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## Psychiatric Rehabilitation Association CPRP Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none"><li>• <b>Interpersonal Competencies:</b> 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.</li></ul>
Topic 2	<ul style="list-style-type: none"><li>• <b>Systems Competencies:</b> 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.</li></ul>
Topic 3	<ul style="list-style-type: none"><li>• <b>Professional Role Competencies:</b> 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.</li></ul>

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## Psychiatric Rehabilitation Association Certified Psychiatric Rehabilitation Practitioner Sample Questions (Q37-Q42):

### NEW QUESTION # 37

A practitioner is working with an individual with a significant early childhood trauma history. The individual believes that the trauma history is a direct result of actions taken in past lives. The BEST course of action for the practitioner would be to

- A. remind her that she had no control over events as a young child.
- B. educate the individual on the potential harm of this thinking.
- C. refer her for therapy to work through self-blaming.
- **D. explore with the individual her belief system.**

**Answer: D**

Explanation:

Responding to an individual's belief about trauma requires interpersonal competencies that respect their worldview while fostering a therapeutic relationship. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes understanding and respecting an individual's cultural, spiritual, and personal beliefs to build trust and inform service delivery (Task I.A.2: "Demonstrate cultural competence in service delivery"). Option B (explore with the individual her belief system) aligns with this by engaging in a person-centered, non-judgmental exploration of her belief that past-life actions caused her trauma, which helps the practitioner understand her perspective and tailor support accordingly.

Option A (remind her of lack of control) dismisses her belief system, potentially undermining trust. Option C (refer for therapy) may be premature without first understanding her beliefs to ensure an appropriate referral.

Option D (educate on potential harm) risks invalidating her spiritual perspective, which contradicts recovery-oriented, culturally competent practice. The PRA Study Guide and Code of Ethics emphasize respecting diverse belief systems as part of trauma-informed, person-centered care, supporting Option B.

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CPRP Exam Blueprint (2014), Domain I: Interpersonal Competencies, Task I.A.2.

PRA Study Guide (2024), Section on Cultural Competence and Trauma-Informed Care.

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

### NEW QUESTION # 38

An individual has had a long history of struggling with negative symptoms of psychosis. The practitioner has been unsuccessful in engaging the individual due to his despair that his situation will never improve. The practitioner's best approach would be to:

- **A. Introduce him to a peer specialist.**
- B. Make his rehabilitation objectives more realistic.
- C. Ask him if he is taking his medication regularly.
- D. Remind him to never lose hope.

**Answer: A**

Explanation:

This question falls under Domain V: Strategies for Facilitating Recovery, which emphasizes evidence-based practices like peer support to foster hope and engagement in recovery. The CPRP Exam Blueprint highlights that "peer support, provided by individuals with lived experience, can inspire hope and model recovery, particularly for those struggling with despair or disengagement." The individual's negative symptoms of psychosis and despair are barriers to engagement, and introducing a peer specialist can provide a relatable role model to rebuild hope and motivation.

\* Option C: Introducing the individual to a peer specialist is the best approach, as peers with lived experience can share recovery stories, model coping strategies, and foster hope, which directly addresses the individual's despair. Peer support is an evidence-based practice in psychiatric rehabilitation, particularly effective for engaging individuals with negative symptoms or low motivation.

\* Option A: Asking about medication adherence assumes a medical issue without addressing the emotional barrier (despair), which is not person-centered and unlikely to engage the individual.

\* Option B: Reminding him to "never lose hope" is vague and lacks a concrete intervention, failing to provide practical support for engagement.

\* Option D: Adjusting rehabilitation objectives may be relevant later but does not directly address the immediate barrier of despair or facilitate engagement, which is the primary issue.

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

"Tasks include: 4. Promoting peer support as an evidence-based practice to foster hope, engagement, and recovery, particularly for individuals experiencing despair or disengagement."

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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.

Davidson, L., et al. (2012). Peer Support Among Persons with Severe Mental Illnesses: A Review.

Schizophrenia Bulletin (recommended CPRP study literature, emphasizes peer support for engagement).

### NEW QUESTION # 39

An individual is working on setting an overall rehabilitation plan with her practitioner. One of the objectives is to return to college to finish her degree in accounting, but she wants to work on other objectives first. This person is MOST likely in what stage of change?

- A. Contemplation.
- B. Action.
- C. Acceptance.
- D. Maintenance.

**Answer: A**

Explanation:

The Stages of Change model guides the development of rehabilitation plans by assessing an individual's readiness to pursue specific goals. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) emphasizes evaluating stages of change to prioritize goals in person-centered planning (Task IV.A.

2: "Assess individual's stage of change and readiness for goal-setting"). Option C (Contemplation) aligns with this, as the individual is considering returning to college (indicating awareness of the goal) but prioritizes other objectives first, suggesting she is not yet ready to act on the college goal but is weighing its importance.

Option A (Acceptance) is not a stage of change, though it may describe an attitude in later stages. Option B (Action) involves actively pursuing a goal, which does not match the individual's focus on other objectives.

Option D (Maintenance) applies to sustaining changes already made, not planning future goals. The PRA Study Guide describes contemplation as the stage where individuals are aware of a goal but not yet committed to action, 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 Stages of Change Model.

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

### NEW QUESTION # 40

An individual lacks the skills needed to perform a desired role. Which of the following interventions is the most appropriate?

- A. Direct skills teaching
- B. Readiness assessment
- C. Functional assessment
- D. Indirect skills teaching

**Answer: A**

Explanation:

This question pertains to Domain V: Strategies for Facilitating Recovery, which includes implementing interventions like direct skills teaching to address skill deficits. The CPRP Exam Blueprint states that "direct skills teaching is the most appropriate intervention when an individual lacks specific skills needed to achieve a desired role, as it provides structured, hands-on instruction." The scenario indicates a clear skill deficit for a desired role, making direct skills teaching the most targeted approach.

\* Option C: Direct skills teaching involves structured, hands-on instruction to teach specific skills (e.g., job tasks, social skills) needed for the desired role. This intervention is tailored to the individual's needs and promotes skill acquisition, aligning with recovery-oriented practice.

\* Option A: A readiness assessment evaluates motivation or preparedness but does not address the skill deficit directly, making it inappropriate for this scenario.

\* Option B: A functional assessment identifies skill deficits but is a diagnostic step, not an intervention to teach skills.

\* Option D: Indirect skills teaching (e.g., modeling or environmental supports) is less structured and may be less effective for addressing specific skill deficits compared to direct teaching.

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

"Tasks include: 2. Implementing direct skills teaching to address specific skill deficits required for desired roles or 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.

Cohen, M., Farkas, M., & Anthony, W. A. (2008). Psychiatric Rehabilitation Training Technology. Boston University Center for Psychiatric Rehabilitation (details direct skills teaching).

### NEW QUESTION # 41

What is the MOST critical component to successful implementation of the Illness Management and Recovery model?

- A. Goal setting standards
- B. Cognitive behavioral therapy
- C. Skilled practitioners
- D. Motivational enhancement strategies

**Answer: C**

Explanation:

The Illness Management and Recovery (IMR) model is an evidence-based practice that helps individuals manage their mental health conditions through psychoeducation, goal-setting, and skill-building. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) emphasizes that the success of IMR depends on the expertise and training of practitioners who deliver the model with fidelity (Task V.B.2:

"Facilitate the development of self-management skills"). Option D (skilled practitioners) aligns with this, as trained practitioners are essential to effectively implement IMR's structured components, including psychoeducation, cognitive-behavioral techniques, and motivational strategies, while adapting to individual needs and maintaining engagement.

Option A (motivational enhancement strategies) is a component of IMR but not the most critical, as it relies on practitioner skill to be effective. Option B (goal setting standards) is part of IMR but secondary to the practitioner's ability to facilitate the process. Option C (cognitive behavioral therapy) is one technique within IMR, not the overarching driver of success. The PRA Study Guide highlights skilled practitioners as the cornerstone of IMR implementation, supporting Option D.

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

PRA Study Guide (2024), Section on Illness Management and Recovery Model.

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

### NEW QUESTION # 42

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