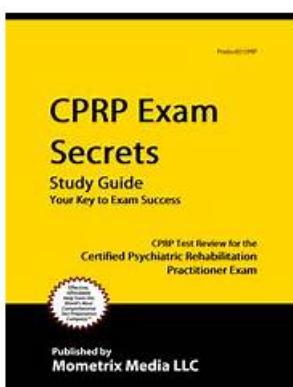


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Psychiatric Rehabilitation Association CPRP Exam Syllabus Topics:

Topic	Details
Topic 1	<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.
Topic 2	<ul style="list-style-type: none">Community Integration: This domain measures the skills of Psychiatric Rehabilitation Specialists and focuses on assisting individuals in engaging with their communities. It covers supporting access to housing, employment, education, and social networks that foster independence and inclusion within community settings.

Topic 3	<ul style="list-style-type: none"> • Interpersonal Competencies: This section of the CPRP exam measures the skills of Psychiatric Rehabilitation Specialists and focuses on establishing effective, respectful, and empathetic communication with clients. It covers active listening, trust-building, conflict resolution, and maintaining professional boundaries to support individuals in their recovery journey.
Topic 4	<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.
Topic 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.
Topic 6	<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.

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Psychiatric Rehabilitation Association Certified Psychiatric Rehabilitation Practitioner Sample Questions (Q23-Q28):

NEW QUESTION # 23

An individual tells a practitioner of a recent visit to her spiritual advisor to help reduce positive symptoms of schizophrenia. The practitioner uses this information to:

- A. Reinforce the need to use psychiatric medications.
- B. Develop an individualized crisis management plan.
- **C. Inform the rehabilitation planning and goal-setting process.**
- D. Explain that this is not relevant to the treatment process.

Answer: C

Explanation:

This question pertains to Domain IV: Assessment, Planning, and Outcomes, which focuses on incorporating individuals' strengths, preferences, and cultural factors into rehabilitation planning. The CPRP Exam Blueprint emphasizes "integrating individuals' spiritual or cultural practices into rehabilitation plans to support recovery goals, particularly when these practices are meaningful to symptom management." The individual's use of a spiritual advisor to manage positive symptoms is a strength that should be leveraged in planning.

* Option A: Using the information to inform the rehabilitation planning and goal-setting process is the best approach, as it respects the individual's spiritual practices and incorporates them as a strength in her recovery plan. This could involve goals that integrate spiritual support alongside other interventions, aligning with person-centered planning.

* Option B: Developing a crisis management plan is premature, as the scenario does not indicate a crisis but rather a proactive strategy for symptom management.

* Option C: Dismissing the spiritual advisor as irrelevant is disrespectful and ignores the individual's cultural and personal strengths, contradicting recovery principles.

* Option D: Reinforcing medication use without acknowledging the spiritual practice is overly directive and misses an opportunity to

build on the individual's existing coping strategies.

Extract from CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes):

"Tasks include: 2. Incorporating individuals' cultural, spiritual, and personal strengths into rehabilitation plans to support recovery goals."

:

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

PRA. (2024). CPRP Exam Preparation & Primer Online 2024 Course: Module 5 - Assessment, Planning, and Outcomes.

Farkas, M., & Anthony, W. A. (2010). Psychiatric Rehabilitation Interventions: A Review. International Review of Psychiatry (emphasizes cultural strengths in planning).

NEW QUESTION # 24

An individual and a practitioner identify that the individual has a history of feeling scared, disorganized, and isolated several weeks prior to psychiatric hospitalizations. The individual wants to be alerted by the practitioner when the practitioner notices these signs. This information should be reflected in the:

- A. Strategic goal
- B. Skills training plan
- C. Overall rehabilitation goal
- **D. Rehabilitation plan**

Answer: D

Explanation:

This question aligns with Domain IV: Assessment, Planning, and Outcomes, which focuses on developing individualized rehabilitation plans that incorporate assessment findings, personal goals, and strategies to support recovery. The CPRP Exam Blueprint emphasizes that rehabilitation plans should include "specific interventions, supports, and monitoring strategies to address identified needs and prevent adverse outcomes, such as hospitalization." The scenario involves incorporating a monitoring strategy (alerting the individual to early warning signs) into the individual's plan to prevent hospitalizations.

* Option D: The rehabilitation plan is the comprehensive document that integrates assessment data, goals, interventions, and monitoring strategies tailored to the individual's needs. Including a strategy to alert the individual when signs of feeling scared, disorganized, or isolated are observed fits within the rehabilitation plan, as it addresses early intervention to prevent hospitalization. This aligns with person- centered planning principles.

* Option A: A strategic goal typically outlines a broad, long-term outcome (e.g., maintaining stability), not specific interventions like monitoring and alerting.

* Option B: A skills training plan focuses on teaching specific skills (e.g., coping or social skills), not monitoring or alerting strategies.

* Option C: The overall rehabilitation goal is a high-level aim (e.g., living independently), not a detailed plan that includes specific interventions like alerting the individual to warning signs.

Extract from CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes):

"Tasks include: 2. Developing individualized rehabilitation plans that incorporate assessment findings and monitoring strategies. 3. Identifying early warning signs and interventions to prevent adverse outcomes, such as hospitalization."

:

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

PRA. (2024). CPRP Exam Preparation & Primer Online 2024 Course: Module 5 - Assessment, Planning, and Outcomes.

Farkas, M., & Anthony, W. A. (2010). Psychiatric Rehabilitation Interventions: A Review. International Review of Psychiatry (recommended CPRP study literature, discusses rehabilitation planning).

NEW QUESTION # 25

The practitioner is meeting with a deaf individual with a psychiatric disability who uses a sign language interpreter. When meeting with the individual, the practitioner should communicate:

- A. Slowly and distinctly so the interpreter can keep up.
- B. Directly to the interpreter.
- C. Speak alternately to the individual and to the interpreter.
- **D. Directly to the individual.**

Answer: D

Explanation:

This question aligns with Domain I: Interpersonal Competencies, which focuses on effective, person- centered communication and

cultural competence, including accommodating individuals with disabilities. The CPRP Exam Blueprint highlights that practitioners must "adapt communication strategies to meet the needs of individuals with diverse abilities, including those with sensory disabilities." When working with a deaf individual using a sign language interpreter, best practice involves communicating directly with the individual to maintain a person-centered, respectful interaction.

* Option B: Communicating directly to the individual (e.g., making eye contact and addressing them, not the interpreter) respects their autonomy and ensures the interaction remains person-centered. The interpreter facilitates communication by translating, but the practitioner's focus should be on the individual, as this aligns with recovery-oriented principles and cultural competence.

* Option A: Speaking alternately to the individual and interpreter disrupts the flow of communication and may confuse the interaction, undermining the individual's role in the conversation.

* Option C: Speaking slowly and distinctly is unnecessary unless requested by the interpreter, as professional interpreters are trained to keep up with normal speech. This option also shifts focus to the interpreter's needs rather than the individual's.

* Option D: Communicating directly to the interpreter excludes the individual from the interaction, which is disrespectful and not person-centered. It treats the interpreter as the primary recipient rather than a facilitator.

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

"Tasks include: 4. Adapting communication strategies to meet the needs of individuals with diverse abilities and cultural backgrounds.

5. Demonstrating cultural competence in all interactions."

:

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.

Anthony, W. A., Cohen, M., & Farkas, M. (1990). Psychiatric Rehabilitation. Center for Psychiatric Rehabilitation, Boston University (emphasizes person-centered communication).

NEW QUESTION # 26

An individual with a history of substance abuse and problems with anger management has been living with his family for the last four years. His parents told him that he must stop using drugs or move out. When discussing his situation with the practitioner, the individual becomes angry and threatens that he will hurt his family. What is the best initial action for the practitioner?

- A. Determine the level of risk in this situation
- B. Judge the individual's level of emotional upset
- C. Encourage the individual to calm down
- D. Provide a quiet environment to speak with the individual

Answer: A

Explanation:

When an individual makes a threat of harm, the practitioner must prioritize safety through a structured risk assessment. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes assessing risk to ensure safety for the individual and others when threats are expressed (Task I.C.1: "Assess and respond to safety concerns in a trauma-informed manner"). Option A (determine the level of risk in this situation) aligns with this, as it involves evaluating the seriousness, intent, and means of the threat to guide immediate actions, such as de-escalation or referral to crisis services, protecting the family and individual.

Option B (provide a quiet environment) may be a follow-up but is not the initial priority over safety. Option C (judge emotional upset) is vague and less actionable than risk assessment. Option D (encourage calming down) risks escalating the situation without assessing risk. The PRA Study Guide underscores risk assessment as the first step in managing threats, supporting Option A.

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CPRP Exam Blueprint (2014), Domain I: Interpersonal Competencies, Task I.C.1.

PRA Study Guide (2024), Section on Safety and Risk Assessment.

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

NEW QUESTION # 27

A practitioner asks an individual to "list ten things in life you think are important." The practitioner then asks the individual to rank them in order of importance. The next step involves asking the individual to eliminate all except three of these. This is an example of a/an

- A. skills development programming
- B. overall rehabilitation goal selection.
- C. functional assessment.
- D. values clarification activity.

Answer: D

Explanation:

The described exercise focuses on identifying and prioritizing an individual's values to guide person-centered planning. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) includes assessing personal values and preferences as part of readiness and goal-setting processes to ensure goals align with what matters most to the individual (Task IV.A.2: "Assess individual's stage of change and readiness for goal- setting"). Option D (values clarification activity) aligns with this, as the process of listing, ranking, and narrowing down important life aspects helps the individual clarify their core values (e.g., family, independence, creativity), which informs the development of meaningful rehabilitation goals.

Option A (functional assessment) evaluates skills and deficits, not values. Option B (overall rehabilitation goal selection) is a subsequent step that builds on clarified values. Option C (skills development programming) involves teaching specific abilities, not exploring values. The PRA Study Guide emphasizes values clarification as a key activity for aligning goals with personal priorities, supporting Option D.

CPRP Exam Blueprint (2014), Domain IV: Assessment, Planning, and Outcomes, Task IV.A.2.

PRA Study Guide (2024), Section on Values Clarification in Planning.

CPRP Exam Preparation & Primer Online 2024, Module on Assessment, Planning, and Outcomes.

NEW QUESTION # 28

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