

**Eastern WV Community & Technical College  
Master Course Record**

<b>Course Prefix and Number: EDF 181</b>
<b>Course Title: Residential Care Specialist I</b>
<b>Recommended Transcript Title: Residential Care Specialist I</b>
<b>Date Approved/Revised: July 2005; Sept. 2014, June 2015, Sept. 2015</b>
<b>Credit Hours: 3</b> <b>Contact hours per week (Based on 15 week term):</b> <b>Lecture: 3</b> <b>Lab:</b>
<b>Prerequisite: EDF 217 Human Development &amp; Learning</b> <b>Corequisite:</b> <b>Pre/Corequisite:</b>
<b>Grading Mode: Letter Grade</b>
<b>Catalog Description: This course for Residential Care Providers integrates observation techniques with learning outcomes applied to disability specific practicum activities. The second of six courses, this course continues the focus on guiding the behavior of children, functions of behavior, positive behavior support, brain development, perceptual motor development and introduces applied theories of child development with an emphasis on disability-specific skills for supporting, enhancing and expanding social interactions and leisure activities.</b>
<b>Course Outcomes:</b> <ol style="list-style-type: none"> <li>1. Knows and understands characteristics of the residential child and youth care professional</li> <li>2. Knows and understands the history of and current trends in residential child care</li> <li>3. Knows and understands a competency-based approach.</li> <li>4. Knows and understands the residential environment and its importance to developing the culture of care.</li> <li>5. Knows and understands Maslow's Hierarchy of Human Needs</li> <li>6. Knows and understands the importance of consistently meeting the physical and safety needs of those in care prior to focusing on higher level needs.</li> <li>7. Knows and understands the role of the youth and child care professional in youth development.</li> <li>8. Knows and understands the variety of tools that can be used in responding to the needs of the youth in their care</li> <li>9. Knows and understands the interaction model and its relationship to the culture of care developed in the residential setting.</li> <li>10. Is aware of the messages that are sent to youth simply by the appearance of the residential setting.</li> <li>11. Is aware of the use of service learning with children and young people in care as a way to build needed skills</li> <li>12. Knows and understands the importance of maintaining belief in capable young people during crisis.</li> </ol>

Course Number & Title: EDF 181 – Residential Care Specialist I  
Date Prepared: /Revised: April 23, 2004; July 29, 2005, July 21, 2014, June 2015  
Date Course Approved by LOT: July 2005; Sept. 22, 2014; Sept. 21, 2015

13. Knows the definition of compassion fatigue and how it can affect job performance
14. Knows and understands what is meant by physical management and emotional management and how to manage both
15. Knows and understands the concepts of maturation and learning
16. Is aware of the independent living continuum and its relationships to development.
17. Knows and understands the physical, cognitive, emotional and social changes that occur in infancy, early childhood, middle childhood, and adolescence especially as these pertain to children who are deaf/hard of hearing, blind/low vision, and/or have multiple disabilities.
18. Knows and understands how to use the developmental strengths of different stages in working with children who are older but whose behavior fits a younger developmental stage.
19. Knows and understands a variety of methods to use with children in different developmental stages to promote growth and develop independent living skills especially as these pertain to children who are deaf/hard of hearing, blind/low vision, and/or have multiple disabilities.
20. Knows and understands the difference between healthy personal and healthy professional relationships and the importance of maintaining professional boundaries in relationship with youth.
21. Knows and understands the importance of conflict resolution skills.
22. Knows how to model appropriate conflict resolution skills for youth in care.
23. Knows and understands strategies for assisting youth to leave the residential setting in a helpful manner.
24. Understands the relationship between needs and behavior.
25. Knows and understands the difference between discipline and punishment.
26. Knows and understands why punishment is not the most effective intervention in our work with youth.
27. Knows and understands how discipline supports the development of internal control.
28. Knows and understands the role of the RCS in the development of the learning environment
29. Knows how to develop realistic, helpful expectations
30. Knows and understands effective ways to reinforce positive behavior.
31. Knows how to set effective limits.
32. Knows and understands the difference between consequences and punishment and how to formulate effective consequences.

**Implementation Cycle: Fall**

**Role in College Curriculum: (Check all that apply)**

- General Education Core (Specify program)**
- Technical Core Residential Care Specialist**
- Restricted Elective (Specify program)**
- General Elective**

<input type="checkbox"/> <b>Workforce Education</b> <input type="checkbox"/> <b>Other (Please specify)</b>
<b>Course Fee: None</b>
<b>Instructor's Qualifications: Masters Degree with related experience in behavior and special needs children. Experience with children who are deaf/hard of hearing, blind/low vision in a residential setting is strongly preferred.</b>
<b>Expanded Course Description:</b>  <b>This course is intended for Residential Care Specialists (RCS) working with children who are deaf/hard of hearing, blind/low vision or who have multiple disabilities. This course focuses on the role of the RCS, the development of a competency-based caring culture, and the importance of the residential environment in the development of these children and youth. RCSs will closely examine the development of children who are DHH, BLV or have multiple disabilities and how to develop and implement discipline procedures in a residential setting. Participants will work individually and in teams to collect and analyze data; complete an analysis of their dorm setting; develop an action plan for their dorm with goals and objectives based on a needs assessment; and develop behavior plans for individual students.</b>

Prepared by: Nancy Williams, adjunct faculty  
Debra Backus, Division Chair, General Studies  
Health and Education

July 21, 2014

Revised by: Margaret Crutchfield, WV Schools for Deaf & Blind June, 2015

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Name, Title

Date

Approved Per LOT Minutes

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Dean, Academic and Student Services

Date