

Right: Hoop dancer Petie Chalifoux.



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New Brenwood Bursary

Beginning in January 2003, Brenwood Master Builder announced a generous bursary program for GPRC students. Brenwood has pledged to contribute \$100 from every new home sold in Grande Prairie towards this bursary.

Below: Alumni/Foundation Board Chair Lyle Carlstrom introduced architect Douglas J. Cardinal to guests at the Cardinal Dinner held at Grande Prairie Regional College, February 15.



Above: (l-r) Jim Henderson, President, Douglas J. Cardinal, and Carmen Haakstad, Executive Director Advancement. Douglas Cardinal was pleased to be inaugurated as an honorary member of the President's Council of Grande Prairie Regional College. Pictured at far right is Herb Wyness, former Vice President College Services, who returned to Grande Prairie for the event.

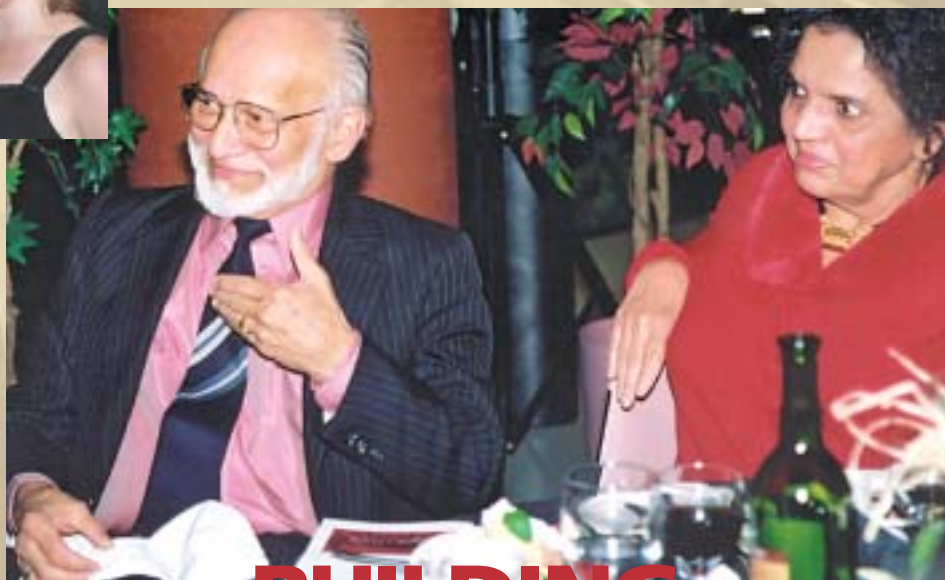
President Jim Henderson welcomed Douglas Cardinal on behalf of the community. Douglas Cardinal told dinner guests that "I owe everything to the people of this community, and particularly to Henry Anderson, because this was his vision."

Below: Sukumar and Nalini Nayar, former GPRC faculty.



Left: Board of Governors Chair Fletcher Bootle chats with Mayor Wayne Ayling and MLA Gord Graydon at the Opening Reception of the Cardinal Exhibit.

Above Right: Emily Carlstrom, 11 years, sang O Canada to a sold-out crowd of over 270 guests who assembled for dinner at the event. Community friends, former administrators and retired faculty returned to GPRC to help us Celebrate Our Past. Sukumar Nayar spoke in touching tribute to the late Dr. Henry Anderson, who he called "a true visionary."



BUILDING
our future



Wayne Wood of Brenwood Homes presents the first proceeds of his new bursary program to Sharifi Houssain, accepted on behalf of GPRC.

Alliance Pipeline Gift Announced at Dinner
Alliance Pipeline has pledged \$100,000 to GPRC \$50,000 to the Alliance Pipeline Bursary, and the other \$50,000 to the Dr. Henry Anderson Innovation Fund. The announcement of this exciting gift was made during the Cardinal Dinner.



GPRC President Jim Henderson was pleased to accept the cheque announcing the \$100,000 gift from Alliance Pipeline.

“Our whole family has close ties to the College.”



Photo courtesy Paul Pivert

**Diamond Legacy Donors:
Lyle Carlstrom, Shannon
Nelson and Family**

Generations of the Carlstrom-Nelson family have demonstrated their strong belief in education as the essential additive to improve the future. Shannon Nelson’s grandmother worked very hard, fighting the odds, to ensure that her children emerged from the poverty of their childhood with an education and an opportunity for a better life. Lyle Carlstrom’s grandparents, immigrant farmers, believed strongly in education for their children and grandchildren, even though it usually meant departure from the rural lifestyle and the farming communities – often forever.

Lyle Carlstrom and Shannon Nelson are among the Diamond Legacy planned gift donors to Grande Prairie Regional College, and with their three young children are closely involved with the College as part of their community lives.

“It has always been compelling to me to encourage education,” says Shannon Nelson. “I encourage

learning every day because I think that is what makes us so unique as human beings. My motivation began with my grandmother, who enabled my mother, my aunts and uncle to graduate high school and go on to higher education.

“I strongly believe in the college and university system - I believe in studying liberal arts – this is so important because it opens our eyes to so many things, makes us better people and more able to understand how other people think and behave.”

Lyle Carlstrom, a Grande Prairie lawyer who is now Chair of the GPRC Alumni/Foundation Board, came to GPRC from schools in Bear Canyon and Fairview. He is vocal about the importance of post-secondary education in general, and about the benefits of a College in the Peace Country in particular.

“Growing up in a remote community, we were very aware that you either made the decision to stay and work the land or in the oil industry, or you got an education and left. I guess that gradual departure was part of the culture. Having to stay away in Fairview for high school, coming here for College – each step in my education was farther away. Interestingly, those steps sort of brought me back full circle.”

Two years at GPRC in liberal

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studies prepared Lyle Carlstrom for his years at the University of Alberta where he completed his Bachelor of Arts and began law school, and later McGill where he earned his Bachelor of Laws. His appreciation for his GPRC education has never faltered.

"I think coming to GPRC probably kept me in post-secondary education," he says. "For a kid coming from a small community, the big universities, with tens of thousands of students, were totally overwhelming. GPRC had classes that were similar to those in high school – a good step in terms of socialization of education. Also, the quality of education was as good as anywhere I have seen before or since. Because of small class sizes, instructors spent more time with students, students had the opportunity to delve into the things they were most interested in, and students had the opportunity to do their absolute best. Sometimes that meant re-writing an essay 2 or 3 times; sometimes it meant re-writing a test, but everyone had the chance to do their very best."

Shannon Nelson grew up in Westlock, and took her final year of high school at Camrose Lutheran College where she also studied piano. She was completing her Bachelor of Commerce at the

University of Alberta when she met Lyle, and the couple moved to Grande Prairie in early 1990, got married, and started a family.

"Since our own children have been in school, I have seen even more of a need as a parent to be involved," says Shannon. "Parents have quite a lot of power as a lobby group, and I have seen positive results. I have been involved with Alberta Home and School Association, as well as Canadian Parents for French. I don't have any agenda other than I want a good education for my children.

"Our whole family has close ties to the College. We make a point of bringing our children with us whenever possible so they understand why it is important for mom or dad to be away some times. They have experienced many events, including the recent visit of architect Douglas Cardinal. Our two older children take classes at the Conservatory, they spend time in the Climbing Gym, and we bring them regularly to performances and events at the College.

"It is my hope as a mother that my children all have the opportunity to go to a college or university and reap the benefits that I have. I feel so fortunate, and I must thank my parents and my grandmother who so strongly believed that we were worth it."

Lyle Carlstrom agrees. "All three of our children understand this is a big part of our lives, and they have made it part of theirs, too," he says. "It works both ways.

"My personal tie to GPRC was strengthened by the other educational experiences I had, because though U of A and McGill are fine universities, I found them big and pretty impersonal. I didn't feel that I had had any better education there than I had had at GPRC. When I came back to Grande Prairie to practice law, I had an opportunity to teach for Athabasca University and ultimately for the College. That was an experience that many professionals don't have, and that experience, because I was teaching in the area of my profession, kept me sharp and on top of everything I needed to know. I think the ultimate test of knowledge is conveying it to others.

"That experience is one I highly value", says Lyle Carlstrom, "and I feel I owe it to the College and higher education to become involved, to volunteer and give time and money back to the system."

– Lynne Ness



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The radical, activist young Canadian native who was hired to design and build Grande Prairie Regional College in the early 70s stood out in the board room where the contracts were signed. He did not blend in. He was a native; he was an artist; his black hair fell beyond his shoulders; he wore a red suit. And he had just designed a spectacular building, which would be built on the banks of the Bear Creek reservoir, a building architectural critics have described as "a giant earth sculpture."

Architect Douglas Cardinal says not fitting in is part of the price which must be paid in order to reveal one's creativity. He has strong ideas about the source and the strength of creativity – and he has found his own unique path as an architect, one which draws deeply on his ancestry.

"Creativity by its nature is not a group experience, it is an individual experience. Creative people in this hierarchical Western system in which we live have a tough time. Creativity is the force of change, it

upsets us, it rocks the boat. It doesn't come from reason and logic, it comes from feeling and intuition, and is beyond that which is already known. It comes from looking within."

As an architect, Douglas Cardinal may find his creativity within himself, but his buildings are also the realized dreams of his clients, and the artist's response to the location. "When you go to the site, the building is already there. You just have to un-conceal it."

The buildings of Douglas Cardinal are recognizable world-wide. Each of them has exceeded the boundaries of what was "known" and drawn its engineers, bricklayers, and computer technology over the edge of secure knowledge into the realm of the "impossible." His buildings are a stunning balance of an age-old oneness with nature and the most modern technology. "You don't operate from reality on something like this; you operate from commitment." Cardinal designs have necessitated their own technologies, their own building methods.

Most of all, they have required creative response from all disciplines involved.

"All of man's creativity was the result of people looking inward into themselves," Cardinal points out. "They never got it from textbooks. Like Einstein, for example, lived in a Newton's world. He had to ignore what everyone else around him knew and believed. He looked inward, and there he discovered all these theories of relativity, which changed forever our whole way of looking at the world."

The native elders teach that all knowledge is within yourself, that an individual is the product of all those who have gone before, the outcome of millions of years of life, so within you is all of the past. But you are also the grandparent of all the generations that will

The Man in the Red Suit

DOUGLAS Cardinal



Signing the contract: Back row (l-r) Robert Bird, President of Bird Construction; Douglas Cardinal; Beryl Hastings; Dr. Henry Anderson; and Board Chairman, H. K. Hanson; Seated in front is a representative of Bird Construction. Source: GPRC Archives. Photo Credit: Dr. Frank Kozar



Douglas Cardinal and son Brett (left) who is an architect and partner in Cardinal Architecture, with a portion of the Cardinal Exhibit displayed at GPRC in February 2003



Canadian Museum of Civilization



Edmonton Space Sciences Centre

come after you, so the future is within you already. Within each of us is the past, the present and the future.

“All great inventions, all the great achievements of man, have come from individual insights. And where did they have these insights? It came from themselves, at a moment when they were totally there, at the past, present and future, and they got a glimpse of the future. And then they brought that into the world.”

Cardinal learned as a young man that he alone carried the responsibility for what he would do with his life, how he would nurture his creative potential. He had already excelled in school and been accepted at the age of 18 to the faculty of Architecture at UBC, only to be discouraged from continuing by a Dean who told Douglas Cardinal he had the “wrong family background” for

the profession.

It was an experience that could have silenced a creative nature.

Then, when he was 21, he was in a major car accident, broke his back in 3 places, and ‘wasn’t there’ for a while. “That made me realize that life is pretty tenuous. Then when I came back, I couldn’t buy into the common belief that we are almost immortal. I could not accept the way we waste our lives, the way we treat other people. I suppose I was lucky to realize at 21 that I had no time to fool around with all that fear and all that nonsense. I realized that no matter how I tried to protect myself, by accident I might meet my maker at any moment, so why not go for it!

“I think that made the difference in my life.”

Douglas Cardinal studied with great architects, and he studied with native elders. He learned from them; he worked with them. “But it is not that they taught me anything. It is that being with

them, listening to them, hearing what they said resonated in me. They awakened the knowledge that is already there in me. I do not look at learning as something that you pour into your ear and eventually you are completely filled up with knowledge. I have never looked at it that way. I think all knowledge is within yourself. And some people awaken that knowledge within you.”

“It is a different way of knowledge. I appreciate the different world views – the hierarchical, the western world view, and the indigenous world view that is quite different, as expressed in language, culture and philosophy.

“My profession has me operate in a hierarchical world view which is very left sided – based on logic and reason. It is fine for me, carrying out architecture and working within the structures that are there, but I have affinity more to the indigenous way of thinking which is based on the belief that every person is noble, everyone, every thing is to be respected.”

Cardinal firmly believes that buildings affect us, that we are products of our environment. “If

you create an environment like New York or Detroit you will create brutal people because that is a brutal environment. I believe we are products of our environment because that is how we have evolved. If you created an environment of boxes, you will start thinking like boxes, and categorizing. I think it is a responsibility to create an environment that is more natural for people."

The building he created as Grande Prairie Regional College has now inspired learning and teaching for three decades. It is a building that fulfilled the dream of a community, a dream led by the first President of the College, Dr. Henry Anderson, who insisted that "An educational institution must have a soul." It is a building that fulfills the architectural vision of Douglas Cardinal, whose belief that "people should celebrate life and nature, and enjoy its forms" has resulted in a career of buildings which celebrate those forms.

The important teachers, the

mentors in Douglas Cardinal's life, as well as native elders, include those who have awakened the buildings within Douglas Cardinal - his clients. "I learned so much from each of these clients - and particularly from this community (Grande Prairie.) The trust they had in such a young 'character', with radical ideas. Without their trust, I really doubt I would be doing the work I am doing, you see."

What Canadian architect Douglas Cardinal is doing, what he has been doing in the 30 years since he signed those documents committing his creativity to the building of Grande Prairie Regional College, is changing modern architecture world-wide, challenging accepted boundaries of what is possible. He is exploring that unlimited possibility of what we do not know; he has learned the secret of creativity.

"I think my greatest building is still inside me."

- Lynne Ness

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Nancy Campbell

Department of Academic Upgrading
Biology instructor, high school equivalent

Nancy Campbell thinks teaching may be genetic. It's not something she discusses with her students during bio lab, but she has good reason to contemplate the fact that despite having at one time made a conscious decision not to follow the family tradition, she is, it seems, a "born teacher."

"I absolutely love teaching. It is a dream job to be paid for something you love to do," says Nancy. "You know how children play nurse or store – I used to pretend I was a teacher, play with chalk and a blackboard! My grandparents were teachers. My mom taught at UBC, my dad taught at NAIT. Maybe it was inevitable that I would teach too. When I started out though, I said, no, I'm not going to be a teacher. I enrolled in the medical lab program at UofA – and then immediately got special permission to take education courses as options!"

Once she got to GPRC, the inevitability factor seemed to be at work again. The College hired Nancy Campbell as chemistry lab technician 18 years ago in August – but just before the September long weekend, she was asked to teach Chemistry 20 as well. "I've gone from washing test tubes to being department head (early 1990s) – and I am now teaching Biology high school equivalent."

One of the things Nancy's students say they like about her is that she is a student too, so she

knows what they're going through. Nancy Campbell is taking a degree in Adult Education. For the past three years she has enrolled in spring and summer session, taken courses by distance, and one sabbatical year became a full-time student again.

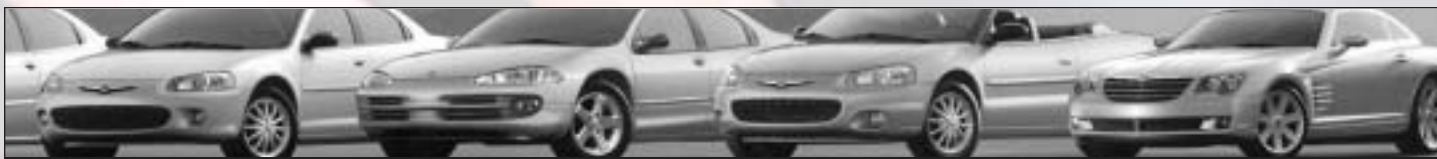
"I was really scared to go back to school," Nancy admits. "First I spent a whole year thinking about it. Finally, I enrolled in a distance education course, where I could be just a faceless entity. I needed to get my own confidence back before I could put myself out there to be graded by someone who didn't know me. By the end of that course, I began to believe, yes, I can learn. Yes, my brain cells still work. I got my confidence up."

"Many of our students in Academic Upgrading are in exactly that space. I can definitely relate to people who are taking the risk to make another life for themselves. Over the past years I have deliberately taken courses via different methods, so that I would know what our students experience. I've done the distance course, the modular course, the small classroom and the large lecture hall. One thing about the lecture hall – I still went up to the front and introduced myself to the instructor – I made sure I was a real person to him. I really recommend that to any students. (But no, I would never have dared do that as an undergrad.)"



"These past years have definitely helped me to understand what my students go through. I think every instructor should take a course for credit every now and then, put themselves through the experience of assignments, and being evaluated by someone else. I appreciated those instructors who gave me a clear idea of their expectations – what they needed from me in a particular assignment. I realized how much I appreciate a timely response from my instructors when I have completed an assignment or an exam. I like to give my students immediate feedback if I can. I am very aware that it is their life goals that are at stake. I don't take it lightly."

Nancy Campbell also knows from personal experience that things happen in life that are beyond a student's control. "Students have lives and families and challenges outside of the College too. I think it is very important to be flexible enough to give students every opportunity to be successful. My advice to all students is to make sure your instructor knows you, thinks of you as an individual. In my own case, a per-



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sonal situation made it impossible for me to write a final exam on the scheduled date. Because my instructor knew who I was, I was able to discuss the situation with him and gain permission to write at a later date."

Her personal experiences have helped to make Nancy Campbell very aware of the emotional needs of her students. "I keep in my mind that I am teaching someone's child; somebody loves that student sitting there in my class," she says. "That thought helps me to treat each and every student as an individual, as a person, not just part of a group. One thing this second degree has done for me – I have really learned to be reflective. Now, everything I do, I stop and ask myself 'Okay, what will this mean to my students? To their understanding?' I have become really student focused."

It is an attitude that is a great benefit to Nancy Campbell's students. "Quite often people have been told 'You're a slow learner.

You can't learn.' I try to collapse that whole thinking and get students to feel differently about themselves and about what they need to learn," she says. "I love the "aha" moments when I've been explaining chromosomes until I am blue in the face and suddenly they look in the microscope and they see chromosomes! I love the moments when I open up a new world to them."

"I occasionally get calls from people who have been my students. One student called me and said "Thanks for putting us on Web CT – I am doing Nursing now and was able to step right in to this course because you taught us a course using Web CT." Another just left a note on my desk one day "Sorry I missed you – I've now got my own physiotherapy clinic in BC..." it is truly humbling to see how much some of these students are able to achieve.

Nancy Campbell's students say 'I'll never look at life again the same way.'"

– Lynne Ness

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The Unrecognized Epidemic: Preventable Injuries

By Dr. Phil Johnson

Dr. Philip Johnson is an instructor in the Science department at Grande Prairie Regional College, and has had a keen interest in the collection of injury data since a sabbatical to complete his MSc in Public Health and Epidemiology in 1993/94. "I chose an injury course as an option," he explains, "and what I learned really piqued my interest."

Dr. Phil Johnson served one term as the Western Canada representative on the Board of Directors of Canada's Safe Communities Foundation and has been involved in the local Safe Communities since its inception here in 1996. Grande Prairie and Area Safe Communities recently awarded Dr. Johnson with the Community Safety Award in the individual category. This award recognizes his commitment and dedication to injury prevention to reduce the impact of illness and injury in our community.

For many years, the population of Alberta has been exposed to a health problem that has largely gone unidentified or been ignored. It is a problem of epidemic proportions, resulting in more than 6,700 deaths, 140,000 hospitalizations and 1.5 million emergency department visits between 1993 and 1997 with a subsequent cost to Albertans of many billions of dollars.

Each year this disease is the leading killer of Albertans aged 1-44 years, and results in more childhood deaths than all other diseases combined.

The fight against this epidemic has been undertaken by only a few people and organizations within this province, and minimum funding and resources have been provided by legislative bodies. Given the current Government phi-



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losophy regarding health care costs in Alberta it is difficult to understand its lack of effort in combating the problem. It is generally accepted that almost all cases of this disease can be prevented, therefore a relatively small financial investment in prevention and control would, without doubt, result in major reductions of health care costs.

In comparison, the recent epidemic of meningitis was recognized within weeks of its appearance, and mass vaccinations were organized for the population at risk from the disease. It was understood that the financial cost of this prevention campaign was a sound investment in terms of improving health and easing the fears of Albertans.

The unrecognized epidemic is that of injuries, and the difference between this and meningitis is simply one of perception. Injuries are perceived as being the result of 'Accidents', and as such are thought to be unpredictable and unpreventable. In fact, injuries need to be considered as a disease, but one with multiple causes. Just like an infectious disease, when a particular type of event becomes identified or associated with injuries, measures can be developed and implemented to prevent more of the same injuries from occurring. Introduction of the child-proof cap on medications has reduced the number of unintentional poisonings among children by 85-90%. However, whereas an infectious disease outbreak can be identified and effectively eliminated in a matter of months, the fight against injuries is a long-term effort of many years and requires a combination of introducing safer products, legislation, and behavioural change.

The problem that has faced persons working in the field of injury prevention has been one of information. It is essential for any prevention program, be it for injuries or infectious disease, to have timely data on which to base a response. Because injuries have been a low priority for many authorities, mechanisms of tracking injuries have been unable to provide relevant and up-to-date information. This has meant that many prevention programs have been based on data that is a number of years old, and may not represent the current situation, thus reducing the effectiveness of the program. Imagine the effectiveness of the meningitis vaccination campaign if it had begun three years after the initial outbreak.

It is for this reason that I, on behalf

of Grande Prairie and Area Safe Communities, have been working with the Mistahia Health Authority to organize a system of tracking injuries in this region, and to provide that information to interested parties in a timely manner. It is now possible to quantify the types and causes of injuries in the Mistahia within months of their occurrence rather than years, and it is likely that the time between injury-causing events and their reporting will be reduced even further in the near future. As far as is known, this surveillance system is the most expedient in Alberta and possibly Canada, and will allow the Health Region and other local organizations to identify and respond to local problematic issues in an effective and efficient manner.

A database has been established which contains information on all injury-related hospitalizations and emergency department visits within the Mistahia Health Region, but at present does not contain data on injury fatalities. The absence of fatality data is due to a number of reasons. Firstly, the data is compiled by Alberta Health and Wellness and is not available as soon as non-fatal data. Secondly, the number of injury fatalities within this region is relatively small (approximately 50 per year) and therefore yields little significant information that could be used to prioritize prevention targets. Use of hospitalizations and emergency department visits provides sufficient numbers to draw conclusions, and does not present any disadvantages. For the development of an effective prevention campaign, it is the causative event and not the severity of the injury which is important. A single traffic fatality on a stretch of highway will not alert anyone to potential safety hazards, but twenty non-fatal collisions in the same location will be noticed and establish the location as probably presenting dangers to motorists.

To establish the injury database, a computing specialist of Mistahia developed a program that extracts records of injured patients, omitting any personal information which could be used for the purpose of identification. These records contain details of gender, age, injury diagnosis and treatment, location where the injury occurred, reported cause of the injury, and the hospital where treatment took place. These records are extracted on a regular basis by Health Records personnel, and after slight modification are then compiled

into a second, injury-related database which can be used for analysis.

Currently there is information available on injuries that occurred during the period April to September 2002, with more recent data to be added in the near future. The objective is to have a full year of information by June 2003, with a comprehensive report being released soon after. In the meantime, the available data can be analyzed and provided to interested persons.

Because the information in the database is local and can be provided not only for the Health Region as a whole but for each hospital, relevant data can be provided for a number of individual communities so that they can respond to issues which are affecting their residents. This is especially important for smaller rural communities with fewer resources for development and implementation of programs. The data is directly relevant to residents of these communities and can be used to increase awareness of the injury issues that are arising. These injury-causing events have happened to them, their

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'73 **Wade Eide, Architect. Montreal.** General Studies. My budding interest in architecture was confirmed through my experience as student rep on the Board of Governors during the year Dr. Henry Anderson and the Board hired Douglas Cardinal to design the new College for Grande Prairie. I still often think of those two men who first inspired me. Thank you Douglas Cardinal. Thank you Dr. Anderson.

'80 **Helen Henderson. Calgary.** General Studies '78-80. I was the deputy director of Radio for CBC in AB until a couple of months ago. I'm on a secondment as a Consultant in our Learning department now. I had a great time at the college and made a lot of life-long friends. I was quite young at the time (16), so for me it was a great transition to university.

'90 **Denise Soroka (nee Stone),** Business Administration '89-90. Denise is living and working in Manning and is married to Tharen.

'91 **Laura Hancharuk (nee Duperron).** Physical Education '89-91. After GPRC I transferred to U of A to finish my degree. My most memorable moment at GPRC was accidentally lighting a picnic table on fire during Leigh Goldie's Outdoor Education course. They did not hold it against me however because they hired me! I have been managing the GPRC Be Fit For Life Centre since 1995 and instructing for the PEAK Department's Fitness Leadership Diploma Program since its inception. I am married with 2 beautiful kids.

'95 **Farrell Backus,** Power Engineering '94-95. Farrell owns his own business and lives in Cherry Point, Alberta

'97 **Denise Ostaszewski (nee Hudak),** Early Childhood Development '95-97. Denise is living in Bow Island and working as an Education Assistant

'97 **Tina Nelson (nee Thomlinson),** I spent 2 years at GPRC in general studies. The smaller classes gave me the opportunity to get to know my instructors and benefit from one on one attention that prepared me for my move to Edmonton where I graduated with a diploma from the Legal Assistant Program at Grant McEwan Community College. I'm now married with a beautiful daughter, Brennah (19 mos) and working as Communications Assistant on the Advancement Team at Grande Prairie Regional College. GPRC was a wonderful experience on an educational level but it is also a great place to be employed. I love my job and the people I work with.

'01 **Dawn Marie Segstro,** Office Administration '99-01. I graduated with a Computerized Office Professional Diploma and Computerized Accountant Assistant Diploma. GPRC was a wonderful experience for me. I have met many life long friends through my years here. I now work in the Financial Services Department here at GPRC.

'01 **Anna Perra,** Intensive Diploma in Office Administration in 1994. Certificate in Administration in 2001. I have been employed at GPRC as Executive Assistant to the Vice President Academic since 1994.

'01 **Kathy Schneider.** Intensive Diploma-Office Administration '01. I am married and working at GPRC in the Vice President's office. My favourite memories of my time at GPRC are Tacky Secretary Day, and creating packages for the Canadian Cancer Society.



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Richard Podsada



"I think life as a working artist is still as much fun as being a student – now I can do the same things all day long and get paid for it!"

The manner in which GPRC alumnus Richard Podsada spends his days has really not changed much over the past few years – whether he is working for a client or for his own enjoyment, he is busy at his computer, designing for the Web, writing programs, trying new things.

"People ask 'How can you spend 10 hours straight in front of a computer? I guess if you can't see yourself doing that, you should never consider a career in digital design.'"

Years before Richard Podsada enrolled in the Digital Design program at Grande Prairie Regional College, he would daydream about some day redesigning the GPRC website. Only weeks after graduating with his Fine Arts diploma, he was busy doing just that, as a special consultant to the development project, on a recommendation from Fine Arts Chair Lane Borstad.

The Advancement department at GPRC, having assumed responsibility for the redevelopment of website content, had been exploring the idea of hiring an external consultant when they were introduced to Richard Podsada. A preliminary project was so satisfactory, that all thoughts of looking outside the region for expertise vanished.

Richard was born in Poland, in a city called

Zielona Góra, and came to Canada with his parents when he was a child of four years. While he was still a student at Grande Prairie Composite High School he began doing web pages for friends, and took on some small contracts.

"When I got into high school my parents got me a new computer – it was powerful enough to use Adobe Photoshop, had a colour monitor. That's when I really started to get into digital design. I was in grade 11 when I really started focussing on art as a possible career. I took art 10, 20, and 30 from Mr. Henderson, took a marketing course, and learned mechanical drafting, introductory design, and lots of other great stuff from Mr. Barton.

"I took a lot of classes in high school that related to design. During those years I learned the process, everything from sitting down to meet with the client to the final product.

In 1998 I met Delvin Kosik. He was a programmer, but didn't have any artistic background. We paired up and started Internet Concepts Ltd. and GrandePrairieOnline.Com. Recently we helped SUN FM redevelop their web site."

Once he was a GPRC student in Fine Arts, Richard was interested to find that most of his fellow students weren't programmers or "technogeeks," but artists. "At College you're going to learn whether you really are an artist, a scientist, a techno-junkie. Before coming to College I had not realized that there was so much traditional art in the digital design program. It was a good foundation – strengthened my whole love for graphic design and two-dimensional art.

"All the stuff about personal contact with instructors here is true. I still drop by just to talk with my instructors. You wouldn't get the same learning experience



without that personal contact. I enjoyed it a lot. My favourite class was Ed Bader's print media class. We learned so much good information that applies to any graphic medium, not just print.

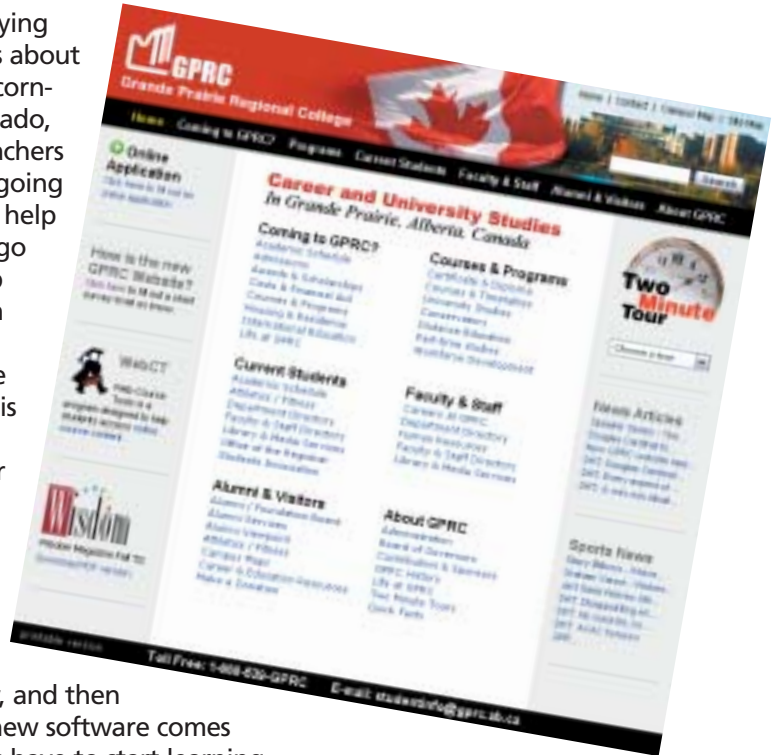
"I feel the most important thing that will determine your success in this industry is how much you love what you do. You'll hear very often that traditional art skills are #1, or a BFA, or a strong portfolio, or lots of technical experience. I believe that if you start out loving what you are doing, everything else will naturally follow. You just have to give it perseverance and time. Be prepared for long hours!

"Going to school, or reading a book alone, will not teach you everything you need to know about this job (but they can definitely help). Many of the best designers in this field are self-taught and rely solely on their past experience when problems and challenges arise. The tech-

nology underlying this medium is about as stable as a cornflake in a tornado, and you're teachers aren't always going to be there to help you. So don't go and learn web design – learn how to learn!

"What I like most about this profession is that you never stop learning new things. In this profession you can be at the top of your game one day, and then the next day new software comes along and you have to start learning all over again."

– Lynne Ness



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family members and neighbours, and as such take on a greater degree of importance and significance.

The database has already yielded some interesting and important information. For example, it has been known for many years that the Mistahia Health Region has an inordinately high number of injuries related to motor vehicle collisions, and many traffic safety programs have been implemented in response to this. However, we now know that between April and September 2002, more people were hospitalized due to incidents involving all-terrain vehicles than motor vehicles. We also know that a large proportion of these injuries were to children under the age of 15 years. This reveals not only an activity that is resulting in a large number of injuries but also identifies a target age group where prevention and education programs could be directed to have the greatest overall effect.

In motor vehicle collisions in Alberta, male drivers are more often involved than are female drivers, especially among the younger age groups. Interestingly, our data indicates that, in this region, among the 14 to 29 year age group, almost 60% of the injured drivers were female. It was initially assumed that this was a reflection of gender differences in attitudes towards seeking health care. However, when looking at the severity and types of injury, it was found that there was no difference between those incurred by

males and females. A slightly higher percentage of female drivers received treatment for injuries to the head, face or neck (62% vs. 56%).

Not only can injury-causing events be identified, but very specific actions by the patient can be revealed. For example, self-inflicted injuries are amongst the leading causes of hospitalization in our region. Not only is it possible to identify that segment of the population which is most likely to attempt suicide, but the most likely method can be ascertained, again allowing development of a cost-effective awareness and prevention program with a specific target, increasing the likelihood of prevention success. In the six month period under study, there were a total of 73 patients treated in emergency departments and 38 persons admitted to hospital as a result of attempted suicide. In terms of emergency visits alone, this is the equivalent of one attempted suicide every 2-3 days in the Mistahia Health Region. More than 80% of the attempts were by the use of poison or excess medications.

It is the intention to continue updating the database so that not only annual reports can be issued but trends in injury causation will be identifiable. This will provide the information required for the future development of proactive programs rather than having to react to events which have already taken place.



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Duff Crerar, Instructor, Arts, Commerce Education

"Where's the Padre? Canadian Memory and the Great War Chaplaincy", forthcoming in Doris Bergen (ed.), *The Sword of the Lord: Military Chaplains From the Roman Era to the Twenty-First Century*. University of Notre Dame Press, 2003
"Quest for Independence: the Achomer Crerars' Migration to the Canadas", in Barbara Messamore, Ed., *Canadian Migration Patterns from Britain and North America*, International Canadian Studies Series, University of Ottawa Press, 2002.

ARTICLES

George Ding, Instructor, Science

G.L. Ding, and S.N. Tewari, Dendritic morphologies of directionally solidified single crystals along different crystallographic orientations, *J. Crystal Growth*, 2002; Vol. 236: 420-428

Cellular Array Morphology during Directional Solidification, S.N. Tewari, Y-Hsuan Weng, G.L. Ding and R. Trivedi, *Metallurgical and Materials Transactions A*, 33A, (2002), pp. 1229-1243.

Louise Saldanha, Instructor, Arts, Commerce, Education

White Picket Fences: At Home With Canadian Children's Literature? SSHRC Research Project. University of Winnipeg. Forthcoming.

CONFERENCE PRESENTATIONS

Chris Nicol, Men's Basketball Coach and Instructor, Physical Education, Athletics and Kinesiology
Basketball Skills, Drills and Strategies session for coaches and teachers
Health and Physical Education Conference (HPEC) held in Banff in May 2002
North Central Alberta Teachers Convention held in Edmonton in February 2003

Aum Nicol, Instructor, Teacher Assistant, Human Services

"Within, or Go Without". Session focusing on Postive Self-Talk presented at North Central Teachers' Convention, Edmonton Shaw Centre, Edmonton, Alberta, Canada, February 2003.

Louise Saldanha, Instructor, Arts, Commerce, Education

Presented at the Rural Libraries Conference, Grande Prairie, Alberta, Canada. September 2002. "Reading Multicultural Children's Literature." Presented at the Postcolonialism and Pedagogy Conference, University of Ottawa, Canada. May 2002. "The Politics of Cuteness: When Race and Happily Ever Afters Collide."

EXHIBITIONS

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University of Lethbridge, Lethbridge, Alberta January 27th
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