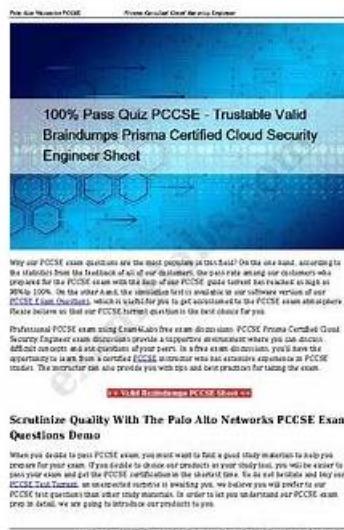


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Psychiatric Rehabilitation Association Certified Child and Family Resiliency Practitioner (CFRP) Sample Questions (Q85-Q90):

NEW QUESTION # 85

Entitlement programs are defined as government programs that

- A. inform legislative policy decisions.
- B. prevent generational poverty.
- C. provide benefits to eligible persons.
- D. oversee non-profit organizations.

Answer: C

Explanation:

Systems competencies in the CFRP framework involve understanding government programs that support families. Entitlement programs are government initiatives that provide benefits to eligible persons, such as Medicaid or Social Security, based on specific criteria. The CFRP study guide explains, "Entitlement programs are government programs designed to provide benefits to eligible individuals, supporting families' access to essential resources." Preventing poverty (option A) is a potential outcome, not a definition. Informing policy (option B) or overseeing non-profits (option C) are not the primary functions of entitlement programs.

* CFRP Study Guide (Section on Systems Competencies): "Entitlement programs are defined as government programs that provide benefits to eligible persons, ensuring access to critical resources for families." References:

CFRP Study Guide, Section on Systems Competencies, Government Support Programs.

Psychiatric Rehabilitation Association (PRA) Guidelines on Social Services Systems.

NEW QUESTION # 86

Which of the following will ease the family's subjective burden of having a child with a psychiatric experience?

- A. Refocusing their attention on family bonds
- B. Addressing their sense of grief and loss
- C. Addressing the limitations of the mental health system
- D. Explaining the need to accept the child's behaviors

Answer: B

Explanation:

Interpersonal competencies in the CFRP framework involve supporting families emotionally when a child has a psychiatric condition. Addressing the family's sense of grief and loss is key to easing their subjective burden, as it validates their emotional experience and fosters coping. The CFRP study guide emphasizes, "To ease the subjective burden of families with a child experiencing psychiatric issues, practitioners should address their sense of grief and loss, helping them process emotions and build resilience." Accepting behaviors (option A) may feel dismissive. Refocusing on family bonds (option B) is supportive but less direct. Discussing system limitations (option C) does not address emotional burden.

* CFRP Study Guide (Section on Interpersonal Competencies): "Addressing the family's sense of grief and loss is essential to ease the subjective burden of having a child with a psychiatric experience, supporting emotional coping." References:

CFRP Study Guide, Section on Interpersonal Competencies, Family Emotional Support.

Psychiatric Rehabilitation Association (PRA) Guidelines on Family-Centered Care.

NEW QUESTION # 87

Empathy is

- A. sharing a similar experience with someone else.
- B. being concerned with the well-being of another.
- **C. understanding a person on a cognitive and emotional level.**
- D. feeling pity or sorrow for someone's misfortune.

Answer: C

Explanation:

Interpersonal competencies in the CFRP framework highlight empathy as a key skill for building therapeutic relationships. Empathy is defined as understanding a person on both a cognitive (intellectual comprehension) and emotional (feeling with) level, enabling deep connection. The CFRP study guide states, "Empathy involves understanding a person on a cognitive and emotional level, fostering trust and validation in interactions." Feeling pity (option A) describes sympathy, not empathy. Sharing experiences (option C) is not required for empathy, and concern for well-being (option D) is too broad.

* CFRP Study Guide (Section on Interpersonal Competencies): "Empathy is the ability to understand a person on both cognitive and emotional levels, creating a foundation for trustful relationships." References:

CFRP Study Guide, Section on Interpersonal Competencies, Empathy in Practice.

Psychiatric Rehabilitation Association (PRA) Guidelines on Therapeutic Communication.

NEW QUESTION # 88

To demonstrate culturally respectful listening techniques, the practitioner:

- **A. Uses body language to encourage conversation.**
- B. Crosses his arms while communicating to increase concentration.
- C. Maintains constant eye contact with the speaker.
- D. Positions his body directly in front of the speaker.

Answer: A

Explanation:

Culturally respectful listening is a critical skill within the Interpersonal Competencies domain of the CFRP framework, emphasizing effective communication that respects cultural diversity and individual preferences.

According to the PRA CFRP Study Guide 2024-2025, culturally respectful listening involves using nonverbal cues that align with the speaker's cultural norms to foster trust and engagement. This includes appropriate body language, such as nodding or leaning slightly forward, to encourage conversation without imposing discomfort.

Option A (Uses body language to encourage conversation) is correct because it aligns with best practices for active listening in a culturally sensitive manner. The PRA study materials emphasize that practitioners should use open, inviting body language to signal attentiveness and respect, adapting to the cultural context of the child or family. For example, in some cultures, excessive eye contact or confrontational positioning may be perceived as disrespectful.

Option B (Maintains constant eye contact with the speaker) is incorrect because constant eye contact is not universally appropriate. The PRA Code of Ethics and CFRP training materials note that eye contact norms vary across cultures; in some, prolonged eye contact may be seen as aggressive or intrusive. Practitioners must adjust based on cultural cues.

Option C (Positions his body directly in front of the speaker) is incorrect because directly facing the speaker may feel confrontational or invasive in certain cultural contexts. The PRA study guide advises maintaining a comfortable, non-threatening posture, such as sitting at an angle, to promote openness.

Option D (Crosses his arms while communicating to increase concentration) is incorrect because crossing arms is widely recognized as a closed or defensive posture, which can hinder communication. The PRA training on interpersonal skills stresses maintaining an open posture to convey receptiveness.

References:

Psychiatric Rehabilitation Association, CFRP Study Guide 2024-2025, Section on Interpersonal Competencies: Culturally Respectful Communication.

PRA Certification Candidate Handbook, Competency Domain 1: Interpersonal Competencies.

PRA Code of Ethics, Principle 3: Respect for Diversity.

NEW QUESTION # 89

The MOST significant factor contributing to a child's healthy growth and well-being is

- A. socioeconomic status.
- B. culture.
- C. genetics.
- D. **strong relationships.**

Answer: D

Explanation:

Supporting health and wellness in the CFRP framework emphasizes the foundational role of relationships in child development. Strong relationships, particularly with caregivers and supportive adults, are the most significant factor contributing to a child's healthy growth and well-being, providing emotional security and resilience. The CFRP study guide notes, "Strong relationships with caregivers and supportive adults are the most significant factor in promoting a child's healthy growth and well-being, fostering emotional and social development." Socioeconomic status (option A), culture (option B), and genetics (option D) influence well-being but are secondary to the impact of relationships.

* CFRP Study Guide (Section on Supporting Health and Wellness): "The most significant factor for a child's healthy growth and well-being is strong relationships, which provide the emotional foundation for resilience and development." References:

CFRP Study Guide, Section on Supporting Health and Wellness, Relational Factors.

Psychiatric Rehabilitation Association (PRA) Guidelines on Child Development.

NEW QUESTION # 90

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