

Current Psychiatric Rehabilitation Association CFRP Exam Content, CFRP Valid Exam Dumps

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 (Q46-Q51):

NEW QUESTION # 46

When expanding mental health programming for children and families, it is essential that children

- A. are maintained in their home environment to avoid disruption.
- **B. be identified early and provided with effective services and supports.**
- C. are informed of all of their available treatment options and risks.
- D. be placed in residential treatment to achieve the best outcomes.

Answer: B

Explanation:

Systems competencies in the CFRP framework focus on improving mental health service delivery through proactive and effective programming. When expanding mental health programming, it is essential to identify children early and provide them with effective services and supports to prevent escalation of issues and promote recovery. The CFRP study guide states, "Expanding mental health programming requires early identification of children's needs and the provision of effective services and supports to ensure positive outcomes." Informing of treatment options (option A) is important but secondary to early intervention.

Maintaining home environments (option B) is ideal but not always feasible. Residential treatment (option C) is a last resort, not a primary strategy.

* CFRP Study Guide (Section on Systems Competencies): "Essential to expanding mental health programming is the early identification of children and the delivery of effective services and supports to promote recovery and resilience." References: CFRP Study Guide, Section on Systems Competencies, Mental Health Programming. Psychiatric Rehabilitation Association (PRA) Guidelines on Early Intervention Systems.

NEW QUESTION # 47

When collaborating with a child, the established goals should be

- A. general and time-framed.
- B. precise and confidential.
- C. open-ended and flexible.
- **D. specific and measurable.**

Answer: D

Explanation:

In the CFRP framework, assessment, planning, and outcomes emphasize collaborative goal-setting with children. Goals established with a child should be specific and measurable to ensure clarity and track progress effectively. The CFRP study guide states, "When collaborating with a child, goals must be specific and measurable to provide clear direction and allow for evaluation of progress toward recovery." Precise and confidential (option A) is partially correct but less accurate, as confidentiality is a separate concern. General and time-framed (option B) or open-ended and flexible (option D) goals lack the precision needed for effective planning and outcomes.

* CFRP Study Guide (Section on Assessment, Planning, and Outcomes): "Collaborative goal-setting with children requires goals to be specific and measurable to ensure clarity and facilitate progress tracking in the recovery process." References: Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Assessment, Planning, and Outcomes, Goal-Setting Principles.

Psychiatric Rehabilitation Association (PRA) Guidelines on Person-Centered Planning.

NEW QUESTION # 48

An example of a reasonable accommodation for an 8-year-old with executive functioning deficits is

- A. permitting the child to nap during the school day.
- B. allowing the child to opt out of tests.
- C. scheduling counseling sessions during the school day.
- **D. providing a quiet room for taking tests.**

Answer: D

Explanation:

Systems competencies in the CFRP framework include advocating for appropriate accommodations in educational settings to support children with specific needs. For an 8-year-old with executive functioning deficits, which impact skills like organization, focus, and self-regulation, a reasonable accommodation is providing a quiet room for taking tests to minimize distractions and support concentration. The CFRP study guide states, "Reasonable accommodations for children with executive functioning deficits include providing a quiet, distraction-free environment for tests to enhance focus and performance." Permitting naps (option A) is unrelated to executive functioning. Allowing opting out of tests (option C) undermines academic progress, and scheduling counseling (option D) is a service, not an accommodation.

* CFRP Study Guide (Section on Systems Competencies): "For children with executive functioning deficits, reasonable accommodations such as a quiet room for test-taking help address challenges with focus and organization." References: Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Systems Competencies, Educational Accommodations.

Psychiatric Rehabilitation Association (PRA) Guidelines on School-Based Supports.

NEW QUESTION # 49

The approach that involves collaboration across agencies at the direction of families and transition-age youth is

- A. continuity of care.
- B. community coordination network.
- C. recovery support systems.
- **D. systems of care.**

Answer: D

Explanation:

Systems competencies in the CFRP framework include understanding coordinated service models. The systems of care approach involves collaboration across agencies, directed by families and transition-age youth, to provide individualized, community-based support. The CFRP study guide states, "The systems of care approach is characterized by collaboration across agencies, guided by the preferences and needs of families and transition-age youth, to deliver comprehensive services." Community coordination network (option B) is not a standard term. Continuity of care (option C) focuses on service consistency, not agency collaboration. Recovery support systems (option D) are broader and less specific to family-directed collaboration.

* CFRP Study Guide (Section on Systems Competencies): "Systems of care involve collaboration across agencies at the direction of families and transition-age youth, ensuring individualized and community-based support." References: CFRP Study Guide, Section on Systems Competencies, Systems of Care.

Psychiatric Rehabilitation Association (PRA) Guidelines on Coordinated Service Models.

NEW QUESTION # 50

A practitioner would invite a sibling of a service recipient to participate in a session when doing so

- A. addresses conflict.
- B. provides respite for the parents.
- C. extends treatment to family members.
- **D. augments treatment.**

Answer: D

Explanation:

In the CFRP framework, family involvement is a key strategy for facilitating recovery, as it promotes resilience and supports the recovery process of the service recipient. Inviting a sibling to participate in a session is appropriate when it augments the treatment of the primary service recipient, such as by enhancing family dynamics, providing peer support, or reinforcing therapeutic goals. The CFRP study guide states that

"including siblings in sessions can augment treatment by fostering family cohesion and supporting the recovery process of the child

receiving services." Providing respite for parents (option A) is not the primary purpose of involving a sibling in a therapeutic session. Addressing conflict (option B) may be a secondary outcome but is not the primary reason unless specified. Extending treatment to family members (option C) is inaccurate, as the focus remains on the service recipient's treatment, not treating the sibling.

* CFRP Study Guide (Section on Strategies for Facilitating Recovery): "Involving siblings in sessions can augment treatment by strengthening family support systems and enhancing the recovery process for the child receiving services." References: Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Strategies for Facilitating Recovery, Family Involvement.

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

NEW QUESTION # 51

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