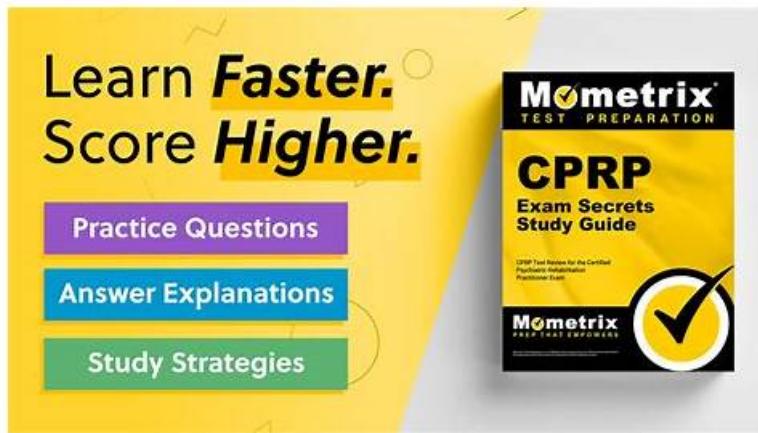


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Psychiatric Rehabilitation Association CPRP Exam Syllabus Topics:

Topic	Details
Topic 1	<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 2	<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 3	<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.
Topic 4	<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 5	<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.

Psychiatric Rehabilitation Association Certified Psychiatric Rehabilitation Practitioner Sample Questions (Q122-Q127):

NEW QUESTION # 122

Which of the following is an indicator of higher levels of recovery for individuals?

- A. Education levels
- B. Meaningful experiences**
- C. Cultural background
- D. Socioeconomic status

Answer: B

Explanation:

Recovery in psychiatric rehabilitation is defined by personal growth, fulfillment, and engagement in valued roles, not just symptom reduction. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) identifies meaningful experiences-such as achieving personal goals, forming relationships, or participating in community activities-as key indicators of higher recovery levels (Task V.A.1: "Promote recovery principles, including self-determination and satisfaction"). Option C (meaningful experiences) aligns with this, as recovery is reflected in experiences that foster purpose, hope, and connection, which are central to recovery-oriented outcomes.

Option A (education levels) may support recovery but is not a direct indicator. Option B (cultural background) influences experiences but is not an outcome measure. Option D (socioeconomic status) is a contextual factor, not a recovery indicator. The PRA Study Guide emphasizes meaningful experiences as a hallmark of recovery, supporting Option C.

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

PRA Study Guide (2024), Section on Recovery Outcomes and Meaningful Experiences.

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

NEW QUESTION # 123

An individual is referred to a psychiatric rehabilitation program after a brief inpatient hospitalization. During a meeting with his practitioner and his mother, who is a primary support, she reports her son "is doing better, should find a job and stop medication; then everything will be fine." The practitioner's FIRST BEST approach is to

- A. discuss with the mother the likelihood of her son finding and maintaining employment.
- B. engage the mother in a discussion about the importance of medication adherence and why her son is doing better.
- C. acknowledge the mother's statement while engaging the individual in a discussion about his goals and objectives.**
- D. discuss with the individual and his mother, services that will incorporate medication, education, and employment.

Answer: C

Explanation:

When a family member expresses opinions that may not align with recovery-oriented principles, the practitioner must prioritize the individual's autonomy while respectfully engaging supports. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies)

emphasizes person-centered engagement by acknowledging family input while focusing on the individual's goals to build trust and collaboration (Task I.B).

1: "Collaborate with individuals and their support systems to address barriers in a culturally competent manner"). Option D (acknowledge the mother's statement while engaging the individual in a discussion about his goals and objectives) aligns with this, as it validates the mother's perspective, maintains a positive relationship, and centers the individual's aspirations, ensuring the plan reflects his priorities post- hospitalization.

Option A (discuss services incorporating medication, education, employment) is prescriptive and assumes solutions without first exploring the individual's goals. Option B (discuss medication adherence) risks alienating the mother by focusing on correction rather than collaboration. Option C (discuss employment likelihood) sidelines the individual's voice and does not address the mother's broader statement. The PRA Study Guide underscores person-centered engagement with family involvement as critical in initial meetings, supporting Option D.

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

PRA Study Guide (2024), Section on Family Engagement and Person-Centered Care.

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

NEW QUESTION # 124

The starting point of a functional assessment is identifying an individual's

- A. employment history.
- B. recovery goals.
- C. past successes.
- D. cognitive ability.

Answer: B

Explanation:

A functional assessment in psychiatric rehabilitation focuses on identifying strengths, needs, and aspirations to inform person-centered planning. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) specifies that functional assessments begin with understanding the individual's recovery goals to guide rehabilitation planning (Task IV.A.1: "Conduct functional assessments to identify individual goals and strengths"). Option C (recovery goals) aligns with this, as identifying what the individual wants to achieve (e.g., housing, employment, or social connections) sets the direction for assessing relevant skills and supports.

Option A (past successes) is part of the assessment but secondary to goal identification. Option B (cognitive ability) is a specific domain assessed later, not the starting point. Option D (employment history) is relevant for vocational goals but too narrow for the broader scope of a functional assessment. The PRA Study Guide emphasizes starting with the individual's recovery goals to ensure person-centered planning, supporting Option C.

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CPRP Exam Blueprint (2014), Domain IV: Assessment, Planning, and Outcomes, Task IV.A.1.

PRA Study Guide (2024), Section on Functional Assessment.

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

NEW QUESTION # 125

The values that should be inherent in Supported Education programs are hope, dignity, and:

- A. Achievement.
- B. Self-actualization.
- C. Self-help.
- D. Individualization.

Answer: D

Explanation:

This question pertains to Domain V: Strategies for Facilitating Recovery, which includes implementing evidence-based practices like Supported Education. The CPRP Exam Blueprint states that "Supported Education programs are grounded in recovery-oriented values, including hope, dignity, and individualization, to empower individuals to pursue educational goals." Individualization ensures services are tailored to the unique needs and goals of each person, a core principle of psychiatric rehabilitation.

* Option D: Individualization is a key value in Supported Education, as it ensures that support is customized to the individual's educational aspirations, learning style, and needs (e.g., accommodations, pacing). This aligns with the person-centered focus of

recovery and Supported Education.

* Option A: Self-actualization, while a psychological concept, is not a specific value emphasized in Supported Education programs, which prioritize practical and recovery-oriented principles.

* Option B: Achievement is an outcome, not a foundational value, and is less central than individualization in shaping program design.

* Option C: Self-help is related but less precise than individualization, which encompasses tailored support beyond self-reliance.

Extract from CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery):

"Tasks include: 3. Implementing Supported Education programs grounded in values of hope, dignity, and individualization to support personalized educational goals."

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

PRA. (2024). CPRP Exam Preparation & Primer Online 2024 Course: Module 6 - Strategies for Facilitating Recovery.

Anthony, W. A., & Farkas, M. (2012). The Essential Guide to Psychiatric Rehabilitation Practice. Boston University Center for Psychiatric Rehabilitation (details Supported Education values).

NEW QUESTION # 126

Which of the following impacts a person's ability to become engaged in her communities?

- A. Degree of opportunity
- B. Treatment compliance
- C. Past successes
- D. Diagnosis

Answer: A

Explanation:

Community engagement depends on access to opportunities that allow individuals to participate in meaningful roles, such as employment, volunteering, or social activities. The CPRP Exam Blueprint (Domain III: Community Integration) emphasizes that the degree of opportunity-access to resources, inclusive environments, and community activities-directly impacts an individual's ability to engage in their communities (Task III.B.1: "Identify and address barriers to community participation"). Option B (degree of opportunity) aligns with this, as structural and social opportunities (e.g., accessible programs, welcoming community spaces) are critical drivers of community integration.

Option A (treatment compliance) may support stability but is not the primary factor for community engagement. Option C (past successes) influences confidence but is less direct than access to opportunities.

Option D (diagnosis) is a clinical factor that does not inherently determine community participation, which is more about external opportunities and supports. The PRA Study Guide highlights opportunity access as a key facilitator of community integration, supporting Option B.

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CPRP Exam Blueprint (2014), Domain III: Community Integration, Task III.B.1.

PRA Study Guide (2024), Section on Community Engagement and Opportunity Access.

CPRP Exam Preparation & Primer Online 2024, Module on Community Integration.

NEW QUESTION # 127

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