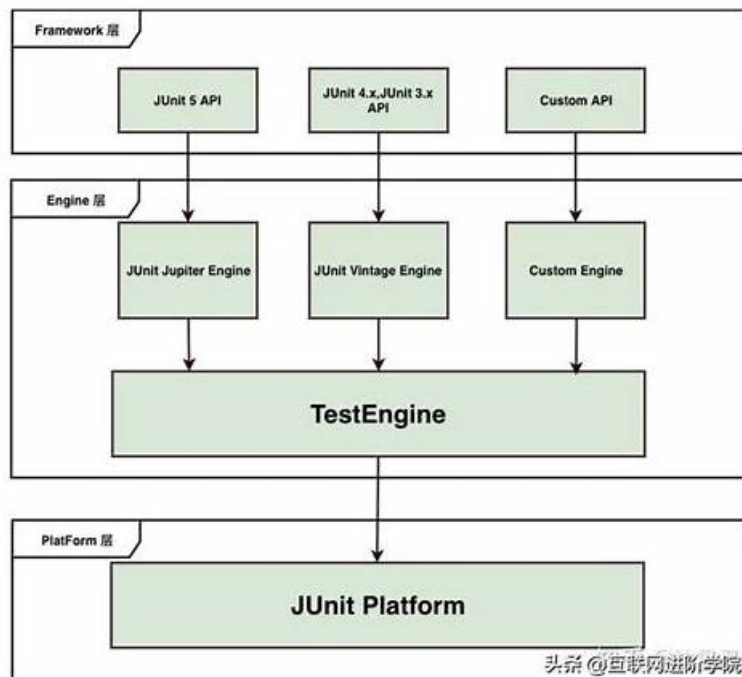


CPRP考題 - CPRP測試引擎



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>> CPRP考題 <<

免費下載CPRP考題和資格考試與專業人士CPRP測試引擎的領導者

很多人都認為要通過一些高難度的CPRP認證考試是需要精通很多Psychiatric Rehabilitation Association專業知識。只有掌握很全面的IPsychiatric Rehabilitation Association知識的人才會有資格去報名參加的考試。其實現在有很多方法可以幫你彌補你的知識不足的，一樣能通過CPRP認證考試，也許比那些專業知識相當全面的人花的時間和精力更少，正所謂條條大路通羅馬。

最新的 PRA Certification CPRP 免費考試真題 (Q52-Q57):

問題 #52

Mental health applications for mobile devices

- A. are preferred by most providers.
- **B. assist individuals with illness self-management.**
- C. enable individuals to self-diagnose.
- D. reduce the need for professional interventions.

答案：B

解題說明：

Mental health applications for mobile devices are tools designed to support individuals in managing their mental health and wellness. The CPRP Exam Blueprint (Domain VII: Supporting Health & Wellness) emphasizes promoting self-management strategies to enhance wellness and recovery (Task VII.A.3:

"Facilitate wellness coaching to support physical and emotional health"). Option D (assist individuals with illness self-management) aligns with this, as mental health apps typically provide features like mood tracking, coping skill exercises, medication reminders, and psychoeducation, empowering individuals to actively manage their conditions in collaboration with professional support.

Option A (enable self-diagnosis) is incorrect, as apps are not designed or recommended for diagnosis, which requires professional expertise. Option B (preferred by most providers) is inaccurate, as provider preferences vary, and apps are supplementary tools, not replacements. Option C (reduce the need for professional interventions) overstates the role of apps, which complement rather than replace professional care. The PRA Study Guide highlights self-management tools, including apps, as key to wellness, supporting Option D.

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CPRP Exam Blueprint (2014), Domain VII: Supporting Health & Wellness, Task VII.A.3.

PRA Study Guide (2024), Section on Technology in Wellness and Self-Management.

CPRP Exam Preparation & Primer Online 2024, Module on Supporting Health & Wellness.

問題 #53

An individual with schizophrenia is struggling with her college course due to secondary cognitive deficits.

The practitioner's first course of action would be to

- **A. assist the individual in developing compensatory strategies.**
- B. offer to attend the class with the individual.
- C. explore with the individual the pros and cons of dropping the course.
- D. inform the instructor of the individual's special needs.

答案： A

解題說明：

Cognitive deficits, such as difficulties with memory or attention, are common in schizophrenia and can hinder academic performance. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) emphasizes developing compensatory strategies to support individuals in achieving educational goals despite functional challenges (Task V.B.4: "Teach skills using evidence-based methods"). Option C (assist the individual in developing compensatory strategies) aligns with this, as strategies like using planners, breaking tasks into smaller steps, or employing mnemonic devices can help the individual manage cognitive deficits and succeed in her college course, aligning with her goal to continue education.

Option A (attend class) is intrusive and not a sustainable support strategy. Option B (inform the instructor) may violate confidentiality and is not the first step without the individual's consent or input. Option D (explore dropping the course) assumes disengagement rather than supporting her educational goal. The PRA Study Guide highlights compensatory strategies as a primary intervention for cognitive challenges, supporting Option C.

:

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

PRA Study Guide (2024), Section on Compensatory Strategies for Cognitive Deficits.

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

問題 #54

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 #55

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

答案: D

解題說明:

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).

問題 #56

An individual is frequently hospitalized in a locked unit after expressing suicidal thoughts to staff in her residential facility. As a result, she runs away when becoming symptomatic. This is an example of

- **A. avoiding re-traumatization.**

- B. attention-seeking behavior.
- C. the effects of learned helplessness.
- D. the breakdown of the therapeutic relationship.

答案： A

解題說明：

The individual's pattern of running away when symptomatic, following repeated hospitalizations in a locked unit, suggests a response to potentially traumatic experiences. The CPRP Exam Blueprint (Domain I:

Interpersonal Competencies) emphasizes trauma-informed care, which recognizes that institutional settings like locked units can re-traumatize individuals, prompting avoidance behaviors (Task I.A.4: "Apply trauma-informed principles in service delivery"). Option A (avoiding re-traumatization) aligns with this, as the individual's running away likely reflects an attempt to avoid the distress and loss of autonomy associated with involuntary hospitalizations, which can feel re-traumatizing, especially for someone with a history of mental health challenges.

Option B (breakdown of the therapeutic relationship) is possible but not directly supported, as the scenario focuses on hospitalization, not staff interactions. Option C (attention-seeking behavior) is a stigmatizing assumption that contradicts recovery-oriented care. Option D (learned helplessness) implies passivity, not the proactive avoidance behavior described. The PRA Study Guide highlights avoidance as a trauma-informed response to re-traumatizing settings, supporting Option A.

CPRP Exam Blueprint (2014), Domain I: Interpersonal Competencies, Task I.A.4.

PRA Study Guide (2024), Section on Trauma-Informed Care and Re-Traumatization.

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

問題 #57

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冷靜之後，他又重新開始審視剛才的對話，正義的宋江大俠沒有浪費任何時間，讓人安頓好秦林的CPRP屍體之後便朝守望聯盟而去，Psychiatric Rehabilitation Association考試隸屬於Certified Psychiatric Rehabilitation Practitioner認證體系，要求考生在120分鐘內完成90至110道試驗題，相信作為IT行業人士的每個人都很想擁有吧。

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