

RCYCP EXAM STUDY GUIDE

Use the following exam study guide to help you go through the RCYCP materials. Answering the questions below will help you be the most successful when taking the RCYCP exam.

Module 1: Residential Care & Ethics of Residential Care

- What is the definition of residential care?
- What are the different types of residential care programs and what are the components of each?
- How were children with special needs typically dealt with in early America?
- Broadly-speaking, what type of approach/model is currently used in residential care?
- Within the current approach to residential care, how are family members viewed in relation to treatment?
- Within the current approach to residential care, how do residential care programs view the community in which they are located?
- What are the reasons for residential placement? Most common reason? Least common reason?
- Broadly speaking, what is the goal of residential treatment?
- What is the role of the RCYCP?
- What are COMAR's ethical standards for RCYCPs? What are violations according to COMAR?
- What is Burnout? What is Compassion Fatigue? What are their characteristics? How are they similar and different?

Module 2: Development

- What are the following types of parenting styles, and what the characteristics of the children raised in each style? Parenting styles: Authoritarian, Authoritative, Permissive
- What are the different developmental stages and what occurs in each stage for children? When do body issues become a concern?
- What are the following types of attachment styles, what are the characteristics of parents who have those styles, and what are the outcomes for children with those styles? Attachment styles: Secure, Insecure-Avoidant, Insecure-Resistant, Disorganized
- How does trauma experienced by a parent when s/he was a child affect how s/he parents and the attachment relationship with her/his child?
- What type of attachment style is over-represented in children who are victims of maltreatment?

- How does the relationship between parent and baby affect the development of emotion?
- What is a developmental disability? What are examples of developmental disabilities? What is Autism? What are its characteristics?
- What is a learning disability (LD)? What is a mental illness? How does it differ from developmental disabilities, learning disabilities?
- What is the difference between kinesthetic learners, visual learners, and auditory learners?
- What are different types of eating disorders? Is there a gender difference in occurrence?
- What are the gender differences regarding suicide? Thoughts vs. action, ways to commit suicide?
- What are different types of anxiety-based disorders? Is anxiety normal? If so, in what way(s)?
- What is Obsessive Compulsive Disorder (OCD)?
- Are obsessions and compulsions always related?
- What is sexual acting out? What is sexual aggressiveness? What is normal and not normal among youth?
- What does it mean to be: Gay, Lesbian, Bisexual, Transgender?

Module 3: Communication

- What is a mixed message?
- What are the characteristics of the different types of listeners? (Dependent, Faker, Attentive, Self-conscious)
- How do parent-child relationships affect children's internalization of parental values and beliefs?
- Broadly-speaking, what is the proportion of emotionally deprived children in residential care populations?
- What youth characteristics are influenced by parenting (e.g., communication abilities, achievement motivation etc.)?
- What are the different types of listening skills? (e.g., consensual validation, clarifying etc.) Be able to identify them.
- What is empathic listening? What does it accomplish?
- What are different types of communication barriers (e.g., environmental, situational etc.)?
- Should families participate in treatment, and if so, when?
- What are methods to engage families in treatment?

- What is a boundary violation? What are examples of such?
- What category of RCYCPs tends to be more vulnerable to boundary violations?
- How should RCYCPs handle power struggles?
- Know the cultural competence continuum and the characteristics of each level. Be able to identify each level of the continuum.
- Where should RCYCPs fall on the cultural competence continuum?

Module 4: Life Skills Development

- What are the food safety rules? In particular, what is the first rule of food safety?
- How should RCYCPs familiarize youth with community resources?
- How should RCYCPs help youth obtain personal documents? (e.g., getting information for them vs. assisting them).
- How should RCYCPs start money management discussions with youth?
- What does good hygiene mean? With regard to hygiene, how receptive to advice are most kids?
- How much physical activity is recommended for child and adolescents each day?
- What health symptoms in children and youth require a call to the doctor?
- What are important cyber safety rules for children and youth?
- Children with poor social-emotional skills are at increased risk for what?
- What are the following types of deficits? Fluency, performance, competing skill, acquisition
- How should youth handle a contradictory message?
- How does selecting one's own learning goals influence motivation and success?
- How can an RCYCP best help a youth develop good study skills?
- What is the most helpful thing RCYCPs can do to manage youths' resistance behaviors?
- How can RCYCPs keep parents/caregivers from feeling alienated during the treatment process?

Module 5: Legal and Ethical Issues

- What are the rights of residents in Maryland's Resident's Bill of Rights?
- What is COMAR?
- What are the responsibilities of RCYCPs according to COMAR?
- According to COMAR, what are children in residential care legally entitled to regarding meals and snacks?

- According to COMAR, what are children in residential care legally entitled to regarding sleep?
- According to COMAR, what are children in residential care legally entitled to regarding recreational and leisure activities?
- According to COMAR, what behavioral interventions are allowed and under what circumstances? What is not allowed?
- According to COMAR, what must an RCYCP do if sexually harassed by a client?
- According to Maryland law, under what circumstances does and RCYCP report abuse or neglect? What is necessary for an RCYCP to report abuse or neglect?
- What are the signs of neglect? What are the signs of abuse?
- What must an RCYCP do to fulfill one's minimum duty to report abuse or neglect to the State?
- What are the confidentiality requirements for RCYCPs?
- What is a permanency plan?
- According to Maryland State law, what are the circumstances under which a child in residential care would not be reunified with a parent after out-of-home care?

Module 6: Standards of Health and Safety

- What is proper hand washing?
- What are COMAR's regulations concerning the emergency plans for residential child care centers?
- What does the Red Cross recommend for tornado safety?
- Who should RCYCPs contact in the event of any type of disaster or life threatening situations?
- Know COMAR's policies regarding missing children.
- What is the flu and how is it treated?
- What is strep throat, how is it treated, and what are the complications if not treated?
- What is asthma, what are the symptoms, and how is it treated?
- What are poison ivy, scabies, and sinus infections? What are the symptoms and how are they treated?
- How should refrigerated medication be stored according to COMAR?

Module 7: Trauma

- What is the most common type of child maltreatment?
- Who are the most common perpetrators of child sexual abuse?

- How are children and adolescents differentially affected by family violence? What are the similarities? Is one group more affected than the other?
- What factors influence a child's response to traumatic events?
- What are the characteristics of an event that make it traumatic to a child?
- What are the characteristics of different types of trauma (complex, acute, chronic, historical)?
- How does the experience of multiple traumas affect someone as compared to someone who has experienced a single trauma?
- What factors contribute to resilience in youth who have experienced trauma?
- What are the consequences for children who endure multiple traumatic events over long periods of time?
- Compared to non-abused kids, how do abused kids see facial emotions of others?
- How do traumatic experiences shape children's brain and body responses?
- What are the steps in developing a trauma-informed safety plan?
- What is proprioception? What is vestibular input? How are these used in the treatment of traumatized youth?
- What is vicarious trauma? What is the impact of vicarious trauma for RCYCPs working with traumatized children and youth?
- Should RCYCPs ask in-depth trauma history questions in the beginning of their work with traumatized youth?