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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">• 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 3	<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 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">• 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.

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Psychiatric Rehabilitation Association Certified Psychiatric Rehabilitation Practitioner Sample Questions (Q49-Q54):

NEW QUESTION # 49

Supports for individuals receiving supported employment services should be

- A. long-term.
- B. focused on vocational testing.
- C. time-limited.
- D. focused on past employment.

Answer: A

Explanation:

Supported employment services aim to help individuals with psychiatric disabilities achieve and maintain competitive employment through ongoing, individualized supports. The CPRP Exam Blueprint (Domain III:

Community Integration) emphasizes that supported employment provides long-term supports to ensure job retention and success, tailored to the individual's evolving needs (Task III.A.3: "Support individuals in pursuing self-directed community activities, including employment"). Option B (long-term) aligns with this, as supported employment models, like Individual Placement and Support (IPS), offer continuous assistance (e.

g., job coaching, workplace accommodations) without predetermined time limits, recognizing that employment challenges may persist.

Option A (time-limited) contradicts the supported employment model, which avoids arbitrary cutoffs. Option C (focused on past employment) is irrelevant, as supports address current and future job needs. Option D (focused on vocational testing) is a preliminary step, not the core of ongoing employment support. The PRA Study Guide and IPS guidelines confirm long-term supports as essential for supported employment, supporting Option B.

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

PRA Study Guide (2024), Section on Supported Employment and IPS Model.

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

NEW QUESTION # 50

A man with a psychiatric disability continues to be fearful of connecting with others even after significant reduction in his symptoms and completing interpersonal skills training. The next step for the practitioner is to:

- A. Stress the importance of strengthening his relationships.
- B. Assess his experience with trauma.
- C. Request a change in his current medication.
- D. Review his lack of motivation to change.

Answer: B

Explanation:

This question aligns with Domain IV: Assessment, Planning, and Outcomes, which focuses on reassessing individuals' needs when progress stalls to identify underlying barriers. The CPRP Exam Blueprint emphasizes

"conducting assessments to identify factors, such as trauma, that may impact recovery goals, particularly when expected progress is not achieved." The individual's persistent fear of connecting with others, despite reduced symptoms and skills training, suggests a potential underlying issue, such as trauma, that requires further assessment.

* Option A: Assessing the individual's experience with trauma is the best next step, as trauma can cause persistent fear of social connection, even after symptom reduction and skills training. This assessment ensures the practitioner understands the root cause and can tailor interventions, aligning with person-centered planning.

* Option B: Stressing the importance of relationships may pressure the individual without addressing the underlying fear, which could be counterproductive and non-therapeutic.

* Option C: Reviewing motivation assumes the issue is a lack of effort, which is premature and dismissive without first exploring potential barriers like trauma.

* Option D: Requesting a medication change assumes a pharmacological issue without evidence, ignoring the need to assess non-symptom-related barriers like trauma.

Extract from CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes):

"Tasks include: 1. Conducting assessments to identify barriers to progress, including trauma or other psychosocial factors. 4. Revising rehabilitation plans based on reassessment findings to address underlying issues."

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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 5 - Assessment, Planning, and Outcomes.

Farkas, M., & Anthony, W. A. (2010). Psychiatric Rehabilitation Interventions: A Review. International Review of Psychiatry (emphasizes trauma assessment in planning).

NEW QUESTION # 51

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

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

Answer: A

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.

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

NEW QUESTION # 52

A practitioner mentions to her supervisor that she is struggling to connect with an individual. She tells her supervisor that he is difficult to engage because he is always texting during their meetings. The BEST response from the supervisor is,

- A. request that he not bring his phone to their meetings.
- B. sit quietly until he is ready to talk.
- C. ask the individual to make eye contact.
- D. communicate with the individual via a text message.

Answer: D

Explanation:

Building effective relationships requires interpersonal competencies that adapt to an individual's communication preferences and behaviors. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes using flexible, person-centered strategies to engage individuals in a manner that respects their needs and preferences (Task I.B.3: "Adapt communication strategies to build trust and engagement"). Option B (communicate with the individual via a text message) aligns with this by meeting the individual where he is—using his preferred mode of communication (texting)—to foster connection and build rapport, which can later transition to

in-person engagement.

Option A (ask for eye contact) is prescriptive and may alienate the individual, ignoring his comfort with texting. Option C (request no phone) dismisses his communication preference and risks disengagement.

Option D (sit quietly) is passive and does not actively address the barrier to connection. The PRA Study Guide emphasizes adapting to individual communication styles as a key engagement strategy, supporting Option B.

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

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

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

NEW QUESTION # 53

Which of the following impacts a person's ability to become engaged in her communities?

- A. Treatment compliance
- B. Diagnosis
- C. Degree of opportunity
- D. Past successes

Answer: C

Explanation:

Community engagement depends on access to opportunities that allow individuals to participate in meaningful roles, such as employment, volunteering, or social activities. The CPRP Exam Blueprint (Domain III: Community Integration) emphasizes that the degree of opportunity-access to resources, inclusive environments, and community activities-directly impacts an individual's ability to engage in their communities (Task III.B.1: "Identify and address barriers to community participation"). Option B (degree of opportunity) aligns with this, as structural and social opportunities (e.g., accessible programs, welcoming community spaces) are critical drivers of community integration.

Option A (treatment compliance) may support stability but is not the primary factor for community engagement. Option C (past successes) influences confidence but is less direct than access to opportunities.

Option D (diagnosis) is a clinical factor that does not inherently determine community participation, which is more about external opportunities and supports. The PRA Study Guide highlights opportunity access as a key facilitator of community integration, supporting Option B.

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CPRP Exam Blueprint (2014), Domain III: Community Integration, Task III.B.1.

PRA Study Guide (2024), Section on Community Engagement and Opportunity Access.

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

NEW QUESTION # 54

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