

# Psychiatric Rehabilitation Association CFRP Valid Test Review | Exam CFRP Blueprint



PATHWAY	EDUCATION	TRAINING CONTINUING EDUCATION HOURS IN PSYCHIATRIC REHABILITATION	WORK EXPERIENCE (HOURS)
1	GED, HS diploma or higher in a field other than Behavioral Health	45	2000
2	Certified in Peer Support	45	1500
3	4-year degree or higher in Behavioral Health	30	1000
4	4-year degree with a major or minor in Psychiatric Rehabilitation	0	0
5	Current PRA Certification (CPRP or CFRP seeking dual certification)	0	0

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## Psychiatric Rehabilitation Association Certified Child and Family Resiliency Practitioner (CFRP) Sample Questions (Q24-Q29):

### NEW QUESTION # 24

A mother arrives at a school event intoxicated and embarrasses her daughter. The following day she purchases two expensive concert tickets for her daughter and a friend. This is an example of

- A. undoing.
- B. rationalizing.
- C. conversion.
- D. compensation.

### Answer: A

Explanation:

Within the CFRP framework, interpersonal competencies involve recognizing behavioral patterns and defense mechanisms in family interactions. The mother's action of purchasing expensive concert tickets after embarrassing her daughter by being intoxicated is an

example of undoing, a defense mechanism where an individual attempts to reverse or mitigate a negative action through a compensatory positive act. The CFRP study guide explains, "Undoing is a defense mechanism where an individual engages in a positive act, such as gift-giving, to counteract a harmful or embarrassing action, as seen when a parent tries to repair a relationship after a negative incident." Rationalizing (option A) involves justifying behavior. Conversion (option B) relates to physical symptoms from psychological stress. Compensation (option C) addresses perceived deficiencies, not specific acts.

\* CFRP Study Guide (Section on Interpersonal Competencies): "Undoing occurs when an individual performs a positive act, such as giving gifts, to mitigate the impact of a prior negative action, such as causing embarrassment." References:

CFRP Study Guide, Section on Interpersonal Competencies, Defense Mechanisms.

Psychiatric Rehabilitation Association (PRA) Guidelines on Family Behavioral Patterns.

## NEW QUESTION # 25

A transition-age youth, who is depressed and shows patterns of thinking that reinforce suicide as the only option, is experiencing cognitive

- A. restructuring.
- B. dissonance.
- C. congruence.
- D. **distortions.**

### Answer: D

Explanation:

In supporting transition-age youth, the CFRP framework addresses mental health challenges like depression and suicidality. Patterns of thinking that reinforce suicide as the only option are indicative of cognitive distortions, such as all-or-nothing thinking or hopelessness, which are common in depression. The CFRP study guide notes, "Transition-age youth with depression who view suicide as the only option are experiencing cognitive distortions, characterized by irrational or exaggerated thought patterns."

Cognitive restructuring (option A) is a therapeutic technique to address distortions, not the condition itself. Congruence (option B) refers to alignment between thoughts and feelings, not distorted thinking. Dissonance (option D) involves conflicting beliefs, not the described pattern.

\* CFRP Study Guide (Section on Transition-Age Youth Services): "Cognitive distortions, such as viewing suicide as the only option, are common in depressed transition-age youth and require targeted interventions to address irrational thought patterns." References: Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Transition-Age Youth Services, Mental Health Interventions.

Psychiatric Rehabilitation Association (PRA) Guidelines on Cognitive Behavioral Approaches.

## NEW QUESTION # 26

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

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

### Answer: B

Explanation:

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.

### NEW QUESTION # 27

Once regarded as the primary cause of a child's challenges, who are now seen as key collaborators in the development of the child's resilience?

- A. Parents
- B. Doctors
- C. Clergy
- D. Teachers

#### Answer: A

Explanation:

The CFRP framework emphasizes the shift in perspective from viewing parents as the cause of a child's challenges to recognizing them as key collaborators in fostering resilience. This aligns with the family-driven approach central to interpersonal competencies, which prioritizes partnership with parents to support child recovery. The CFRP study guide states, "Historically, parents were often blamed for their child's challenges, but current practice recognizes parents as essential collaborators in building resilience and promoting recovery." Clergy (option B), teachers (option C), and doctors (option D) may play supportive roles, but parents are uniquely positioned as primary caregivers and partners in the child's daily life and recovery process.

\* CFRP Study Guide (Section on Interpersonal Competencies): "Parents, once seen as the primary cause of a child's challenges, are now valued as key collaborators in developing resilience and supporting recovery through family-driven practices." References: Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Interpersonal Competencies, Family-Driven Care.

Psychiatric Rehabilitation Association (PRA) Guidelines on Family Collaboration.

### NEW QUESTION # 28

A strategy for strengthening self-esteem in children is

- A. directing them in mindfulness activities.
- B. **engaging them in the task of helping others.**
- C. encouraging them to succeed academically.
- D. linking them to an extracurricular activity.

#### Answer: B

Explanation:

Strengthening self-esteem is a key strategy for facilitating recovery in the CFRP framework. Engaging children in the task of helping others, such as through peer support or community service, fosters a sense of purpose and self-worth. The CFRP study guide states, "Engaging children in helping others is a powerful strategy for building self-esteem, as it promotes a sense of value and contribution." Mindfulness activities (option A) support emotional regulation but are less directly tied to self-esteem. Academic success (option B) and extracurricular activities (option D) can contribute to self-esteem but are less universally effective than helping others, which builds intrinsic self-worth.

\* CFRP Study Guide (Section on Strategies for Facilitating Recovery): "A proven strategy for strengthening self-esteem in children is engaging them in tasks that involve helping others, fostering a sense of purpose and self-worth." References:

Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Strategies for Facilitating Recovery, Self-Esteem Building.

Psychiatric Rehabilitation Association (PRA) Guidelines on Strengths-Based Interventions.

### NEW QUESTION # 29

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