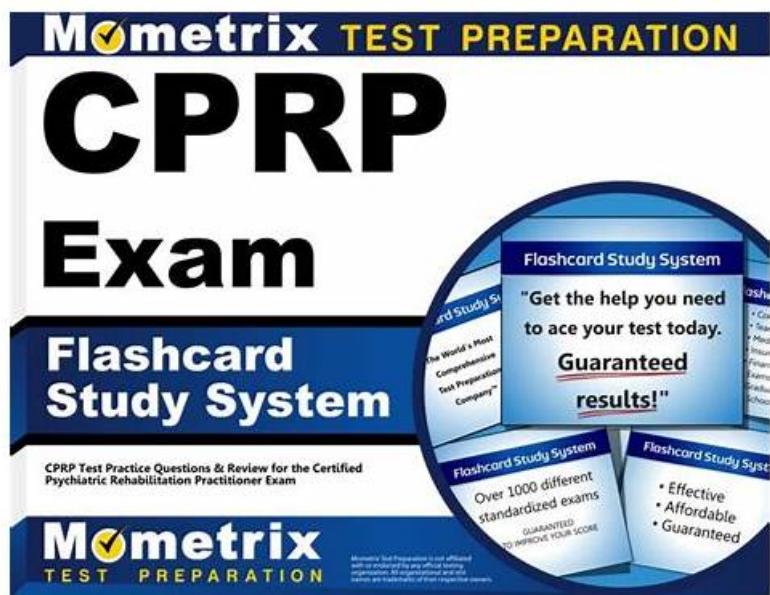


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Psychiatric Rehabilitation Association CPRP Exam Syllabus Topics:

Topic	Details
Topic 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.

Topic 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.
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.

Psychiatric Rehabilitation Association Certified Psychiatric Rehabilitation Practitioner Sample Questions (Q96-Q101):

NEW QUESTION # 96

The parents of an individual visit the group home and complain to the practitioner that the home is a mess and insist that the staff should clean it. The practitioner:

- A. Advises the parents to explore alternative housing for their child.
- B. Explains to the parents that the residents are required to do their chores and that it is not the staff's responsibility.
- C. Acknowledges that the home might not be as clean as the parents would like and listens to their suggestions.**
- D. Suggests to the parents that they speak to a supervisor.

Answer: C

Explanation:

This question aligns with Domain II: Professional Role Competencies, which focuses on professional ethics, boundaries, advocacy, and effective communication with stakeholders, including family members. The CPRP Exam Blueprint highlights that practitioners must "maintain professional boundaries while engaging with families and other stakeholders in a collaborative and respectful manner." The scenario involves a practitioner responding to parents' concerns about the cleanliness of a group home, requiring a response that balances professionalism, collaboration, and respect for the recovery-oriented environment.

* Option A: Acknowledging the parents' concern and listening to their suggestions demonstrates professionalism, respect, and a collaborative approach. It opens a dialogue without deflecting responsibility or escalating the situation, aligning with the PRA's emphasis on engaging stakeholders respectfully. This response also maintains boundaries by not immediately deferring to a supervisor or dismissing the concern.

* Option B: Suggesting the parents speak to a supervisor deflects responsibility and may be perceived as dismissive, failing to address the concern directly or collaboratively.

* Option C: Advising alternative housing is an extreme response that does not address the parents' concern or promote collaboration. It also risks undermining the individual's recovery environment without justification.

* Option D: Explaining that residents are responsible for chores, while factually correct in many recovery-oriented settings, may come across as defensive and dismissive of the parents' valid concern.

It does not foster collaboration or invite further discussion.

Extract from CPRP Exam Blueprint (Domain II: Professional Role Competencies):

"Tasks include: 1. Adhering to professional ethics and boundaries. 2. Engaging with families, caregivers, and other stakeholders in a collaborative manner. 3. Advocating for individuals while maintaining professionalism in all interactions."

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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 3 - Professional Role Competencies.

PRA Code of Ethics (2019). Emphasizes respectful and collaborative engagement with stakeholders.

NEW QUESTION # 97

Identifying personal preferences and values is a part of assessing

- A. skill functioning
- B. mental health status.
- C. resource needs.
- D. rehabilitation readiness.**

Answer: D

Explanation:

Assessing rehabilitation readiness involves understanding an individual's motivation, confidence, and personal drivers for pursuing recovery goals. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) includes identifying personal preferences and values as part of readiness assessment to determine an individual's preparedness for goal-setting (Task IV.A.2: "Assess individual's stage of change and readiness for goal-setting"). Option C (rehabilitation readiness) aligns with this, as preferences and values (e.g., what matters most to the individual, such as family or independence) inform their willingness and motivation to engage in rehabilitation activities.

Option A (resource needs) focuses on external supports, not personal values. Option B (mental health status) pertains to clinical symptoms, not preferences or readiness. Option D (skill functioning) assesses abilities, not motivational factors like values. The PRA Study Guide emphasizes that understanding preferences and values is critical for assessing readiness, supporting Option C.

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

PRA Study Guide (2024), Section on Rehabilitation Readiness Assessment.

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

NEW QUESTION # 98

Rehabilitation readiness refers to an individual's

- A. desire to set a goal.
- B. specific skill set.
- C. functional capacity.
- D. ability to reach a goal.

Answer: A

Explanation:

Rehabilitation readiness assesses an individual's preparedness to engage in the process of setting and pursuing recovery-oriented goals. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) defines readiness as the individual's desire and motivation to set goals, reflecting their hope, confidence, and commitment to change (Task IV.A.2: "Assess individual's stage of change and readiness for goal-setting").

Option A (desire to set a goal) aligns with this, as readiness focuses on the individual's willingness to identify and work toward specific objectives, such as employment or education, often evaluated through tools like the Stages of Change model.

Option B (specific skill set) relates to functional assessment, not readiness. Option C (ability to reach a goal) focuses on outcomes, not the initial motivation. Option D (functional capacity) assesses skills and deficits, not motivational readiness. The PRA Study Guide emphasizes desire as the core of rehabilitation readiness, supporting Option A.

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

PRA Study Guide (2024), Section on Rehabilitation Readiness Assessment.

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

NEW QUESTION # 99

An individual expresses a desire to return to work after several years. She is unable to move forward because she is concerned that she will not be able to manage the stress. The BEST intervention for the practitioner to use is

- A. relapse prevention planning.
- B. motivational interviewing.
- C. skill programming.
- D. illness management.

Answer: B

Explanation:

When an individual expresses a goal (returning to work) but is hindered by concerns about stress, the practitioner must address ambivalence and build motivation to move forward. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) highlights motivational interviewing as an evidence-based intervention to explore and resolve ambivalence, enhancing readiness for goal pursuit (Task V.B.2: "Facilitate the development of self-management skills"). Option B (motivational interviewing) aligns with this, as it involves collaborative, empathetic conversations to help the individual articulate her concerns, weigh the pros and cons of

working, and build confidence in managing stress, thereby supporting her work goal.

Option A (illness management) focuses on symptom control, not directly addressing stress-related ambivalence. Option C (skill programming) teaches specific skills but is premature without resolving her concerns. Option D (relapse prevention planning) is relevant for maintaining gains but not for overcoming initial barriers to action. The PRA Study Guide emphasizes motivational interviewing for addressing ambivalence in goal-setting, supporting Option B.

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CPRP Exam Blueprint (2014), Domain V: Strategies for Facilitating Recovery, Task V.B.2.

PRA Study Guide (2024), Section on Motivational Interviewing in Recovery.

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

NEW QUESTION # 100

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

Answer: B

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 # 101

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