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Psychiatric Rehabilitation Association Certified Child and Family Resiliency Practitioner (CFRP) Sample Questions (Q82-Q87):

NEW QUESTION # 82

When significant cultural differences are identified between a practitioner and the family he serves, the BEST course of action for the practitioner to take is to

- A. share his underlying prejudicial beliefs.
- B. share his personal cultural norms and values.
- C. increase his understanding of the family's cultural traits.
- D. increase his understanding of the family's coping strategies.

Answer: C

Explanation:

Cultural competence is a cornerstone of interpersonal competencies in the CFRP framework. When significant cultural differences arise between a practitioner and a family, the best course of action is to increase understanding of the family's cultural traits to provide respectful and relevant support. The CFRP study guide states, "When cultural differences are identified, practitioners should prioritize increasing their understanding of the family's cultural traits to ensure culturally competent service delivery." Sharing personal norms (option A) or prejudicial beliefs (option C) is inappropriate and unprofessional. Understanding coping strategies (option D) is valuable but secondary to cultural traits in addressing differences.

* CFRP Study Guide (Section on Interpersonal Competencies): "The best response to significant cultural differences is for practitioners to increase their understanding of the family's cultural traits, ensuring respectful and effective support." References: CFRP Study Guide, Section on Interpersonal Competencies, Cultural Competence. Psychiatric Rehabilitation Association (PRA) Guidelines on Multicultural Practice.

NEW QUESTION # 83

Which of the following interventions would be the MOST appropriate to help a family access needed services?

- A. Enroll the family in services based on needs identified by the practitioner.
- B. Provide the family with a prepared plan to ensure they receive the services they need.
- C. Work with the family to identify barriers to service utilization.
- D. Encourage the family to find support services on their own to foster independence.

Answer: C

Explanation:

The Systems Competencies domain focuses on collaborating with families to navigate and access community resources effectively. The PRA CFRP Study Guide 2024-2025 emphasizes family-centered practice, where practitioners partner with families to identify barriers (e.g., transportation, stigma, or lack of information) and develop tailored solutions to access services. This approach empowers families and ensures services align with their needs.

Option B (Work with the family to identify barriers to service utilization) is correct. The PRA guidelines highlight that identifying barriers collaboratively respects family autonomy and builds trust. This intervention enables the practitioner to address specific obstacles, such as logistical issues or mistrust, ensuring sustainable access to services.

Option A (Provide the family with a prepared plan to ensure they receive the services they need) is incorrect because a practitioner-imposed plan disregards family input, violating the PRA's family-centered principles.

Option C (Enroll the family in services based on needs identified by the practitioner) is incorrect because unilateral enrollment bypasses family collaboration. The PRA Code of Ethics requires involving families in decision-making.

Option D (Encourage the family to find support services on their own to foster independence) is incorrect because it places undue burden on the family, especially if barriers like lack of knowledge or resources exist.

The PRA framework emphasizes guided support over unsupported independence.

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Psychiatric Rehabilitation Association, CFRP Study Guide 2024-2025, Section on Systems Competencies: Accessing Community Resources.

PRA Certification Candidate Handbook, Competency Domain 6: Systems Competencies.

PRA Code of Ethics, Principle 2: Family-Centered Practice.

NEW QUESTION # 84

The process for supporting students with mental health needs in an academic setting includes

- A. social, physical, and vocational skills development.
- B. intensive on-campus support to succeed at school.
- C. intensive on-site training to perform tasks.
- **D. social, emotional, and intellectual skills development.**

Answer: D

Explanation:

Supporting students with mental health needs in academic settings is a key aspect of supporting health and wellness in the CFRP framework. The process involves fostering social, emotional, and intellectual skills development to help students manage their mental health and thrive academically. The CFRP study guide states, "Supporting students with mental health needs in academic settings requires a focus on social, emotional, and intellectual skills development to promote resilience and academic success." Social, physical, and vocational skills (option A) are relevant but less comprehensive in this context. Intensive on-site training (option B) or on-campus support (option C) may be components but do not capture the holistic skill development needed.

* CFRP Study Guide (Section on Supporting Health and Wellness): "The process for supporting students with mental health needs in academic settings emphasizes social, emotional, and intellectual skills development to ensure resilience and academic achievement." References:

Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Supporting Health and Wellness, School-Based Mental Health Support.

Psychiatric Rehabilitation Association (PRA) Guidelines on Academic Interventions.

NEW QUESTION # 85

A mother arrives at a school event intoxicated and embarrasses her daughter. The following day she purchases two expensive concert tickets for her daughter and a friend. This is an example of

- **A. undoing.**
- B. compensation.
- C. rationalizing.
- D. conversion.

Answer: A

Explanation:

Within the CFRP framework, interpersonal competencies involve recognizing behavioral patterns and defense mechanisms in family interactions. The mother's action of purchasing expensive concert tickets after embarrassing her daughter by being intoxicated is an example of undoing, a defense mechanism where an individual attempts to reverse or mitigate a negative action through a compensatory positive act. The CFRP study guide explains, "Undoing is a defense mechanism where an individual engages in a positive act, such as gift-giving, to counteract a harmful or embarrassing action, as seen when a parent tries to repair a relationship after a negative incident." Rationalizing (option A) involves justifying behavior. Conversion (option B) relates to physical symptoms from psychological stress. Compensation (option C) addresses perceived deficiencies, not specific acts.

* CFRP Study Guide (Section on Interpersonal Competencies): "Undoing occurs when an individual performs a positive act, such as giving gifts, to mitigate the impact of a prior negative action, such as causing embarrassment." References:

CFRP Study Guide, Section on Interpersonal Competencies, Defense Mechanisms.

Psychiatric Rehabilitation Association (PRA) Guidelines on Family Behavioral Patterns.

NEW QUESTION # 86

A 9-year-old does not get selected for the school all-star baseball team. This child seeks social support from his peers to manage his disappointment. This is an example of what type of coping strategy?

- A. Process focused
- B. Cognitive focused
- C. Problem focused
- **D. Emotion focused**

Answer: D

Explanation:

The Strategies for Facilitating Recovery domain includes understanding coping strategies to support resiliency. The PRA CFRP Study Guide 2024-2025 defines emotion-focused coping as strategies that manage emotional distress, such as seeking social support to process feelings, as opposed to addressing the problem directly.

Option A (Emotion focused) is correct because seeking peer support to manage disappointment focuses on regulating emotions rather than solving the problem (non-selection for the team). The PRA framework highlights this as a healthy coping mechanism for children.

Option B (Cognitive focused) is incorrect because cognitive-focused coping involves reframing thoughts, not seeking social support.

Option C (Process focused) is incorrect because "process focused" is not a recognized coping category in the PRA framework.

Option D (Problem focused) is incorrect because problem-focused coping addresses the issue directly (e.g., practicing to make the team next time), not managing emotions through support.

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Psychiatric Rehabilitation Association, CFRP Study Guide 2024-2025, Section on Strategies for Facilitating Recovery: Coping Strategies.

PRA Certification Candidate Handbook, Competency Domain 5: Strategies for Facilitating Recovery.

PRA Code of Ethics, Principle 4: Strengths-Based Interventions.

NEW QUESTION # 87

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