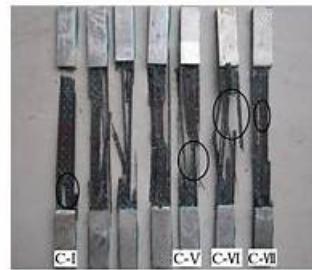
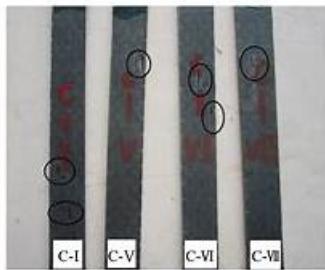


CFRP測試，CFRP熱門證照



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Psychiatric Rehabilitation Association的CFRP考試認證是當代眾多考試認證中最有價值的考試認證之一，在近幾十年裏，電腦科學教育已獲得了世界各地人們絕大多數的關注，它每天都是IT資訊技術領域的必要一部分，所以IT人士通過Psychiatric Rehabilitation Association的CFRP考試認證來提高自己的知識，然後在各個領域突破。而PDFExamDumps Psychiatric Rehabilitation Association的CFRP考試認證試題及答案正是他們所需要的，因為想要通過這項測試並不容易的，選擇適當的捷徑只是為了保證成功，PDFExamDumps正是為了你們的成功而存在的，選擇PDFExamDumps等於選擇成功，我們PDFExamDumps提供的試題及答案是PDFExamDumps的IT精英通過研究與實踐而得到的，擁有了超過計畫10年的IT認證經驗。

>> CFRP測試 <<

CFRP測試 | 高通過率的考試材料 | CFRP: Certified Child and Family Resiliency Practitioner (CFRP)

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最新的 PRA Certification CFRP 免費考試真題 (Q50-Q55):

問題 #50

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

答案：B

解題說明：

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:

問題 #51

To nurture resilience in children, practitioners must

- A. avoid using humor to minimize disappointment.
- B. emphasize that mistakes are opportunities for growth.
- C. teach the development realistic goals.
- D. emphasize performance over learning.

答案： B

解題說明：

Fostering resilience is a core strategy for facilitating recovery in the CFRP framework. Practitioners nurture resilience in children by emphasizing that mistakes are opportunities for growth, which encourages a growth mindset and perseverance. The CFRP study guide states, "To nurture resilience, practitioners should emphasize that mistakes are opportunities for growth, helping children develop a positive approach to challenges." Emphasizing performance (option A) can increase pressure and hinder resilience. Teaching realistic goals (option C) is important but less directly tied to resilience. Avoiding humor (option D) is not a resilience strategy and may limit emotional connection.

* CFRP Study Guide (Section on Strategies for Facilitating Recovery): "Nurturing resilience in children involves emphasizing that mistakes are opportunities for growth, fostering a growth mindset and adaptability." References:

CFRP Study Guide, Section on Strategies for Facilitating Recovery, Resilience Building.
Psychiatric Rehabilitation Association (PRA) Guidelines on Strengths-Based Resilience.

問題 #52

A teacher is requesting that the practitioner refer a six-year-old child to a psychiatrist to determine if medication is needed. What is the practitioner's first course of action?

- A. Refer the child to a psychiatrist as requested.
- B. Request to view the child's school file.
- C. Discuss this request with the family.
- D. Discuss this request with the school counselor.

答案： C

解題說明：

In the CFRP framework, assessment, planning, and outcomes prioritize family-driven and collaborative decision-making. When a teacher requests a psychiatric referral for a six-year-old to evaluate medication needs, the practitioner's first course of action is to discuss this request with the family to ensure their involvement, understand their perspectives, and respect their authority in decision-making. The CFRP study guide states, "When external parties, such as teachers, request a psychiatric referral for a child, the practitioner's first step is to discuss the request with the family to align with family-driven principles." Directly referring the child (option A) bypasses family consent. Discussing with the school counselor (option C) or reviewing the school file (option D) may be subsequent steps but are not the priority.

* CFRP Study Guide (Section on Assessment, Planning, and Outcomes): "The practitioner's first action when a teacher requests a psychiatric referral is to discuss the request with the family, ensuring their involvement in decisions about the child's care."

References:

Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Assessment, Planning, and Outcomes, Family-Driven Decision-Making.

Psychiatric Rehabilitation Association (PRA) Guidelines on Collaborative Care.

問題 #53

When nurturing problem-solving abilities in children with autism spectrum disorders, it is important to

- A. offer them frequent reminders about what to do.
- B. provide unconditional support of their decisions.
- C. engage them in thinking about possible solutions.

- D. define the possible consequences of their actions.

答案: C

解題說明:

Supporting health and wellness for children with autism spectrum disorders (ASD) involves fostering skills like problem-solving in a way that respects their unique needs. Engaging children with ASD in thinking about possible solutions encourages critical thinking and autonomy, which are essential for developing problem-solving abilities. The CFRP study guide emphasizes, "To nurture problem-solving in children with autism spectrum disorders, practitioners should engage them in thinking about possible solutions, promoting independence and cognitive flexibility." Unconditional support of decisions (option A) may undermine learning by not addressing consequences. Defining consequences (option B) is a secondary step after solution exploration. Frequent reminders (option D) may reduce independence and are less effective for building problem-solving skills.

* CFRP Study Guide (Section on Supporting Health and Wellness): "Nurturing problem-solving in children with autism spectrum disorders involves engaging them in thinking about possible solutions to foster independence and cognitive growth." References: Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Supporting Health and Wellness, ASD Interventions.

Psychiatric Rehabilitation Association (PRA) Guidelines on Neurodevelopmental Support.

問題 #54

The system of care model emphasizes the importance of a strengths-based, empathetic, nonjudgmental approach to a:

- A. Family practice.
- B. Congenial relationship.
- C. Collaborative partnership.
- D. Provider alliance.

答案: C

解題說明:

The Systems Competencies domain underscores the system of care model, which prioritizes collaborative, family-centered approaches. The PRA CFRP Study Guide 2024-2025 defines a collaborative partnership as a strengths-based, empathetic, and nonjudgmental relationship between practitioners, families, and other stakeholders to support the child's recovery.

Option A (Collaborative partnership) is correct because the PRA framework emphasizes partnerships that empower families and integrate services, aligning with the system of care principles.

Option B (Congenial relationship) is incorrect because "congenial" implies friendliness but lacks the depth of collaboration required by the PRA.

Option C (Family practice) is incorrect because this term refers to medical practice, not the system of care model.

Option D (Provider alliance) is incorrect because it focuses on providers, not the family-centered partnership central to the PRA guidelines.

:

Psychiatric Rehabilitation Association, CFRP Study Guide 2024-2025, Section on Systems Competencies: System of Care Model.

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

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

問題 #55

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