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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">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">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">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.

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Psychiatric Rehabilitation Association Certified Psychiatric Rehabilitation Practitioner Sample Questions (Q114-Q119):

NEW QUESTION # 114

The true mission of psychiatric rehabilitation is to improve functioning and

- A. decrease symptoms.
- B. increase insight.
- C. increase satisfaction.
- D. decrease stigma.

Answer: C

Explanation:

Psychiatric rehabilitation focuses on enhancing an individual's ability to live, work, and engage in the community while achieving personal fulfillment. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) defines the mission as improving functioning (e.g., skills for daily living, employment) and increasing satisfaction with life roles and environments (Task V.A.1: "Promote recovery principles, including self-determination and satisfaction"). Option A (increase satisfaction) aligns with this, as psychiatric rehabilitation prioritizes person-centered outcomes, such as achieving goals that enhance quality of life and personal fulfillment, alongside functional improvements.

Option B (decrease symptoms) is a clinical goal, not the primary focus of rehabilitation, which emphasizes functioning over symptom reduction. Option C (increase insight) is not a core rehabilitation outcome, as insight is secondary to practical and personal goals. Option D (decrease stigma) is a broader advocacy goal (Domain VI) but not the mission's core focus. The PRA Study Guide defines psychiatric rehabilitation as improving functioning and life satisfaction, supporting Option A.

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

PRA Study Guide (2024), Section on Mission of Psychiatric Rehabilitation.

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

NEW QUESTION # 115

After meeting with an individual and hearing about her goals, the next BEST step in person-centered planning is

- A. developing a treatment plan.
- B. scheduling an interdisciplinary team meeting.
- C. conducting a strengths-based assessment.
- D. performing a functional assessment.

Answer: C

Explanation:

Person-centered planning builds on an individual's goals by identifying strengths and resources to support their achievement. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) specifies that after identifying goals, the next step is to conduct a strengths-based assessment to highlight the individual's capabilities, interests, and supports that can be leveraged to achieve their aspirations (Task IV.A.1: "Conduct functional assessments to identify individual goals and strengths"). Option B (conducting a strengths-based assessment) aligns with this, as it ensures the plan is grounded in the individual's existing assets, fostering hope and tailoring strategies to their unique strengths.

Option A (performing a functional assessment) is broader and includes strengths but also deficits, making it less specific than a strengths-based focus. Option C (developing a treatment plan) is premature, as assessment must precede planning, and "treatment" is a clinical term not aligned with rehabilitation's focus. Option D (scheduling an interdisciplinary team meeting) may occur later but is not the immediate next step after goal identification. The PRA Study Guide emphasizes strengths-based assessment as critical for person-centered planning, supporting Option B.

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

PRA Study Guide (2024), Section on Strengths-Based Assessment in Planning.

NEW QUESTION # 116

An individual is referred to a psychiatric rehabilitation program after a brief inpatient hospitalization. During a meeting with his practitioner and his mother, who is a primary support, she reports her son "is doing better, should find a job and stop medication; then everything will be fine." The practitioner's FIRST BEST approach is to

- A. acknowledge the mother's statement while engaging the individual in a discussion about his goals and objectives.
- B. discuss with the individual and his mother, services that will incorporate medication, education, and employment.
- C. engage the mother in a discussion about the importance of medication adherence and why her son is doing better.
- D. discuss with the mother the likelihood of her son finding and maintaining employment.

Answer: A

Explanation:

When a family member expresses opinions that may not align with recovery-oriented principles, the practitioner must prioritize the individual's autonomy while respectfully engaging supports. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes person-centered engagement by acknowledging family input while focusing on the individual's goals to build trust and collaboration (Task I.B.

1: "Collaborate with individuals and their support systems to address barriers in a culturally competent manner"). Option D (acknowledge the mother's statement while engaging the individual in a discussion about his goals and objectives) aligns with this, as it validates the mother's perspective, maintains a positive relationship, and centers the individual's aspirations, ensuring the plan reflects his priorities post-hospitalization.

Option A (discuss services incorporating medication, education, employment) is prescriptive and assumes solutions without first exploring the individual's goals. Option B (discuss medication adherence) risks alienating the mother by focusing on correction rather than collaboration. Option C (discuss employment likelihood) sidelines the individual's voice and does not address the mother's broader statement. The PRA Study Guide underscores person-centered engagement with family involvement as critical in initial meetings, supporting Option D.

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CPRP Exam Blueprint (2014), Domain I: Interpersonal Competencies, Task I.B.1.

PRA Study Guide (2024), Section on Family Engagement and Person-Centered Care.

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

NEW QUESTION # 117

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

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

Answer: C

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 # 118

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

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

Answer: C

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.

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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 # 119

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