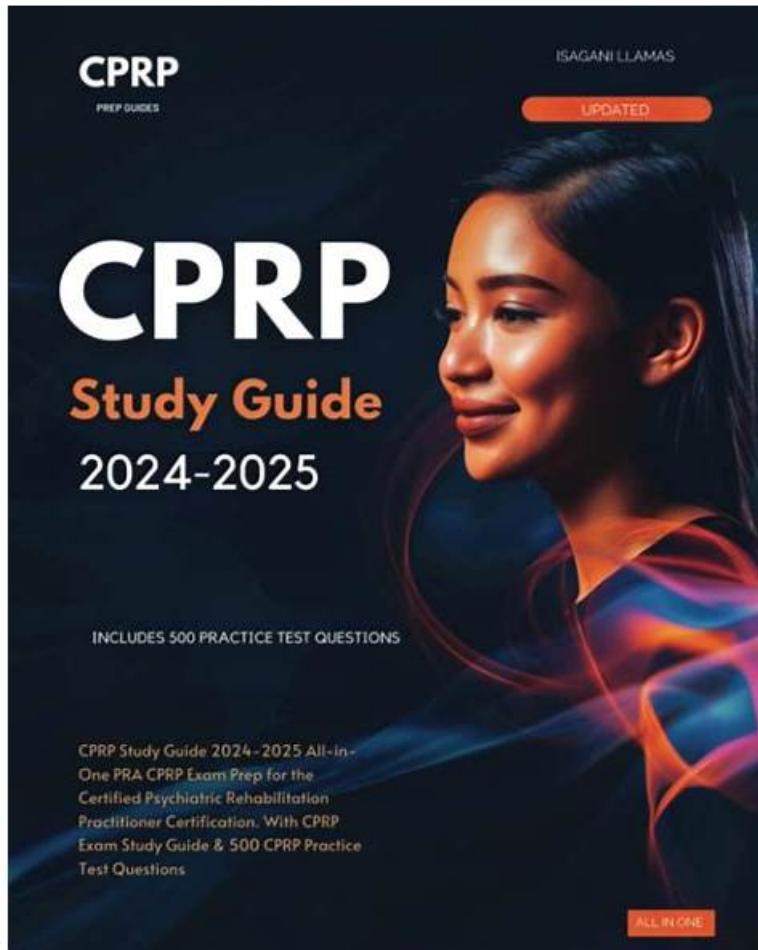


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Psychiatric Rehabilitation Association CPRP Exam Syllabus Topics:

| 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">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 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">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 6 | <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 (Q85-Q90):

NEW QUESTION # 85

What statement is the best example of an objective that is measurable and addresses observable behavior? The individual will:

- A. Increase medication compliance to 100%.
- B. Arrive to work on time four out of five days per week.
- C. Learn to seek help more often within the next six to eight weeks.
- D. Increase use of social skills related to living environments.

Answer: B

Explanation:

This question aligns with Domain IV: Assessment, Planning, and Outcomes, which focuses on developing measurable, observable objectives in rehabilitation plans. The CPRP Exam Blueprint emphasizes that objectives should be "specific, measurable, achievable, relevant, and time-bound (SMART), with a focus on observable behaviors to track progress." The question tests the ability to identify an objective that is both measurable and tied to observable actions.

* Option B: "Arrive to work on time four out of five days per week" is specific, measurable (four out of five days), observable (on-time arrival), and time-bound (weekly). It meets SMART criteria and allows clear tracking of progress, making it the best example.

* Option A: "Increase medication compliance to 100%" is measurable but lacks specificity (e.g., timeframe or method of

measurement) and may not be fully observable without detailed monitoring, making it less precise than Option B.

* Option C: "Increase use of social skills related to living environments" is vague, as "social skills" and "increase" are not clearly defined or measurable, and the behavior is not easily observable without specific criteria.

* Option D: "Learn to seek help more often within the next six to eight weeks" is not sufficiently measurable (e.g., what constitutes "more often") and lacks clarity in observing the behavior, making it less effective as an objective.

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

"Tasks include: 4. Developing rehabilitation objectives that are specific, measurable, achievable, relevant, and time-bound. 5.

Focusing on observable behaviors to evaluate progress toward objectives."

:

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 SMART objectives).

NEW QUESTION # 86

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

Answer: B

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 # 87

A person utilizing psychiatric rehabilitation services meets with a fellow program participant to assist her in accessing employment services. This is an example of

- A. interdisciplinary support.
- B. rehabilitation readiness.
- C. **peer support.**
- D. vocational readiness.

Answer: C

Explanation:

Peer support involves individuals with lived experience of mental health challenges assisting others in their recovery journey, fostering hope and practical guidance. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) highlights peer support as a key strategy for empowering individuals to achieve recovery goals, such as accessing employment services (Task V.B.3: "Utilize peer support to promote recovery and rehabilitation goals"). Option A (peer support) aligns with this, as the program participant, a peer, is helping another individual navigate employment services, leveraging shared experiences to provide guidance and encouragement.

Option B (rehabilitation readiness) refers to preparing an individual for rehabilitation goals, not the act of peer assistance. Option C (vocational readiness) focuses on the individual's preparedness for work, not the peer's role in supporting access to services. Option D (interdisciplinary support) involves professional collaboration, not peer-based assistance. The PRA Study Guide emphasizes peer support's role in recovery-oriented service delivery, supporting Option A.

:

CPRP Exam Blueprint (2014), Domain V: Strategies for Facilitating Recovery, Task V.B.3.

PRA Study Guide (2024), Section on Peer Support in Recovery.

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

NEW QUESTION # 88

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

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

Answer: C

Explanation:

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).

NEW QUESTION # 89

Four individuals have been living together in a group home for six months. Recently they have been arguing about agreed upon rules for maintaining their residence. Which of the following is the next BEST course of action for the practitioner to take?

- A. Encourage each individual to explain their issues to others in order to avoid conflict.
- B. Discuss the problems with each individual separately to ensure confidentiality.
- C. Foster communication and conflict resolution skills of the group.
- D. Help the group to understand the importance of following the agreed upon rules.

Answer: C

Explanation:

Conflicts over house rules in a group home require interpersonal competencies to facilitate collaborative resolution and skill-building. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes fostering communication and conflict resolution skills to address group dynamics in a recovery-oriented manner (Task I.B.2: "Facilitate conflict resolution using recovery-oriented approaches"). Option D (foster communication and conflict resolution skills of the group) aligns with this, as it involves guiding the group to develop skills like active listening, problem-solving, and negotiation, enabling them to address current and future conflicts

constructively while maintaining a cohesive living environment.

Option A (encourage explaining issues) is a step but lacks the skill-building focus needed for lasting resolution. Option B (discuss problems separately) may preserve confidentiality but does not promote group communication or resolve the collective issue. Option C (emphasize rule importance) is directive and does not empower the group to address underlying conflicts. The PRA Study Guide underscores group-based conflict resolution skills as critical for shared living settings, 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 in Group Settings.

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

NEW QUESTION # 90

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