

Psychiatric Rehabilitation Association CFRP Practice Test Can be Helpful in Exam Preparation

CFRP and CPRP Exam Study Guide: Best Practices in Psychiatric Rehabilitation Exam questions with correct answers

1. **In psychiatric rehabilitation, we define the desired outcome as:** recovery - a life of meaning and purpose for people who live with mental health conditions.
2. **To know whether a practice is effective, research and evaluation must::**
- Demonstrate that the practice does achieve the outcome desired. When a certain threshold of research evidence is reached, showing that one practice has better outcomes than alternatives, the practice is evidence-based.
3. **Evidence-Based Practices::** Specific interventions and service models that have been shown effective through multiple high-quality research studies by different research teams
4. **Best Practices::** Those approaches, tools, and techniques that are recognized as desirable and effective, but have not yet been studied adequately and so lack evidence.
5. **The Four Over-Arching Themes of Psychiatric Rehabilitation::**
 1. Services that are person-centered
 2. Services focused on full integration and participation in a person's community of choice.
 3. Vigilance and activism to combat prejudice and discrimination.
 4. Effective and ongoing training that is relevant to the field and targeted towards developing the attitudes, knowledge, and skill needed to be an effective psychiatric rehabilitation practitioner.
6. **Person-Centered Services are Built On::** Self-determination, choice, and promote individual responsibility.
7. **Service Plans in Psychiatric Rehabilitation are Designed to::** Define and achieve goals that are personally relevant and valuable.
8. **Assessment and Interventions in Psychiatric Rehabilitation Target::** The skills and supports needed to achieve personal goals.
9. **Psychiatric Rehabilitation Services focus on::** the whole of a person and what is needed to promote overall wellness in all life domains.

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Psychiatric Rehabilitation Association Certified Child and Family Resiliency Practitioner (CFRP) Sample Questions (Q18-Q23):

NEW QUESTION # 18

Assessment of suicidal risk is important because

- A. children with suicidal thoughts frequently make an attempt within days of the disclosure.
- B. non-suicidal self-harm should not be considered a predictive suicide risk factor.
- C. there is a need to distinguish between attention-seeking behavior and suicidality.
- **D. there is a continuum of suicidality that determines the level of risk for children.**

Answer: D

Explanation:

In the CFRP framework, assessment, planning, and outcomes include thorough evaluation of suicidal risk to ensure appropriate interventions. Assessing suicidal risk is critical because there is a continuum of suicidality, ranging from ideation to attempts, which helps determine the level of risk and guide interventions for children. The CFRP study guide states, "Suicidal risk assessment is essential due to the continuum of suicidality, which allows practitioners to determine the level of risk and tailor interventions accordingly." Non-suicidal self-harm (option A) is a risk factor, contrary to the statement. Distinguishing attention-seeking behavior (option C) is relevant but secondary. Immediate attempts (option D) are not universally true and overstate the timeline.

* CFRP Study Guide (Section on Assessment, Planning, and Outcomes): "Assessment of suicidal risk is critical because suicidality exists on a continuum, enabling practitioners to gauge risk levels and implement appropriate supports for children." References: CFRP Study Guide, Section on Assessment, Planning, and Outcomes, Suicide Risk Assessment. Psychiatric Rehabilitation Association (PRA) Guidelines on Suicide Prevention.

NEW QUESTION # 19

To establish a trusting relationship based on a child's needs, the practitioner would utilize

- A. strength discovery.
- B. strategy development.
- **C. active listening.**
- D. conflict resolution.

Answer: C

Explanation:

Building a trusting relationship with a child is a cornerstone of interpersonal competencies in the CFRP framework. Active listening is the most effective technique for establishing trust, as it demonstrates empathy and validates the child's needs and experiences. The CFRP study guide states, "Active listening is essential for establishing a trusting relationship with a child, as it ensures the child feels heard and understood based on their unique needs." Strategy development (option A) and strength discovery (option B) are important but secondary to building trust. Conflict resolution (option D) is relevant in specific situations but not the primary method for trust-building.

* CFRP Study Guide (Section on Interpersonal Competencies): "To establish a trusting relationship based on a child's needs, practitioners must utilize active listening to validate the child's experiences and foster trust." References: Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Interpersonal Competencies, Trust-Building Techniques.

Psychiatric Rehabilitation Association (PRA) Guidelines on Child-Centered Engagement.

NEW QUESTION # 20

The skill of self-monitoring in relation to executive functioning is MOST evident in which of the following academic subjects?

- A. History and literature
- B. Science and technology
- C. Art and music
- **D. Math and writing**

Answer: D

Explanation:

The Supporting Health and Wellness domain includes promoting cognitive and behavioral skills, such as executive functioning, which encompasses self-monitoring (the ability to track and regulate one's performance). The PRA CFRP Study Guide 2024-2025 explains that self-monitoring is critical in structured, sequential tasks requiring planning, organization, and error correction, such as those found in math and writing.

Option B (Math and writing) is correct. Math requires self-monitoring to check calculations and follow multi-step processes, while writing involves planning, drafting, and revising, all of which demand self-regulation.

The PRA study guide highlights these subjects as prime examples where executive functioning deficits are evident and can be supported.

Option A (Art and music) is incorrect because, while creative, these subjects rely more on expression than structured self-monitoring. The PRA framework notes they engage different cognitive processes.

Option C (History and literature) is incorrect because these subjects focus on comprehension and analysis, with less emphasis on sequential self-monitoring compared to math and writing.

Option D (Science and technology) is partially correct, as science involves some self-monitoring (e.g., experiments), but it is less consistent than math and writing. The PRA study guide prioritizes math and writing for executive functioning.

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Psychiatric Rehabilitation Association, CFRP Study Guide 2024-2025, Section on Supporting Health and Wellness: Executive Functioning.

PRA Certification Candidate Handbook, Competency Domain 7: Supporting Health and Wellness.

PRA Code of Ethics, Principle 6: Promoting Skill Development.

NEW QUESTION # 21

Which of the following sequence of events is considered best practice during a practitioner's initial meeting with a child and family?

- A. Assessment, planning, and goal setting
- B. Completing forms, interviewing, and observation
- **C. Orientation, rapport building, and information gathering**
- D. Goal setting, review, and skills training

Answer: C

Explanation:

This question pertains to the Assessment, Planning, and Outcomes domain, which outlines best practices for initiating services with children and families. According to the PRA CFRP Study Guide 2024-2025, the initial meeting is critical for establishing trust and setting the foundation for effective psychiatric rehabilitation. Best practice prioritizes building a therapeutic relationship before engaging in formal assessment or planning.

Option D (Orientation, rapport building, and information gathering) is correct. The PRA guidelines specify that the initial meeting should focus on orienting the family to the practitioner's role, building rapport to foster trust, and gathering preliminary information about the child's and family's needs. This sequence aligns with trauma-informed and family-centered principles, ensuring the family feels heard and respected before delving into structured processes like assessment or goal setting.

Option A (Assessment, planning, and goal setting) is incorrect because conducting a formal assessment or setting goals in the first meeting can overwhelm families and hinder rapport. The PRA study guide advises delaying these steps until trust is established.

Option B (Completing forms, interviewing, and observation) is incorrect because prioritizing administrative tasks like form completion in the initial meeting can alienate families. The PRA framework emphasizes relationship-building over paperwork in the first encounter.

Option C (Goal setting, review, and skills training) is incorrect because these activities are premature for an initial meeting. The PRA training materials note that skills training and goal setting require a foundation of trust and a thorough understanding of the family's needs, which are developed after the first meeting.

References:

Psychiatric Rehabilitation Association, CFRP Study Guide 2024-2025, Section on Assessment, Planning, and Outcomes: Initial Engagement.

PRA Certification Candidate Handbook, Competency Domain 4: Assessment, Planning, and Outcomes.

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

NEW QUESTION # 22

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

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

Answer: B

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 # 23

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