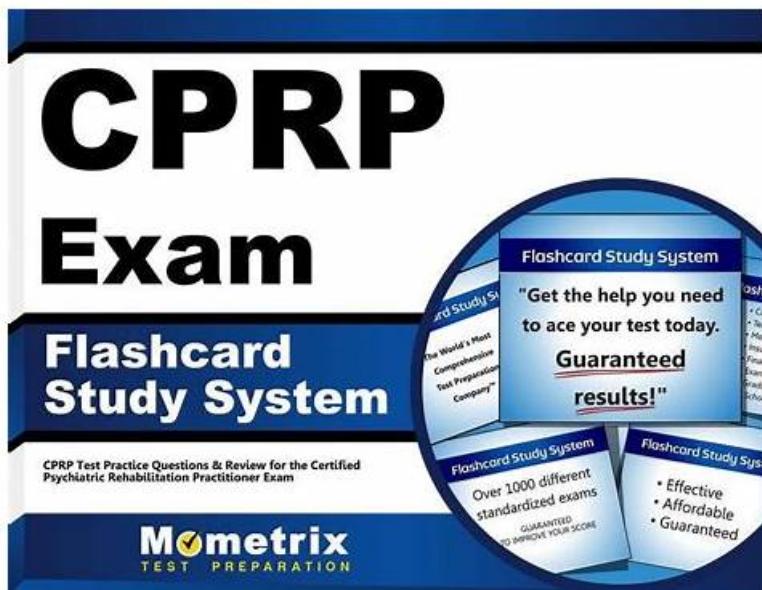


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Psychiatric Rehabilitation Association CPRP Exam Syllabus Topics:

Topic	Details

Topic 1	<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.
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"> • 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.
Topic 4	<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.

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

NEW QUESTION # 37

Community integration facilitates opportunities for activities that are

- A. peer led.
- B. staff led.
- C. group directed.
- D. self-directed.

Answer: D

Explanation:

Community integration aims to empower individuals with psychiatric disabilities to participate fully in community life through activities that reflect their choices and autonomy. The CPRP Exam Blueprint (Domain III: Community Integration) emphasizes supporting self-directed activities that align with individual meant by the individual's preferences (Task III.A.3: "Support individuals in pursuing self-directed community activities"). Option D (self-directed) aligns with this, as community integration facilitates opportunities for activities chosen by the individual such as employment, volunteering, or hobbies that promote independence and meaningful community roles.

Option A (peer led) is relevant for peer support but narrower, as not all community activities are peer-led.

Option B (staff led) contradicts the recovery-oriented focus on autonomy, as staff-led activities are more program-based. Option C (group directed) is less precise, as group activities may not always reflect individual choice. The PRA Study Guide highlights self-directed activities as the hallmark of community integration, supporting Option D.

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CPRP Exam Blueprint (2014), Domain III: Community Integration, Task III.A.3.

PRA Study Guide (2024), Section on Self-Directed Community Participation.

CPRP Exam Preparation & Primer Online 2024, Module on Community Integration.

NEW QUESTION # 38

An individual is apprehensive about enrolling in a psychiatric rehabilitation program. What should the practitioner focus on during the first meeting?

- A. Diagnosis
- B. Engagement
- C. Rehabilitation planning

- D. Motivational interviewing

Answer: B

Explanation:

When an individual is apprehensive about enrolling in a rehabilitation program, the practitioner's priority is to build a connection that alleviates fears and encourages participation. The CPRP Exam Blueprint (Domain I:

Interpersonal Competencies) emphasizes engagement as the primary focus of initial interactions to establish trust and rapport (Task I.B.3: "Adapt communication strategies to build trust and engagement"). Option A (engagement) aligns with this, as focusing on active listening, empathy, and addressing the individual's concerns fosters a safe space, increasing the likelihood of enrollment and future collaboration.

Option B (diagnosis) is irrelevant, as rehabilitation focuses on functional goals, not clinical diagnosis. Option C (motivational interviewing) is a specific technique that may be used within engagement but is too narrow for the overall focus. Option D (rehabilitation planning) is premature, as apprehension must be addressed before planning can begin. The PRA Study Guide underscores engagement as critical for hesitant individuals, supporting Option A.

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CPRP Exam Blueprint (2014), Domain I: Interpersonal Competencies, Task I.B.3.

PRA Study Guide (2024), Section on Engagement Strategies.

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

NEW QUESTION # 39

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

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 # 40

An individual has recently begun hearing voices. The most important thing the practitioner can do to assist the individual in dealing with the voices is to

- A. help him learn skills to distract himself from the voices.
- B. assess the individual's risk of harm.
- C. encourage him to speak with his psychiatrist.
- D. ask the individual how the voices are impacting daily functioning.

Answer: D

Explanation:

When an individual reports hearing voices, the practitioner's initial focus is to understand the experience's impact to inform person-centered planning. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) emphasizes assessing how symptoms affect daily functioning to identify needs and strengths (Task IV.A.1: "Conduct functional assessments to identify individual goals and strengths"). Option C (ask the individual how the voices are impacting daily functioning) aligns with this, as understanding the voices' effect on activities like work, relationships, or self-care guides the development of tailored interventions, ensuring they address the individual's priorities and functional challenges.

Option A (assess risk of harm) is important but not the most immediate step, as not all voices indicate risk, and functioning assessment informs risk evaluation. Option B (encourage speaking with a psychiatrist) assumes a medical intervention without first understanding the impact, which may not align with the individual's needs. Option D (learn distraction skills) is a potential intervention but premature without assessing functional impact. The PRA Study Guide underscores functional assessment as the starting point for addressing symptoms like voices, supporting Option C.

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

PRA Study Guide (2024), Section on Functional Assessment of Symptoms.

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

NEW QUESTION # 41

An individual started working in a grocery store two months ago. Recently, she became angry and started shouting at her co-workers and customers and she received a verbal warning from her supervisor. She is worried that she may lose her job and asks the practitioner what she should do. Which of the following is the BEST step for the practitioner to take?

- A. Check that the individual is taking her medication
- B. Reassure the individual that she will not lose her job
- C. Encourage a meeting with the individual and her supervisor
- D. **Provide the individual with anger management techniques**

Answer: D

Explanation:

The individual's workplace anger outbursts threaten her job, indicating a need for skill-building to manage emotions effectively. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) emphasizes teaching self-management skills to support recovery goals, such as maintaining employment (Task V.B.4: "Teach skills using evidence-based methods"). Option B (provide the individual with anger management techniques) aligns with this, as techniques like deep breathing, cognitive reframing, or time-outs can help her regulate emotions, address the behavior that led to the warning, and reduce the risk of job loss.

Option A (check medication) assumes a clinical issue without evidence and is outside the rehabilitation focus.

Option C (encourage a meeting with the supervisor) may be a later step but does not address the individual's immediate need to manage anger. Option D (reassure she will not lose her job) is unrealistic and avoids addressing the behavior. The PRA Study Guide highlights skill-based interventions for workplace challenges, supporting Option B.

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

PRA Study Guide (2024), Section on Skill Teaching for Emotional Regulation.

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

NEW QUESTION # 42

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