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Psychiatric Rehabilitation Association Certified Child and Family Resiliency Practitioner (CFRP) Sample Questions (Q58-Q63):

NEW QUESTION # 58

To communicate empathically, the listener needs to go through which of the following cycles?

- **A. Attending, understanding, and responding**
- B. Respecting, acknowledging, and repeating back
- C. Maintaining eye contact, considering feelings, and sympathizing
- D. Encouraging, assuring, and responding

Answer: A

Explanation:

Empathic communication is a cornerstone of the Interpersonal Competencies domain, emphasizing the practitioner's ability to connect with children and families in a supportive, non-judgmental manner.

According to the PRA CFRP Study Guide 2024-2025, empathic listening involves a cycle of attending (actively focusing on the speaker), understanding (grasping the speaker's emotions and perspective), and responding (providing feedback that validates the speaker's feelings). This cycle fosters trust and ensures the speaker feels heard.

Option D (Attending, understanding, and responding) is correct because it directly reflects the PRA's framework for empathic communication. The study guide specifies that attending includes nonverbal cues like nodding, understanding involves interpreting both verbal and emotional content, and responding entails verbal affirmations or reflective statements.

Option A (Encouraging, assuring, and responding) is incorrect because, while encouraging and assuring are supportive, they are not specific to the empathic listening cycle. The PRA framework prioritizes understanding over assurance.

Option B (Maintaining eye contact, considering feelings, and sympathizing) is incorrect because maintaining eye contact is not universally appropriate (as noted in Question 1) and sympathizing focuses on the listener's emotions rather than the speaker's. The PRA emphasizes empathy (understanding the speaker's perspective) over sympathy.

Option C (Respecting, acknowledging, and repeating back) is partially correct but incomplete. While acknowledging and repeating back (reflective listening) are components of empathy, "respecting" is too broad and not a specific phase of the empathic cycle per PRA guidelines.

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

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

PRA Code of Ethics, Principle 1: Building Therapeutic Relationships.

NEW QUESTION # 59

Between the ages of five and twelve years, a child is typically

- A. coming to terms with emerging sexuality.
- B. exploring interpersonal skills through initiating activities.
- **C. developing skills and a sense of pride in accomplishments.**
- D. forming an attachment to caregivers and teachers.

Answer: C

Explanation:

Supporting health and wellness in the CFRP framework includes understanding developmental stages.

Between ages five and twelve, children are typically in Erikson's industry vs. inferiority stage, developing skills and a sense of pride in accomplishments through tasks like schoolwork and hobbies. The CFRP study guide notes, "From ages five to twelve, children focus on developing skills and a sense of pride in accomplishments, building competence and self-esteem." Exploring interpersonal skills (option A) is less specific, forming attachments (option C) is more relevant to earlier stages, and emerging sexuality (option D) typically occurs in adolescence.

* CFRP Study Guide (Section on Supporting Health and Wellness): "Children aged five to twelve typically develop skills and pride in accomplishments, aligning with the industry vs. inferiority developmental stage." References:

CFRP Study Guide, Section on Supporting Health and Wellness, Developmental Stages.
Psychiatric Rehabilitation Association (PRA) Guidelines on Child Development.

NEW QUESTION # 60

When the concept of being strengths-based is translated into action, families will focus on

- A. symptom management.
- B. standards of performance.
- C. specific problems and barriers.
- **D. unique skills and characteristics.**

Answer: D

Explanation:

The strengths-based approach is a cornerstone of the CFRP framework, particularly within strategies for facilitating recovery. This approach shifts the focus from deficits and problems to the inherent strengths, skills, and characteristics of individuals and families. According to the CFRP study guide, a strengths-based approach involves "identifying and building upon the unique skills, abilities, and characteristics of families to promote resilience and recovery." This contrasts with focusing on symptom management (option A), which is more aligned with traditional medical models, or specific problems and barriers (option D), which emphasizes deficits. Standards of performance (option C) are unrelated to the strengths-based approach, as they imply external benchmarks rather than individualized strengths.

* CFRP Study Guide (Section on Strategies for Facilitating Recovery): "A strengths-based approach translates into action by focusing on the unique skills, abilities, and characteristics of families, empowering them to build resilience and achieve recovery goals." References:

Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Strategies for Facilitating Recovery, Strengths-Based Approach.

Psychiatric Rehabilitation Association (PRA) Principles of Strengths-Based Practice.

NEW QUESTION # 61

According to research, how much impact on juvenile delinquency does being raised in a blended home have compared to a home with two biological parents?

- **A. Low impact**
- B. No impact
- C. High impact
- D. Moderate impact

Answer: A

Explanation:

Systems competencies in the CFRP framework include understanding social and familial factors influencing child outcomes, such as juvenile delinquency. Research cited in the CFRP study guide indicates that being raised in a blended home (with step-parents or step-siblings) has a low impact on juvenile delinquency compared to a home with two biological parents, as family dynamics and support quality are more significant factors. The guide states, "Research shows that being raised in a blended home has a low impact on juvenile delinquency compared to homes with two biological parents, with parenting quality being a stronger determinant." Moderate (option A) or high impact (option B) overstates the effect, and no impact (option D) is inaccurate given some influence exists.

* CFRP Study Guide (Section on Systems Competencies): "Being raised in a blended home has a low impact on juvenile delinquency compared to homes with two biological parents, as parenting quality and support systems are more critical factors." References:

Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Systems Competencies, Family Structure and Delinquency.

Psychiatric Rehabilitation Association (PRA) Guidelines on Social Risk Factors.

NEW QUESTION # 62

Resilience conveys three very important characteristics in the lives of children with autism spectrum disorders. These include a sense of

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