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Psychiatric Rehabilitation Association CPRP 考試大綱：

| 主題 | 簡介 |
|------|---|
| 主題 1 | <ul style="list-style-type: none">Strategies for Supporting Recovery: This domain measures the skills of Psychiatric Rehabilitation Specialists and focuses on implementing practical and evidence-based methods to promote recovery. It includes empowering clients, fostering motivation, teaching coping skills, and providing support that aligns with person-centered recovery principles. |
| 主題 2 | <ul style="list-style-type: none">Systems Competencies: This section evaluates the competencies of Rehabilitation Counselors and focuses on understanding how service systems operate within the broader mental health and social service environments. It covers collaboration with agencies, policy awareness, advocacy, and navigating service delivery systems to ensure coordinated care. |
| 主題 3 | <ul style="list-style-type: none">Supporting Health and Wellness: This final domain of the exam measures the skills of Psychiatric Rehabilitation Specialists and focuses on promoting overall well-being alongside recovery. It includes supporting physical health, stress management, lifestyle improvement, and access to wellness resources to enhance long-term recovery outcomes. |
| 主題 4 | <ul style="list-style-type: none">Professional Role Competencies: This section evaluates the abilities of Rehabilitation Counselors and emphasizes professionalism, ethics, and accountability in practice. It addresses maintaining confidentiality, applying rehabilitation principles, collaborating with multidisciplinary teams, and demonstrating cultural competence and self-awareness. |

| | |
|------|---|
| 主題 5 | <ul style="list-style-type: none"> Assessment, Planning, and Outcomes: This section assesses the abilities of Rehabilitation Counselors and focuses on evaluating individual strengths, needs, and preferences. It includes setting recovery-oriented goals, developing personalized plans, tracking progress, and using outcome measures to guide and adjust interventions effectively. |
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最新的 PRA Certification CPRP 免費考試真題 (Q102-Q107):

問題 #102

Providing feedback regarding performance of a skill begins with

- A. praising all aspects of his performance.
- B. listing the strengths of the performance.
- C. soliciting the individual's perception of his own performance.**
- D. sharing the practitioner's perception of the performance.

答案: C

解題說明:

Providing feedback in psychiatric rehabilitation is a person-centered process that empowers individuals by valuing their self-assessment and fostering collaboration. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) emphasizes engaging individuals in the feedback process by first soliciting their self-perception to promote self-awareness and ownership of skill development (Task V.B.4: "Teach skills using evidence-based methods"). Option D (soliciting the individual's perception of his own performance) aligns with this, as starting with the individual's perspective builds trust, encourages reflection, and informs the practitioner's subsequent feedback, ensuring it is tailored and constructive.

Option A (praising all aspects) is not specific and may lack authenticity, undermining effective feedback.

Option B (listing strengths) is a component of feedback but comes after understanding the individual's view to ensure relevance.

Option C (sharing the practitioner's perception) risks being directive without first valuing the individual's input. The PRA Study Guide highlights soliciting self-perception as the first step in recovery-oriented feedback, supporting Option D.

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CPRP Exam Blueprint (2014), Domain V: Strategies for Facilitating Recovery, Task V.B.4.

PRA Study Guide (2024), Section on Providing Recovery-Oriented Feedback.

CPRP Exam Preparation & Primer Online 2024, Module on Strategies for Facilitating Recovery.

問題 #103

Accurately assessing an individual's feelings as expressed through gestures, mannerisms, and body movements is a component of:

- A. Clarifying values.
- B. Focusing.
- C. Reframing.
- D. Active listening.**

答案: D

解題說明:

This question is part of Domain I: Interpersonal Competencies, which emphasizes active listening, empathy, and understanding nonverbal communication to build therapeutic relationships. The CPRP Exam Blueprint includes "interpreting and responding to nonverbal cues, such as gestures and body language, as part of active listening" as a key task. Active listening involves fully engaging with the individual's verbal and nonverbal communication to understand their feelings and experiences.

* Option C: Active listening encompasses observing and interpreting nonverbal cues like gestures, mannerisms, and body movements to accurately assess an individual's feelings. This is a core skill in psychiatric rehabilitation, as it ensures the practitioner understands the individual's emotional state and responds empathetically.

* Option A: Reframing involves helping an individual view a situation from a different perspective, often to promote positive thinking, but it does not specifically involve assessing nonverbal cues.

* Option B: Focusing refers to guiding a conversation toward specific topics or goals, not assessing feelings through nonverbal communication.

* Option D: Clarifying values involves exploring an individual's beliefs or priorities, typically through verbal discussion, and is not directly related to interpreting gestures or body language.

Extract from CPRP Exam Blueprint (Domain I: Interpersonal Competencies):

"Tasks include: 2. Demonstrating active listening skills, including interpreting nonverbal communication such as gestures, mannerisms, and body language. 3. Using person-centered communication to validate individuals' experiences."

Psychiatric Rehabilitation Association (PRA). (2014). CPRP Exam Blueprint. Retrieved from PRA Certification Handbook.

PRA. (2024). CPRP Exam Preparation & Primer Online 2024 Course: Module 2 - Interpersonal Competencies.

Rogers, C. R. (1951). Client-Centered Therapy. Houghton Mifflin (influential in PRA's person-centered approach, emphasizing active listening).

問題 #104

A practitioner is working with an individual who is not applying the necessary skills to succeed in his work environment. The practitioner's FIRST approach would be to

- A. revisit the readiness assessment.
- B. ensure that the goal is self-determined.
- C. provide incentives for progress made.
- D. meet with the individual and the employer.

答案: A

解題說明:

When an individual struggles to apply skills in a work environment, the practitioner must first assess whether the individual is adequately prepared for the goal. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) emphasizes revisiting readiness to ensure alignment between the individual's motivation, skills, and goals (Task V.B.1: "Support individuals in developing readiness for rehabilitation goals"). Option A (revisit the readiness assessment) aligns with this, as it allows the practitioner to determine if the individual's lack of skill application stems from insufficient readiness (e.g., low confidence or motivation), which can inform tailored interventions.

Option B (meet with the employer) is premature without understanding the individual's readiness. Option C (ensure the goal is self-determined) is important but not the first step, as readiness affects goal pursuit. Option D (provide incentives) addresses behavior but not the underlying issue of skill application. The PRA Study Guide highlights readiness reassessment as a critical first step when progress stalls, supporting Option A.

CPRP Exam Blueprint (2014), Domain V: Strategies for Facilitating Recovery, Task V.B.1.

PRA Study Guide (2024), Section on Rehabilitation Readiness and Skill Development.

CPRP Exam Preparation & Primer Online 2024, Module on Strategies for Facilitating Recovery.

問題 #105

Which of the following is the most important initial goal for the practitioner when assessing an individual's readiness for change?

- A. Understanding the context of the change
- B. Assessment of the routines required for change
- C. Building trust and rapport with the individual
- D. Identifying the individual's goals for the future

答案: C

解題說明:

Assessing readiness for change requires a foundation of trust to ensure open communication and accurate evaluation of the individual's motivation. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes building trust and rapport as the primary initial goal to facilitate engagement and effective assessment (Task I.B.3: "Adapt communication strategies to build trust and engagement"). Option A (building trust and rapport with the individual) aligns with this, as a trusting relationship encourages the individual to share their thoughts and feelings about change, enabling the practitioner to assess readiness (e.g., through the Stages of Change model) accurately.

Option B (understanding the context) is important but secondary to trust, which enables context exploration.

Option C (assessment of routines) is specific to action planning, not readiness assessment. Option D (identifying goals) follows readiness assessment, which first evaluates motivation. The PRA Study Guide highlights trust as critical for readiness assessment, supporting Option A.

CPRP Exam Blueprint (2014), Domain I: Interpersonal Competencies, Task I.B.3.

PRA Study Guide (2024), Section on Trust-Building for Assessment.

問題 #106

A practitioner working in a residential program often has to intervene in conflicts among housemates living in the facility. Which of the following strategies would the practitioner use?

- A. Schedule a time for each individual to discuss the problem privately.
- B. Help housemates distinguish the individuals from the problem.
- C. Prescribe a time-out for the individuals in conflict.
- D. Recommend the housemates contact their case managers to report the conflict.

答案: B

解題說明:

Conflict resolution is an essential interpersonal competency for practitioners in psychiatric rehabilitation, particularly in settings like residential programs where interpersonal dynamics are common. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes using collaborative, person-centered strategies to manage conflicts (Task I.B.2: "Facilitate conflict resolution using recovery-oriented approaches"). Option D (help housemates distinguish the individuals from the problem) aligns with this task by employing a recovery-oriented technique, such as narrative or solution-focused approaches, that externalizes the problem (e.g., "the conflict is the issue, not the people"). This fosters collaboration and reduces personal blame, promoting constructive dialogue.

Option A (prescribe a time-out) is authoritarian and not recovery-oriented, as it does not empower individuals to resolve the conflict. Option B (recommend contacting case managers) deflects responsibility and does not address the conflict directly, missing an opportunity for skill-building. Option C (discuss the problem privately) may be part of a process but is less effective than Option D, as it does not directly facilitate group resolution or teach conflict management skills. The PRA Study Guide highlights externalizing problems as a best practice in conflict resolution, supporting Option D.

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CPRP Exam Blueprint (2014), Domain I: Interpersonal Competencies, Task I.B.2.

PRA Study Guide (2024), Section on Conflict Resolution Strategies.

CPRP Exam Preparation & Primer Online 2024, Module on Interpersonal Competencies.

問題 #107

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