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>> CFRP必殺問題集 <<

Psychiatric Rehabilitation Association CFRP 関連受験参考書 & CFRP 日本語対策問題集

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Psychiatric Rehabilitation Association Certified Child and Family Resiliency Practitioner (CFRP) 認定 CFRP 試験問題 (Q56-Q61):

質問 # 56

Comparing cell phone rate plans is a skill training exercise for transition-age youth to

- A. develop cognitive flexibility.
- B. learn money management.

- C. foster improved communications.
- D. practice pro-employment tasks.

正解: B

解説:

For transition-age youth, the CFRP framework under Transition-Age Youth Services emphasizes practical skill-building for independence. Comparing cell phone rate plans is a skill training exercise that teaches money management by encouraging budgeting and cost-benefit analysis. The CFRP study guide explains,

"Activities like comparing cell phone rate plans help transition-age youth learn money management skills, fostering financial literacy and independence." Improved communications (option B) or cognitive flexibility (option C) may be secondary benefits but are not the primary focus. Pro-employment tasks (option D) are related but less specific than money management in this context.

* CFRP Study Guide (Section on Transition-Age Youth Services): "Comparing cell phone rate plans is an effective skill training exercise for transition-age youth to learn money management, promoting financial independence." References:

Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Transition-Age Youth Services, Life Skills Training.

Psychiatric Rehabilitation Association (PRA) Guidelines on Transition-Age Youth Independence.

質問 # 57

SMART goals stands for:

- A. Specific, Measurable, Achievable, Realistic, Time Bound
- B. Simple, Measurable, Accurate, Realistic, Therapeutic
- C. Simple, Measurable, Achievable, Realistic, Therapeutic
- D. Specific, Measurable, Accurate, Realistic, Time Bound

正解: A

解説:

The Assessment, Planning, and Outcomes domain emphasizes creating effective, goal-oriented service plans.

The PRA CFRP Study Guide 2024-2025 defines SMART goals as Specific, Measurable, Achievable, Realistic, and Time Bound, ensuring goals are clear, trackable, and feasible within a set timeframe.

Option D (Specific, Measurable, Achievable, Realistic, Time Bound) is correct, as it matches the PRA's standard definition of SMART goals used in psychiatric rehabilitation planning. This framework ensures goals are tailored to the child's needs and progress can be evaluated.

Option A (Specific, Measurable, Accurate, Realistic, Time Bound) is incorrect because "Accurate" is not part of the SMART acronym per PRA guidelines.

Option B (Simple, Measurable, Achievable, Realistic, Therapeutic) is incorrect because "Simple" and "Therapeutic" are not components of the SMART framework.

Option C (Simple, Measurable, Accurate, Realistic, Therapeutic) is incorrect for the same reasons, combining non-standard terms.

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

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

PRA Code of Ethics, Principle 5: Effective Planning.

質問 # 58

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

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

正解: C

解説:

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.

質問 # 59

Defining the limits of exchanging information with persons outside of the treatment team is an example of

- A. protecting confidentiality.
- B. self-determination.
- C. shared decision-making.
- D. informed consent.

正解: A

解説:

Professional role competencies in the CFRP framework include adhering to ethical standards, such as protecting confidentiality. Defining the limits of exchanging information with persons outside the treatment team is a clear example of protecting confidentiality, ensuring client privacy and trust. The CFRP study guide states, "Protecting confidentiality involves defining the limits of information exchange with individuals outside the treatment team to maintain client trust and ethical practice." Self-determination (option A) relates to client autonomy, shared decision-making (option B) involves collaborative choices, and informed consent (option C) pertains to agreeing to treatment, none of which directly address information limits.

* CFRP Study Guide (Section on Professional Role Competencies): "Defining the limits of exchanging information with persons outside the treatment team is a key aspect of protecting confidentiality, ensuring ethical and trustworthy practice." References: Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Professional Role Competencies, Ethical Practice.

Psychiatric Rehabilitation Association (PRA) Guidelines on Confidentiality.

質問 # 60

A practitioner is working with a child whose school has placed her on homebound instruction due to disruptive behaviors in the classroom. Her parents would like her reintegrated into the school setting. How should the practitioner support the parent?

- A. Schedule an inter-agency meeting and invite the child and school personnel.
- B. Provide information to the parents regarding least restrictive educational mandates.
- C. Approach the school personnel and ask that the child be reinstated.
- D. Assist the parents in finding an alternative educational placement.

正解: B

解説:

Systems competencies in the CFRP framework involve advocating for children's educational rights. When a child is on homebound instruction and parents seek reintegration, the practitioner's first step is to provide information to the parents regarding least restrictive environment (LRE) mandates, such as those under the Individuals with Disabilities Education Act (IDEA), empowering them to advocate effectively. The CFRP study guide notes, "To support parents seeking school reintegration, practitioners should first provide information on least restrictive environment mandates to guide advocacy for the child's return to the classroom." Scheduling a meeting (option A) may follow but is not the first step. Finding alternative placement (option C) or directly approaching the school (option D) bypasses empowering the parents.

* CFRP Study Guide (Section on Systems Competencies): "When parents seek reintegration of a child from homebound instruction, practitioners should first provide information on least restrictive environment mandates to support informed advocacy." References: CFRP Study Guide, Section on Systems Competencies, Educational Advocacy.

Psychiatric Rehabilitation Association (PRA) Guidelines on School Reintegration.

質問 # 61

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CFRP関連受験参考書: <https://www.tech4exam.com/CFRP-pass-shiken.html>

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