



COURSE OUTLINE: CYC357 - GENDER & SEXUALITY

Prepared: Shelly Nelson Bond

Approved: Karen Hudson - Dean

Course Code: Title	CYC357: GENDER AND SEXUALITY IN CYC
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
Academic Year:	2025-2026
Course Description:	This course will explore human sexuality and gender from a variety of perspectives including physical, emotional, environmental, and societal influences as it relates to the profession of child and youth care. The purpose is to provide students with the necessary knowledge, skills, and attitudes to support children, youth, families, and communities in developing and maintaining safe and healthy relationships. Students will become familiar with best practice models in assessing the needs of their clients, engaging in positive treatment planning, making appropriate referrals, and advocacy.
Total Credits:	3
Hours/Week:	42
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Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	1065 - CHILD AND YOUTH CARE
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop and maintain therapeutic relationships with children, youth and their families, respecting their unique life spaces, and applying the principles of relational practice to meet their needs
	VLO 4 Use equitable and inclusive approaches that are anti-colonial, anti-oppressive, anti-racist, and strength-based frameworks, as well as cultural humility, to create positive and sustainable solutions and respond to inequities and to systemic barriers experienced by children, youth and their families.
	VLO 6 Employ communication, collaboration and relational skills with the inter-professional team and with community partners to ensure and enhance the professionalism of practice.
	VLO 7 Engage in self-inquiry, relational inquiry and critical reflection to develop strategies for learning and the practice of self-care, as a practitioner.
	VLO 9 Adhere to relevant legislation and Child and Youth Care standards of practice, competencies, and codes of ethics as a practitioner.
	VLO 10 Practice in a variety of contexts and settings, respecting needs for developmental growth, safety, wellbeing and agency, while addressing the varying age and developmental ranges of children, youth, and their families.
	VLO 12 Develop the capacity to work with children, youth and families who identify with Indigenous, Black, and racialized communities, as well as people in LGBTQ2+ and disabled communities, by identifying systemic inequities and barriers, integrating



	practices such as trauma-informed care, and respecting their inherent rights to self-determine.								
Essential Employability Skills (EES) addressed in this course:	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>								
Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>								
Books and Required Resources:	<p>Human Sexuality in a World of Diversity by S. Rathus et al Publisher: Pearson Canada Edition: 7th Canadian Edition ISBN: ISBN-13:9780137916153 eBook</p>								
Course Outcomes and Learning Objectives:	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Develop and maintain therapeutic relationships with children, youth and families, respecting their unique life spaces, and applying principles of relational practice to meet their needs within the framework of gender and sexuality.</td> <td> 1.1 Identify the condition of the life spaces of the children and youth, and practice within all their life space dimensions. 1.2 Apply the principles of relational practice and trust in the development of therapeutic relationships. 1.3 Identify factors that promote mental health and well-being and employ self-advocacy. 1.4 Establish and adopt professional boundaries with children, youth and their families. </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Develop the capacity to work with children, youth and families who identify with Indigenous, Black, and racialized communities, as well as people in the</td> <td> 2.1 Utilize a healing centered, client centered and trauma informed care approach when working with all peoples and communities. 2.2 Examine Indigenous Worldviews, political and community systems as well as cultural practices and two-spirited members. </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Develop and maintain therapeutic relationships with children, youth and families, respecting their unique life spaces, and applying principles of relational practice to meet their needs within the framework of gender and sexuality.	1.1 Identify the condition of the life spaces of the children and youth, and practice within all their life space dimensions. 1.2 Apply the principles of relational practice and trust in the development of therapeutic relationships. 1.3 Identify factors that promote mental health and well-being and employ self-advocacy. 1.4 Establish and adopt professional boundaries with children, youth and their families.	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Develop the capacity to work with children, youth and families who identify with Indigenous, Black, and racialized communities, as well as people in the	2.1 Utilize a healing centered, client centered and trauma informed care approach when working with all peoples and communities. 2.2 Examine Indigenous Worldviews, political and community systems as well as cultural practices and two-spirited members.
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	2SLGBTQI+? and disabled communities, by identifying systemic inequities and barriers, integrating practices such as trauma informed care, and respecting their inherent rights to self-determine.	2.3 Examine the impacts of colonization for marginalized people in Canada. 2.4 Take into account the specific characteristics and needs and experiences of individuals from the 2SLGBTQI+? community. 2.5 Determine services, programs or activities that would relate to the sex, sexual orientation, gender identity, gender expression needs of children and youth. 2.6 Recognize systemic practices that impact those who identify as 2SIGBTQI+?
	Course Outcome 3	Learning Objectives for Course Outcome 3
	3. Employ communication, collaboration and relational skills with the inter-professional team and with community partners to ensure and enhance the professionalism of practice.	3.1 Establish and maintain positive relationships within a team environment that reflect cooperation and professionalism as determined by ethical standards, organizational policies, and current legislation. 3.2 Use conflict resolution skills with children, youth and their families, and all team members as required. 3.3 Collaborate with other professionals to plan, implement and adapt therapeutic programs.
	Course Outcome 4	Learning Objectives for Course Outcome 4
	4. Engage in self-inquiry, relational inquiry and critical reflection to develop strategies for learning and the practice of self-care, as a practitioner.	4.1 Employ critical reflection on impacts of individual social location, power, privilege and experience on practice, using anti-oppressive frameworks and skills. 4.2 Critically examine the impact of self on others and ensure that interactions are consistent, constructive, equitable and consider power, identity and context. 4.3 Identify and consider how personal values, beliefs, opinions and one's own social location and experiences impact interactions with children, youth, families and colleagues. 4.4 Identify and use strategies to prevent and/or combat compassion fatigue, vicarious trauma, stress reactions and other occupational stressors associated with Child and Youth Care practice. 4.5 Reflect on one's own biases and critically examine how one's own identity and experiences influence their interactions with children, youth and families.
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Adhere to relevant legislation and child and Youth Care standards of practice, competencies, and codes of ethics as a practitioner.	5.1 Interact in a professional manner as recommended by professional Child and Youth Care codes of ethics, professional competencies, current legislation affecting services, and organizational policies and procedures. 5.2 Identify and discuss the role of child welfare agencies and their legislated authority. 5.3 Protect the rights to confidentiality for children and youth. 5.4 Adhere to Duty to Report legislation.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	40%

	Professionalism and Skill Development	20%
	Tests	40%

Date: June 17, 2025

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