



## COURSE OUTLINE: CYC352 - GENDER MINORITIES

Prepared: Child and Youth Care Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	CYC352: WORKING WITH GENDER SEXUAL MINORITIES
<b>Program Number: Name</b>	1065: CHILD AND YOUTH CARE
<b>Department:</b>	CHILD AND YOUTH WORKER
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	A course that prepares students to work effectively with those who identify as gender and/or sexual minorities. Students will learn about the impact of the inter-relationship among family, social service, and community systems on children, youth and their families. The focus will be on developmental issues, use of sensitive and direct questioning techniques, strategies for engagement, support and creating safe spaces. Students will become familiar with best practice models in assessing specific needs of their clients, engaging in positive treatment planning, making appropriate referrals, and advocacy. Some areas of emphasis will be history, diversity issues, peer support, self-esteem building among clients, education both within the gender and/or sexual minority communities as well as the community at large, and supporting families.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	CYW327
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1065 - CHILD AND YOUTH CARE</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 101 Develop and maintain relationships with children, youth and their families by applying principles of relational practice and respecting their unique life space, cultural and human diversity.
	VLO 102 Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change.
	VLO 103 Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.
	VLO 104 Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families.
	VLO 105 Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.
	VLO 106 Apply communication, teamwork and organizational skills within the interprofessional



team and with community partners to enhance the quality of service in child and youth care practice.

- VLO 107 Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner.
- VLO 108 Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.

**Essential Employability Skills (EES) addressed in this course:**

- EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 4 Apply a systematic approach to solve problems.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

**General Education Themes:**

Social and Cultural Understanding

Personal Understanding

**Course Evaluation:**

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Course Outcomes and Learning Objectives:**

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Develop and maintain therapeutic relationships with children, youth families and communities applying principles of relational practice and respecting their unique life space, cultural and human diversity.	1.1 Use communication skills and engagement strategies to promote positive relationships, understanding and trust with the children, youth and their families. 1.2 Apply principles of relational practice including consideration, safety, trust, presence and empathy. 1.3 Establish and adapt professional boundaries with children, youth and their families while accepting the diverse needs, composition and dynamics of contemporary families. 1.4 Demonstrate knowledge of how to increase capacity of children, youth, families and their supporters to seek out and make use of services and promote the development of self-advocacy skills. 1.5 Utilize the professional code of ethics to guide practice,



	<p>while incorporating current legislation.</p> <p>1.6 Adapt strategies of relational practice to a variety of settings including centre-based and community-based therapeutic programs.</p>
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
<p>2. Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change.</p>	<p>2.1 Assess developmental domains (cognitive, physical, emotional and social) in children, youth and their families.</p> <p>2.2 Analyze responses considering biological, psychological, sociological and environmental strengths along with challenges (i.e., substance abuse, neglect, abuse, pregnancy, family disruptions and trauma)</p> <p>2.3 Assess and analyze the environmental context (i.e., family life/home, school, recreation) of children and youth to identify opportunities to change patterns of behaviour learned in those environments.</p> <p>2.4 Incorporate culturally specific developmental norms into child and youth care practice.</p> <p>2.5 Promote psychological flexibility in children and youth by understanding the need to develop effective, prosocial coping strategies.</p> <p>2.6 Promote mental health wellness in children, youth and their families.</p>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
<p>3. Analyze and evaluate the impact of the inter-relationship among family, social service, and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.</p>	<p>3.1 Identify relevant institutional systems, including social, education, recreation and health services, and analyze how these systems interact to meet the needs of children, youth and their families.</p> <p>3.2 Evaluate, in collaboration with members of a team, the impact of the environment, including the cultural, economic, physical, emotional, social, spiritual, and or psycho-social contexts in which children, youth and their families live and function.</p> <p>3.3 Identify children, youth and their families strengths and understand how to use these areas of strength to promote positive change.</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
<p>4. Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families.</p>	<p>4.1 Identify and discuss the theoretical/empirical basis for interventions selected.</p> <p>4.2 Select and apply evidence-informed interventions consistent with the assessed development level, identified strengths, needs and goals.</p> <p>4.3 Apply principles of crisis management to crisis situation, to promote safety and to maintain dignity and integrity for children, youth and their families.</p> <p>4.4 Plan, implement and evaluate strength-based therapeutic activities that account for age, developmental status, cultural and/ or ethnic background as well as the unique objectives of children and youth.</p> <p>4.5 Identify, locate and evaluate community resources for</p>

	<p>programs and activities for gender and sexual minorities.</p> <p>4.6 Access and manage resources for the attainment of goals and identify the need for additional resources.</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
<p>5. Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.</p>	<p>5.1 Advocate for safeguards for the protection of children and youth from systemic injustices, abuse, mistreatment and exploitation.</p> <p>5.2 Plan and implement advocacy/engagement strategies.</p> <p>5.3 Identify individuals biases that may contribute to oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.</p> <p>5.4 Identify system barriers including political, social and economic factors that may contribute to stereotyping, bias, discrimination and social inequalities.</p> <p>5.5 Promote equity and inclusion through the application of anti-oppression frameworks at the individual, group and systems level.</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
<p>6. Apply communication, teamwork and organizational skills within a team and to enhance the quality of service in child and youth care practice.</p>	<p>6.1 Establish and maintain positive relationships within a team environment that reflect cooperation and professionalism as determined by ethical standards.</p> <p>6.2 Collaborate with professionals, service providers and community stakeholders to improve the quality of services for children, youth and their families.</p> <p>6.3 Consult with relevant others to gain an holistic understanding regarding services for children, youth and their families.</p> <p>6.4 Coach others (e.g., teachers, parents) regarding strategies and tools to support psychosocial development and positive change in children and youth.</p> <p>6.5 Lead interprofessional team members in the integration of individualized, culturally relevant and developmentally appropriate intervention strategies.</p> <p>6.6 Develop and apply organizational and time management skills.</p> <p>6.7 Implement, clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression language.</p> <p>6.8 Select and use technologies to document all relevant information related to professional role and responsibility (i.e., completing written reports, taking notes, preparing presentations, completing electronic forms, etc.).</p> <p>6.9 Explain complex concepts in ways that are understandable for and respectful of diverse individuals and groups.</p>
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
<p>7. Develop and implement self-care strategies using</p>	<p>7.1 Assess professional skills, knowledge and personal well-being in an on-going manner and reflect on the impact of</p>



	self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner.	these factors on one's own practice. 7.2 Use reflective tools to learn from and gain insight from interaction with children, youth, families and colleagues. 7.3 Examine the impact of self on others and ensure that interactions are consistent, constructive and positive. 7.4 Identify and consider how personal values, beliefs, opinions and ones own social location and experiences may impact interactions with children, youth, families and colleagues. 7.5 Access and utilize appropriate resources and self-care strategies (i.e., cognitive/intellectual, physical, social, emotional, spiritual and financial) to enhance personal growth and professional practice.
	<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
	8. Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.	8.1 Seek and use formal and informal supervision opportunities and ongoing feedback to enhance professional growth and competence. 8.2 Determine current skills and knowledge through self-assessment, reflection and collaboration with peers and faculty. 8.3 Establish reasonable, measurable and realistic personal and professional goals to enhance work performance and evaluate progress towards goals. 8.4 Develop and implement strategies to guide ongoing professional growth and learning. 8.5 Act in accordance with professional codes of ethics and professional standards. 8.6 Access and apply professional literature, particularly in the area of evidence-based research and evidence-informed practice. 8.7 Analyze and discuss current professional issues, future trends and challenges in the field of child and youth care.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Assignments	55%
Professional Skill Development	20%
Tests	25%

**Date:** June 23, 2022

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.