

I. COURSE DESCRIPTION:

A course that prepares students to work effectively with LGBTTTIQ children, youth and their families, in a variety of settings and circumstances. 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 LGBTTTIQ clients, engaging in positive treatment planning, making appropriate referrals, and advocacy. Some areas of emphasis will be on history, diversity issues, peer support, self esteem building among clients, education both within the LGBTTTIQ population and the community at large, supporting children and youth with family members who identify as LGBTTTIQ, and the media.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Learning outcomes and elements of performance are reflective of the criteria stated in Child and Youth Worker Program Standards: CSAC.

Upon successful completion of this course, the student will demonstrate the ability to:

1. Develop and maintain therapeutic relationships with children, youth families and communities.

Potential Elements of the Performance:

On written tests and assignments, in class and LMS discussions, as well as in class case studies, the student will:

- a. Understand how to ask the right questions in a manner that promotes understanding and trust with the client
 - b. Assess the strengths and needs of the client
 - c. Utilize the professional code of ethics to guide practice, while incorporating current legislation
 - d. Understand appropriate relationship building skills that show awareness of cultural, age, gender and other contextual issues relevant to working with this population
2. Foster and utilize therapeutic environments which respect culture and promote well-being and facilitate positive change for children, youth and their families

Potential Elements of the Performance:

On written tests and assignments, in class and LMS discussions, as well as in class case studies, the student will:

- a. Assess, in collaboration with others, the cultural, developmental and social needs of individuals and groups in the context of their current environments
 - b. Plan selected strategies to foster and utilize therapeutic relationships
 - c. Identify how to evaluate success of the results of strategies and how to make necessary adaptations to foster positive change
 - d. Utilize ecological model for maximizing learning and growth for children and youth
 - e. Understand and apply therapeutic principles and theories to a variety of situations to create therapeutic environments
3. Design and implement strategies which promote client advocacy and community education to enhance psycho-social development in children, youth and their families.

Potential Elements of the Performance:

On written tests and assignments, in class and LMS discussions, as well as in class case studies, the student will:

- a. Have ability to identify and assess potential groups and communities at risk, and the level of risk of each
 - b. Determine prevention and/or educational objectives for specific groups and communities at risk
 - c. Identify and evaluate existing community resources available to groups and communities at risk
 - d. Facilitate the development or adaptation of resources which address the identified needs
4. Employ effective intervention strategies in the areas of therapeutic programming, individual counseling and group work which comply with the treatment aims for the client.

Potential Elements of the Performance:

On written tests and assignments, in class and LMS discussions, as well as in class case studies, the student will:

- a. Assess the behavioural, developmental and psycho-social strengths and needs of children, youth and their families in relation to current environments
 - b. Use a variety of assessment tools as required and appropriate to the environment and the situation
 - c. Act in accordance with all relevant legislation and regulations related to the practice of child and youth work
 - d. Set realistic goals with, and for, children, youth and their families
 - e. Identify the need for additional resources
 - f. Demonstrate an awareness and understanding of psychiatric disorders and their manifestations in children, youth and families and how these affect the LGBTTTIQ population
 - g. Communicate intervention strategies to promote understanding and enhance cooperation
5. Perform ongoing self-assessment and utilize self-care strategies to enhance professional competence.

Potential Elements of the Performance:

On written tests and assignments, in class and LMS discussions, as well as in class case studies, the student will:

- a. Become aware of self and personal biases and beliefs in relation to working with LGBTTTIQ population and their families, while maintaining the ability to remain working within the professional code of ethics
- b. Understand concept of boundaries and how to maintain those within professional relationships
- c. Express and process personal reactions to course material/case studies and discuss how one's own reactions may affect the therapeutic process
- d. Identify resources that could enhance professional practice
- e. Utilize time management and organizational skills such as assignment completion by deadlines, class preparation and participation (not limited to these)
- f. Utilize formal and informal feedback and supervision
- g. Be aware of own personal and professional goals that are realistic and reasonable

6. Communicate effectively in oral, written, nonverbal, and electronic forms to enhance the quality of service.

Potential Elements of the Performance:

On written tests and assignments, in class, and LMS discussions, as well as in class case studies, the student will:

- a. Demonstrate competence in the creation and completion of various reports, assessments and documents
- b. Select and use forms of communication required by the situation and context
- c. Explain and apply to problem situations, the concepts presented in reading materials and lectures
- d. Use appropriate and available computer hardware and software to collaborate with others
- e. Communicate clearly, concisely, accurately and appropriately, the identified needs and goals of specific cases

III. TOPICS:

The course will include, but is not limited to the following topics; additional topics will be discussed as the need arises, and time permits.

1. Advocacy and Education
2. Strategies for engagement and treatment planning
3. Creating Safe Spaces
4. Diversity Issues
5. Homophobia, Biphobia, Transphobia
6. Coming out and Transitioning
7. Community Involvement
8. Mental Health, Substance Abuse and Health Issues
9. History of LGBTTTIQ Issues
10. Family Issues
11. Gay-Straight Alliances

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

There is no required text for this course. Journal, newspaper articles and various readings will be assigned on an ongoing basis throughout the course.

V. EVALUATION PROCESS/GRADING SYSTEM:

SKILL DEVELOPMENT 20%

Students will engage in activities and discussions during regularly scheduled classes. The Skill Development mark is related to the student’s ability to participate in activities and discussion. The format and assessment of the activities will be discussed in class and posted on D2L.

ASSIGNMENTS 55%

The format and assessment of the assignments will be discussed in class and posted on D2L.

NOTE: All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic “0” for the assignment. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

All students MUST submit all papers and assignments through the Dropbox on D2L. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student’s responsibility to be familiar with and utilize D2L for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.

TESTS 25%

Tests must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of “0”. It is the student’s responsibility to make an alternative date with the professor that must be scheduled before the next class.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	

S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

The Nature of this course:

The material discussed and reviewed in this course is of a complex nature, and requires maturity and professionalism from the participants. The subject matter related to sexual orientation and in particular to LGBTTTIQ can be challenging to some, and even disturbing to some. The material is also intimately close to the personal experiences of some people and is positive and empowering for many. The impacts of societal reactions to LGBTTTIQ issues will lead to examination of the connection with discrimination, violence, abuse, and youth suicide. This material can and likely will challenge the existing beliefs and values of each participant. At the same time, this material presents opportunities to learn and expand one's competencies as a helper. The focus is on learning.

There will be a high standard of expected behaviour. Students will be challenged to expand their current knowledge and attitudes in the direction of inclusiveness and the valuing of diversity. Students will be encouraged to speak in language that acknowledges that these experiences already exist in the class population. Students will be expected to be supportive of each other's learning challenges. Attendance, participation, and timely completion of assignments are absolutely expected.

Students who have any concerns about this course are asked to discuss these with the course professor as soon as they arise.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.