

CHILD AND FAMILY RESILIENCY PRACTITIONER EXAM BLUEPRINT

Effective March 1, 2015 - The exam blueprint provides an indication of the breadth of information needed for candidates to be successful in completion of the Certified Child and Family Resiliency Practitioner (CFRP) examination. Included in the blueprint are the eight performance domains that have been identified through a comprehensive Job Task Analysis Study conducted by the Certification Commission for Psychiatric Rehabilitation. Within each domain, the core areas of knowledge and skills needed to demonstrate competence in practice are identified. Practitioners will be assessed in these areas on the examination. The percentages following each domain indicate the approximate content on the exam related to that domain.

DOMAIN I. (14 – 16%)

Interpersonal Competencies

- TASK 1.** Recognize the impact of one's own views, values, and culturally learned assumptions while working with children, youth and families
- TASK 2.** Engage and include children and families from diverse backgrounds (e.g., socioeconomic status, race, ethnicity, gender, sex, sexual orientation, age, nationality, disability status, religion, spirituality) that comprise the demographics of the community where services are provided.
- TASK 3.** Communicate effectively with children, youth and caregivers in an effort to engage in a collaborative relationship.
- TASK 4.** Instill hope through the understanding, affirmation, and implementation of a strengths based approach to interactions (verbal and nonverbal communication) regarding an individual's potential for resiliency and wellness.
- TASK 5.** Use collaborative relationships in order to facilitate positive personal and systemic changes.
- TASK 6.** Facilitate effective collaboration of systems serving children, youth and caregivers when appropriate to needs and goals.
- TASK 7.** Promote peer-to-peer groups in order to provide support and validation and to engage individuals in a wide range of activities that support the development of prosocial and age appropriate skills.
- TASK 8.** Promote resilience, self-determination, and matching services to age and developmentally appropriate needs and goals.

DOMAIN II. (16 – 18%)

Professional Role

- TASK 1.** Acquire knowledge and skills in order to provide services that are evidence based and emerging best practices and consistent with PRA Practice Guidelines.
- TASK 2.** Conduct all professional activities in compliance with the Practitioner Code of Ethics and applicable laws and regulations.
- TASK 3.** Teach, encourage and support children and their families to effectively and sustainably engage systems such as education, health and welfare/child protection, juvenile justice in actions to meet their developmental and recovery needs.
- TASK 4.** Facilitate informed decision making by children and their families by communicating information about laws, regulations, and available service options affecting their efforts toward enhancing resiliency and achieving recovery.
- TASK 5.** Utilize skills and interventions to support the resiliency of children and their families in the accomplishment of valued activities in roles.

- TASK 6.** Facilitate practical and meaningful activities for children and their families to live, learn, and socialize in their natural environments of choice.
- TASK 7.** Recognize one's own role during conflict in order to facilitate resolution.
- TASK 8.** Take intentional personal action to support the resiliency of children and their families
- TASK 9.** Maintain personal wellness to ensure the effective provision of services to children and their families.
- TASK 10.** Promote the effectiveness of psychiatric rehabilitation with colleagues, agencies providing services and service delivery systems.
- TASK 11.** Seek input and feedback from stakeholders, including youth and families, in order to determine ways of improving services.

DOMAIN III. (8 – 10%)**Community Integration**

- TASK 1.** Develop community resources to meet the needs of children receiving services
- TASK 2.** Develop linkages with a wide range of community resources.
- TASK 3.** Educate and link children and families to appropriate entitlement and benefit programs
- TASK 4.** Educate and connect children and families to legal and advocacy resources as needed and/or requested in order to promote self-advocacy.
- TASK 5.** Provide information on alternatives and complementary supports to traditional psychiatric treatment.
- TASK 6.** Assist children and families, and their natural support systems (e.g., family, significant others, friends, community supports), to develop the skills necessary to navigate cultural issues.
- TASK 7.** Support children and families in developing skills to engage and sustain specific resources to meet their needs and goals.
- TASK 8.** Integrate community resources and entitlement programs into assessment, planning, evaluation and outcomes.
- TASK 9.** Challenge situations in the community that discriminate against children living with severe emotional disturbances and their families.

DOMAIN IV. (14 – 16%)**Assessment, Planning, and Outcomes**

- TASK 1.** Assist children and families in identifying personal needs, priorities, strengths, and interests in order to help them establish goals that are consistent with their age and worldview.
- TASK 2.** Perform assessments across multiple life domains in order to identify needs, strengths, supports, and barriers.
- TASK 3.** Collaborate with children, families and teachers to help them identify their personal preferences for dealing with crises.
- TASK 4.** Collaborate with children, families and teachers to establish goals with specific, measurable, time framed action steps in order to develop effective rehabilitation plans.
- TASK 5.** Identify, assess and plan opportunities that empower children and families to transition, when appropriate and effective, from professional provider services to natural community supports.
- TASK 6.** Educate families on service options in order for them to choose the best options and levels of service and community supports for their child.
- TASK 7.** Regularly evaluate and modify the service plan with the child, family and/or Teacher based on the child's progress towards their goals.

DOMAIN V. (16 – 18%)**Strategies for Facilitating Resiliency and Recovery**

- TASK 1.** Acquire knowledge of and utilize various approaches to engage children and families, including evidence based practices, best practices, and culturally relevant practices.
- TASK 2.** Provide best practice approaches to services, including evidenced based practices, which help children and their families, develop skills and have confidence that allows them to thrive in their communities
- TASK 3.** Respond to cultural factors when collaborating with children and families.
- TASK 4.** Employ crisis intervention strategies as needed.
- TASK 5.** Educate and/or provide access to education on issues related to children's development, children's behavioral health problems, use of medications, legal issues, benefits, entitlements, wellness and resiliency
- TASK 6.** Utilize individualized outreach techniques that are culturally relevant to engage children and their families in interventions.
- TASK 7.** Assist children and families to develop and/or improve the skills, supports, and accommodations necessary to foster resiliency and achieve their goals.
- TASK 8.** Assist children and families in identifying and developing strategies that support the ongoing use of skills developed to promote mental and physical health.
- TASK 9.** Assist families in their efforts to modify their child's learning, social and home environments to enhance the development of resiliency and growth
- TASK 10.** Use motivational techniques, enhancement and readiness development to initiate and/or sustain the development of resiliency and growth.
- TASK 11.** Promote the integration and inclusion of all children in meaningful social, civic, and community activities that will help them achieve their goals.

DOMAIN VI. (7 – 9%)**Systems Competencies**

- TASK 1.** Advocate for improved access, inclusion and integration with public services and resources to facilitate a child's growth and resiliency.
- TASK 2.** Advocate for cross service system changes and collaboration, to be responsive to the cultural needs of children and families receiving comprehensive community services.
- TASK 3.** Combat stigma, oppression, discrimination, and prejudice in all forms, directed against children and families
- TASK 4.** Assist families in their capacity to use other service systems to help meet their child's goals.
- TASK 5.** Encourage and support the development of peer-to-peer services and leaders among children, transition-age youth, and families receiving comprehensive community services.

DOMAIN VII. (9 – 11%)**Supporting Health and Wellness**

- TASK 1.** Teach children and families to identify and use strategies and community resources for improving various dimensions of wellness.
- TASK 2.** Assist children and families in identifying and accessing specialized services (i.e., early childhood interventions, trauma informed care, health promotion and nutrition services, special education, physical healthcare, etc.).
- TASK 3.** Support children and families to develop and implement the knowledge, skills, and attitudes necessary to maintain health and wellness.
- TASK 4.** Promote the importance and development of whole health in children.

DOMAIN VIII. (8 – 10%)**Transition-Age Youth Services**

- TASK 1.** Understand and recognize different developmental norms for youth.
- TASK 2.** Recognize and understand youth culture (music, language, dress, belief structures, etc.).
- TASK 3.** Teach youth how to effectively interact with community resources
- TASK 4.** Teach, encourage and support youth to advocate for themselves
- TASK 5.** Facilitate skill building, goal setting, self-discovery, and learning across all life domains
- TASK 6.** Communicate collaboratively with family, peer-support and other stakeholders
- TASK 7.** Utilize developmentally informed skills and interventions to support youth.
- TASK 8.** Assist youth in identifying and accessing specialized services that meet their needs.
- TASK 9.** Engage and work with natural peer groups (e.g., friends, siblings, classmates, teammates, etc.)
- TASK 10.** Maximize supports and linkage for youth and families
- TASK 11.** Promote and empower youth in the transition from professional youth services to natural supports in the community (friends, family, etc.) and/or adult service systems.
- TASK 12.** Demonstrate ethical use of current technology to communicate with youth.