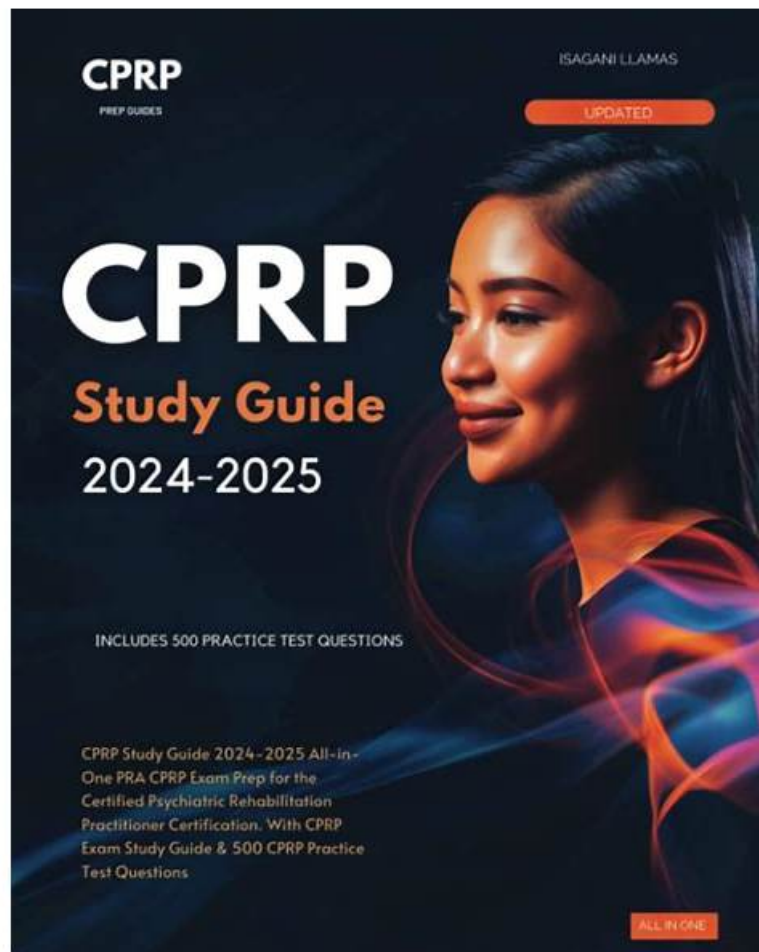


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Psychiatric Rehabilitation Association CPRP Exam Syllabus Topics:

Topic	Details
Topic 1	<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 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"> 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"> 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 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.
Topic 6	<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.

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Psychiatric Rehabilitation Association Certified Psychiatric Rehabilitation Practitioner Sample Questions (Q91-Q96):

NEW QUESTION # 91

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

Answer: C

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.

NEW QUESTION # 92

An individual with schizophrenia is struggling with her college course due to secondary cognitive deficits. The practitioner's first course of action would be to

- A. explore with the individual the pros and cons of dropping the course.
- B. offer to attend the class with the individual.
- C. inform the instructor of the individual's special needs.
- **D. assist the individual in developing compensatory strategies.**

Answer: D

Explanation:

Cognitive deficits, such as difficulties with memory or attention, are common in schizophrenia and can hinder academic performance. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) emphasizes developing compensatory strategies to support individuals in achieving educational goals despite functional challenges (Task V.B.4: "Teach skills using evidence-based methods"). Option C (assist the individual in developing compensatory strategies) aligns with this, as strategies like using planners, breaking tasks into smaller steps, or employing mnemonic devices can help the individual manage cognitive deficits and succeed in her college course, aligning with her goal to continue education.

Option A (attend class) is intrusive and not a sustainable support strategy. Option B (inform the instructor) may violate confidentiality and is not the first step without the individual's consent or input. Option D (explore dropping the course) assumes disengagement rather than supporting her educational goal. The PRA Study Guide highlights compensatory strategies as a primary intervention for cognitive challenges, supporting Option C.

:

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

PRA Study Guide (2024), Section on Compensatory Strategies for Cognitive Deficits.

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

NEW QUESTION # 93

An individual and her practitioner are in a treatment team meeting in which potential options for the individual are being discussed. The practitioner's priority is to advocate for an option that is:

- A. Financially realistic.
- **B. Consistent with the individual's wishes.**
- C. Conducive to the individual's stability.
- D. Least restrictive.

Answer: B

Explanation:

This question pertains to Domain II: Professional Role Competencies, which emphasizes advocacy and person-centered practice. The CPRP Exam Blueprint and PRA Code of Ethics state that "practitioners prioritize advocating for options that align with the individual's preferences and wishes, as this respects autonomy and promotes recovery." While stability, restrictiveness, and financial considerations are important, the individual's wishes are the primary focus in a recovery-oriented approach.

* Option D: Advocating for an option consistent with the individual's wishes prioritizes her autonomy and self-determination, which are core to psychiatric rehabilitation. This ensures the treatment plan reflects her values and goals, fostering engagement and recovery.

* Option A: Stability is important but secondary to the individual's preferences, as imposing stability-focused options may undermine autonomy.

* Option B: The least restrictive option is a principle in mental health law but is not the primary focus in a treatment team meeting where the individual's wishes take precedence.

* Option C: Financial realism is a practical consideration but not the practitioner's priority over respecting the individual's preferences.

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

"Tasks include: 2. Advocating for options that align with the individual's preferences and wishes to promote autonomy and recovery."

:

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.

Anthony, W. A., Cohen, M., & Farkas, M. (1990). Psychiatric Rehabilitation. Center for Psychiatric Rehabilitation, Boston University (emphasizes person-centered advocacy).

NEW QUESTION # 94

An individual is enduring a prolonged exacerbation of negative symptoms of schizophrenia. The symptoms seem to worsen in the middle of the night when very few supports are available. The BEST approach is to

- A. visit your nearest crisis response clinic.
- B. take melatonin at bedtime.
- C. practice self-management techniques.
- D. call the Warm-Line.

Answer: D

Explanation:

Negative symptoms of schizophrenia, such as social withdrawal or apathy, can intensify during low-support periods like nighttime, requiring accessible, non-clinical support options. The CPRP Exam Blueprint (Domain VII: Supporting Health & Wellness) emphasizes connecting individuals to peer-based supports to manage symptoms and enhance wellness (Task VII.B.2: "Promote access to peer support services"). Option C (call the Warm-Line) aligns with this, as Warm-Lines are peer-operated, non-crisis phone services that provide emotional support, coping strategies, and connection during difficult times, ideal for nighttime when other supports are unavailable.

Option A (practice self-management techniques) is valuable but may be challenging during an exacerbation without guidance. Option B (visit a crisis clinic) is inappropriate, as negative symptoms do not typically warrant crisis intervention. Option D (take melatonin) addresses sleep but not the emotional or social impact of negative symptoms. The PRA Study Guide highlights Warm-Lines as effective for non-crisis support, supporting Option C.

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CPRP Exam Blueprint (2014), Domain VII: Supporting Health & Wellness, Task VII.B.2.

PRA Study Guide (2024), Section on Peer Support and Warm-Lines.

CPRP Exam Preparation & Primer Online 2024, Module on Supporting Health & Wellness.

NEW QUESTION # 95

Which of the following is an indicator of higher levels of recovery for individuals?

- A. Socioeconomic status
- B. Education levels
- C. Cultural background
- D. Meaningful experiences

Answer: D

Explanation:

Recovery in psychiatric rehabilitation is defined by personal growth, fulfillment, and engagement in valued roles, not just symptom reduction. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) identifies meaningful experiences-such as achieving personal goals, forming relationships, or participating in community activities-as key indicators of higher recovery levels (Task V.A.1: "Promote recovery principles, including self-determination and satisfaction"). Option C (meaningful experiences) aligns with this, as recovery is reflected in experiences that foster purpose, hope, and connection, which are central to recovery-oriented outcomes.

Option A (education levels) may support recovery but is not a direct indicator. Option B (cultural background) influences experiences but is not an outcome measure. Option D (socioeconomic status) is a contextual factor, not a recovery indicator. The PRA Study Guide emphasizes meaningful experiences as a hallmark of recovery, supporting Option C.

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

PRA Study Guide (2024), Section on Recovery Outcomes and Meaningful Experiences.

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

NEW QUESTION # 96

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