

Certification Exam Questions

The compilation of the following information serves only as a resource and as guidelines to assist candidates in preparing for certification. This is not intended to be taken or used as the sole set of information needed to become a certified child and youth care worker.

Group B Basic Care

1. **define and give signs and symptoms of; neglect, emotional abuse, physical abuse, sexual abuse**

Outline for answer

- provide definition for each
- apply examples of work related situations for signs and symptoms of each
- effects on development levels noted in each: physical, emotional, social, spiritual
- link coping mechanisms to theories i.e. Maslow, Social Learning, etc.
- attachment theory issues: how manifested and contributes to child's early development, link connection to neglect, and the three types of abuse indicated in the question, provide symptoms
- Incorporate Self Assessment Tool – Attitude, Skills, and Knowledge: Indicate/comment on how each of these areas is reflected in your day to day work with examples.
 - Attitude: comment on how your attitude comes out in your daily work with clients and co-workers/other professionals
 - Skills: refer to the list in the manual and select some and comment on your level of performance
 - Knowledge: comment on any applicable theories, available resources in your community, pro-active approaches, intervention techniques tailored to the individual

References:

www.cyc-net.org

Search: "attachment disorder child and youth care" (25 hits)

- Attachment disorders
- Neglect

Search: "attachment disorder definition" (5 hits)

- Threads No Touch Policy- opinions
- John Bowlby on human attachment
- Features- The first years last forever (pg 3)

Highlight icon marker "readings" and select drop down box "references" bulleted articles for Attachment Disorders and Neglect.

2. choose health issue and discuss structure of environment and include societal and cultural factors (anorexia/bulimia, STD, FAE/FAS, depression, violence)

Outline for answer

- universal precautions- body fluids, personal safety awareness
- HIV, AIDS, Hep B C, intravenous drugs
- educating clients i.e. relationships, safe sex, etc.
- possible causes
- signs/symptoms
- body image, health risks
- immigrant risk factors, cultural/society taboos, secrecy
- current trends
 - Incorporate Self Assessment Tool – Attitude, Skills, Knowledge

References:

Google (advanced) search: “body image and anorexia on teens social and cultural factors”

- *Dairy Council of CA-Educators-Programs & Lesson Plans*

3. define and discuss principles of Social Learning Theory, provide examples of application; reinforcement, consequences, modelling, ABC analysis, time-out

Outline for answer

- apply to own workplace
- use examples from work experience
- social learning theory- Bandura
- note difference between Social Learning Theory and behaviour modification
 - Incorporate Self Assessment Tool – Attitude, Skills, Knowledge

References:

Group B Relationship Development

1. key concepts on attachment with example of service plan

- background on attachment: phases, manifestation, risk factors, reactive attachment disorder, brain development 18 mth window
- theories of attachment; psychoanalytic, cognitive-development, ethological, learning theory
- difference between attachment and grief and loss
- typical behaviours associated with: social skills, academic ability, emotional development
- behavioural similarities to relationship resistant youth
- World of Abnormal Rearing (WAR) Cycle: generational risks
- service plan components: -goals to be achieved, tasks/activities/strategies, indicators/measures of success, timelines for review-incorporation of above to goal
 - Incorporate Self Assessment Tool – Attitude, Skills, Knowledge

References:

2. define therapeutic relationship, service plan example, and ethical issues

- elements of a therapeutic relationship; increasing communication, increasing response to social reinforces, increasing tendency to model adult. Note: all elements must be present
- identify what this looks like through behaviours- lack of awareness of superficial/surface relationship
- relationship resistant child; barriers, rejection of adult model, unresponsive to reinforcement
- response style of distrust; withdrawal, disarming, attacking, camouflaging
- process of learning i.e. Ah-ha learning, me too, again and again etc.
- service plan components: -goals to be achieved, tasks/activities/strategies, indicators/measures of success, timelines for review
- boundaries, termination of relationship, effectiveness of relationship (CYCAA and other human services discipline Code of Ethics) i.e. teachers association, North American Certification Project
- confidentiality, conflicting and dual roles within the system, advocacy

- Incorporate Self Assessment Tool – Attitude, Skills, Knowledge

References:

3. describe life space interview, teachable moment, communication at age appropriate levels

- elements of LSI
- six types of LSI
- advantages of LSI approach
 - Incorporate Self Assessment Tool – Attitude, Skills, Knowledge

References:

4. Symptoms of neglect, emotional abuse, physical abuse, sexual abuse: legal and ethical responsibilities

- associated behaviours for each, client response to intervention, dynamics
- risk assessment/assessment process
- cultural influences re vulnerability, family history, use of genogram
- cultural practices misdiagnosed/interpreted as abusive, birth marks (i.e. Mongolian marks)
- professional responsibility, reporting, advocacy, handling disclosures, liability re: protecting self from allegations, personal safety awareness
 - rights of emancipated youths
 - Incorporate Self Assessment Tool – Attitude, Skills, Knowledge

References:

Group B

Client Service Planning

1. describe client service plan, provide case overview, assessment, goal and implementation

- assessment, design, implementation, evaluation
- goal (s), strengths, deficits
- involvement of others, involvement of youth, reward system
- format, methods, timelines, strategies, revision/evaluation

References:

2. five guidelines for goal setting

- developmental and functioning level of youth
- realistic
- achievable

References: