

KillTest

Higher Quality, Better Service!



Q&A

<http://www.killtest.com>

We offer free update service for one year.

Exam : CFRP

Title : Certified Child and Family
Resiliency Practitioner
(CFRP)

Version : DEMO

1.To demonstrate culturally respectful listening techniques, the practitioner:

- A. Uses body language to encourage conversation.
- B. Maintains constant eye contact with the speaker.
- C. Positions his body directly in front of the speaker.
- D. Crosses his arms while communicating to increase concentration.

Answer: A

Explanation:

Culturally respectful listening is a critical skill within the Interpersonal Competencies domain of the CFRP framework, emphasizing effective communication that respects cultural diversity and individual preferences. According to the PRA CFRP Study Guide 2024-2025, culturally respectful listening involves using nonverbal cues that align with the speaker's cultural norms to foster trust and engagement. This includes appropriate body language, such as nodding or leaning slightly forward, to encourage conversation without imposing discomfort.

Option A (Uses body language to encourage conversation) is correct because it aligns with best practices for active listening in a culturally sensitive manner. The PRA study materials emphasize that practitioners should use open, inviting body language to signal attentiveness and respect, adapting to the cultural context of the child or family. For example, in some cultures, excessive eye contact or confrontational positioning may be perceived as disrespectful.

Option B (Maintains constant eye contact with the speaker) is incorrect because constant eye contact is not universally appropriate. The PRA Code of Ethics and CFRP training materials note that eye contact norms vary across cultures; in some, prolonged eye contact may be seen as aggressive or intrusive. Practitioners must adjust based on cultural cues.

Option C (Positions his body directly in front of the speaker) is incorrect because directly facing the speaker may feel confrontational or invasive in certain cultural contexts. The PRA study guide advises maintaining a comfortable, non-threatening posture, such as sitting at an angle, to promote openness.

Option D (Crosses his arms while communicating to increase concentration) is incorrect because crossing arms is widely recognized as a closed or defensive posture, which can hinder communication. The PRA training on interpersonal skills stresses maintaining an open posture to convey receptiveness.

References:

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

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

PRA Code of Ethics, Principle 3: Respect for Diversity.

2.A family is refusing to work with a practitioner, stating they already have too many service providers. They do not want another new person working with their child.

What is the BEST course of action for the practitioner to take?

- A. Accept the family's decision and move on to the next referral.
- B. Encourage the family to work with the practitioner for at least one month.
- C. Coordinate a meeting with the family and all of the service providers.
- D. Call the other service providers and request they close services with the family.

Answer: C

Explanation:

This question falls under the Systems Competencies domain, which focuses on collaboration with

families, service providers, and community systems to support the child's recovery. The PRA CFRP Study Guide 2024-2025 emphasizes that practitioners must prioritize family-centered care and coordinate services to reduce fragmentation and overwhelm, especially when families feel burdened by multiple providers.

Option C (Coordinate a meeting with the family and all of the service providers) is the best course of action. The PRA guidelines highlight that when a family resists additional services due to provider overload, the practitioner should facilitate collaboration among existing providers to streamline care. Coordinating a meeting allows the practitioner to clarify roles, align goals, and address the family's concerns, fostering trust and reducing redundancy. This approach aligns with the PRA's emphasis on systems integration and family empowerment.

Option A (Accept the family's decision and move on to the next referral) is incorrect because it dismisses the family's needs without exploring solutions. The PRA Code of Ethics requires practitioners to advocate for families and seek collaborative resolutions rather than disengaging.

Option B (Encourage the family to work with the practitioner for at least one month) is incorrect because it disregards the family's expressed concerns about provider overload. The PRA study guide advises against pressuring families, as this can erode trust and engagement.

Option D (Call the other service providers and request they close services with the family) is incorrect because it oversteps the practitioner's role and disregards the family's autonomy. The PRA framework emphasizes that decisions about service closure should involve the family and be based on their needs, not unilateral action by the practitioner.

References:

Psychiatric Rehabilitation Association, CFRP Study Guide 2024-2025, Section on Systems

Competencies: Collaboration and Service Coordination.

PRA Certification Candidate Handbook, Competency Domain 6: Systems Competencies.

PRA Code of Ethics, Principle 2: Family-Centered Practice.

3.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. Goal setting, review, and skills training
- D. Orientation, rapport building, and information gathering

Answer: D

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.

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

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

Answer: D

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.

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.

5.A practitioner is working with a child who is being bullied at school.

How can the practitioner promote resiliency?

- A. Encourage the child to take a self-defense class and confront the bully.
- B. Reframe the child's experience and encourage a positive self-view.
- C. Revisit the experience and have the child explain the details.
- D. Encourage the child to avoid the bully and make new friends.

Answer: B

Explanation:

Promoting resiliency is a key focus of the Strategies for Facilitating Recovery domain, which emphasizes strengths-based interventions to help children overcome adversity. The PRA CFRP Study Guide 2024-2025 defines resiliency as the ability to adapt and thrive despite challenges, such as bullying.

Practitioners should use interventions that empower the child, reinforce self-worth, and reframe negative experiences to foster a positive self-concept.

Option B (Reframe the child's experience and encourage a positive self-view) is correct. The PRA guidelines advocate for cognitive reframing, where the practitioner helps the child view the bullying experience as a challenge they can overcome, rather than a reflection of their worth. Encouraging a positive self-view aligns with strengths-based practices, such as affirming the child's strengths and building self-esteem.

Option A (Encourage the child to take a self-defense class and confront the bully) is incorrect because confrontation may escalate the situation and is not a trauma-informed or resiliency-focused approach. The PRA Code of Ethics emphasizes non-violent, collaborative solutions. Option C (Revisit the experience and have the child explain the details) is incorrect because repeatedly recounting traumatic events without therapeutic processing can re-traumatize the child. The PRA study guide advises against dwelling on negative details without a strengths-based focus.

Option D (Encourage the child to avoid the bully and make new friends) is incorrect because avoidance does not address the child's emotional needs or build resiliency. While making new friends is positive, it does not tackle the underlying impact of bullying, which the PRA framework prioritizes.

Psychiatric Rehabilitation Association, CFRP Study Guide 2024-2025, Section on Strategies for Facilitating Recovery: Resiliency and Strengths-Based Practice.

PRA Certification Candidate Handbook, Competency Domain 5: Strategies for Facilitating Recovery.

PRA Code of Ethics, Principle 4: Strengths-Based Interventions.