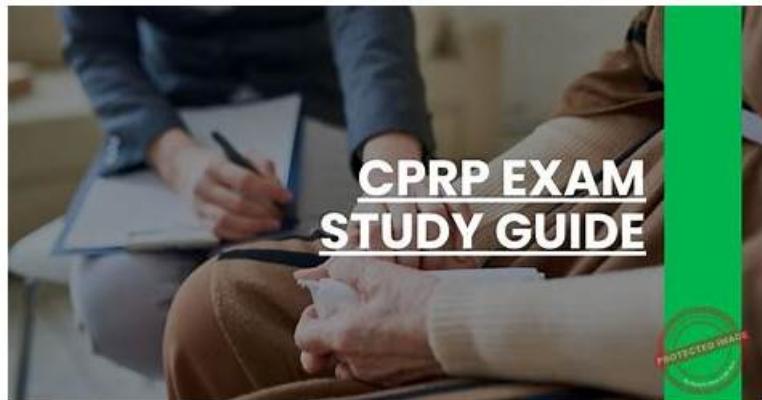


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Psychiatric Rehabilitation Association CPRP Exam Syllabus Topics:

Topic	Details
Topic 1	<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 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">• 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 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">• 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.

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Psychiatric Rehabilitation Association Certified Psychiatric Rehabilitation Practitioner Sample Questions (Q17-Q22):

NEW QUESTION # 17

A practitioner is working with an individual who is not applying the necessary skills to succeed in his work environment. The practitioner's FIRST approach would be to

- A. provide incentives for progress made.
- B. revisit the readiness assessment.
- C. meet with the individual and the employer.
- D. ensure that the goal is self-determined.

Answer: B

Explanation:

When an individual struggles to apply skills in a work environment, the practitioner must first assess whether the individual is adequately prepared for the goal. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) emphasizes revisiting readiness to ensure alignment between the individual's motivation, skills, and goals (Task V.B.1: "Support individuals in developing readiness for rehabilitation goals"). Option A (revisit the readiness assessment) aligns with this, as it allows the practitioner to determine if the individual's lack of skill application stems from insufficient readiness (e.g., low confidence or motivation), which can inform tailored interventions.

Option B (meet with the employer) is premature without understanding the individual's readiness. Option C (ensure the goal is self-determined) is important but not the first step, as readiness affects goal pursuit. Option D (provide incentives) addresses behavior but not the underlying issue of skill application. The PRA Study Guide highlights readiness reassessment as a critical first step when progress stalls, supporting Option A.

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

PRA Study Guide (2024), Section on Rehabilitation Readiness and Skill Development.

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

NEW QUESTION # 18

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

Answer: B

Explanation:

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.

NEW QUESTION # 19

Person-centered planning requires that all goals in the plan are

- A. about achieving a meaningful life.
- B. measurable and observable.
- C. about increasing independence.
- D. time limited and achievable.

Answer: A

Explanation:

Person-centered planning is a cornerstone of psychiatric rehabilitation, focusing on the individual's aspirations and values to guide goal-setting. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) emphasizes that person-centered plans prioritize goals that reflect the individual's vision for a meaningful life, encompassing personal fulfillment, community roles, and self-defined priorities (Task IV.B).

1: "Develop person-centered plans based on individual aspirations". Option B (about achieving a meaningful life) aligns with this, as it captures the essence of person-centered planning, which seeks to support goals that enhance quality of life, such as relationships, employment, or personal growth, tailored to the individual's values.

Option A (time limited and achievable) is a characteristic of effective goals but not the defining feature of person-centered planning, which prioritizes meaning over structure. Option C (measurable and observable) is a technical requirement for tracking progress, not the primary focus. Option D (about increasing independence) is a common theme but too narrow, as meaningful goals may also include connection or creativity. The PRA Study Guide underscores that person-centered planning centers on meaningful life outcomes, supporting Option B.

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

PRA Study Guide (2024), Section on Person-Centered Planning

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

NEW QUESTION # 20

An individual is having difficulty telling the practitioner what goals he wants to achieve. He says that it feels scary to allow himself to dream again. The BEST strategy for the individual and his practitioner to use is to work on

- A. reconnecting with his interests and talents.
- B. improving problem solving and social skills.
- C. developing self-esteem.
- D. developing coping skills.

Answer: A

Explanation:

Difficulty articulating goals, especially due to fear of dreaming, suggests a need to rebuild hope and self-awareness. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) emphasizes strategies that reconnect individuals with their strengths and aspirations to foster goal-setting (Task V.A.2):

"Support individuals in identifying personal strengths and interests to inform recovery goals". Option A (reconnecting with his interests and talents) aligns with this, as exploring interests and talents helps the individual rediscover what motivates him, reducing fear and building confidence to articulate meaningful goals.

Option B (problem solving and social skills) is relevant for implementation but not for initial goal identification. Option C (developing self-esteem) is a longer-term outcome, not the immediate strategy for goal-setting fears. Option D (developing coping skills) addresses fear management but not the core issue of reconnecting with aspirations. The PRA Study Guide highlights strengths-based exploration as key to overcoming barriers to goal-setting, supporting Option A.

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

NEW QUESTION # 21

A practitioner works part time at a restaurant, not realizing that the restaurant owner's son is a participant in the psychiatric rehabilitation program where the practitioner works. Upon learning of this connection, the practitioner would:

- A. Monitor the situation until the dual relationship becomes an issue.
- B. Reassure the restaurant owner that the practitioner is bound by confidentiality.
- **C. Consult with his program supervisor about the situation.**
- D. Quit the restaurant job, citing the conflict of interest.

Answer: C

Explanation:

This question aligns with Domain II: Professional Role Competencies, which focuses on maintaining professional ethics, boundaries, and addressing potential conflicts of interest. The CPRP Exam Blueprint and PRA Code of Ethics emphasize that "practitioners must proactively address dual relationships by consulting with supervisors to ensure ethical practice and protect confidentiality." The scenario involves a dual relationship that could compromise confidentiality or objectivity, requiring immediate ethical consideration.

* Option D: Consulting with the program supervisor is the best course of action, as it allows the practitioner to discuss the potential conflict, explore ethical implications, and determine steps to maintain professionalism and confidentiality. This aligns with PRA's ethical guidelines for addressing dual relationships proactively.

* Option A: Quitting the restaurant job is an extreme measure and unnecessary without first assessing the situation through consultation, which may identify less drastic solutions.

* Option B: Monitoring the situation passively risks ethical violations if the dual relationship impacts confidentiality or objectivity, failing to address the issue proactively.

* Option C: Reassuring the restaurant owner about confidentiality does not address the broader ethical concerns of the dual relationship and may inadvertently involve the owner in the participant's care, breaching boundaries.

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

"Tasks include: 1. Adhering to professional ethics and boundaries, including addressing dual relationships through consultation with supervisors. 2. Protecting confidentiality in all professional 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 consultation for dual relationships and confidentiality.

NEW QUESTION # 22

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