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## NEW QUESTION: 1

A strength-focused assessment for psychiatric rehabilitation includes which of the following assessments?

- A. Knowledge and skills, resources, and barriers for meaningful change
- B. A positive attitude, support systems, opportunities for change
- C. Readiness, functional strengths and needs, and environmental resources/barriers
- D. Ability to change, personal resources, community resources

**Answer: C (LEAVE A REPLY)**

A strength-focused assessment emphasizes an individual's capabilities and supports to inform recovery-oriented planning. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) defines such assessments as including readiness (motivation), functional strengths and needs (skills and deficits), and environmental resources/barriers (supports and obstacles) to create a holistic, person-centered plan (Task IV.

A:1: "Conduct functional assessments to identify individual goals and strengths"). Option C (readiness, functional strengths and needs, and environmental resources/barriers) aligns with this, capturing the key components needed to leverage strengths and address challenges effectively. Option A (knowledge, skills, resources, barriers) omits readiness, a critical factor. Option B (positive attitude, support systems, opportunities) is vague and less comprehensive. Option D (ability to change, personal

/community resources) is incomplete without functional needs and barriers. The PRA Study Guide details these components for strength-focused assessment, supporting Option C.

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

PRA Study Guide (2024), Section on Strength-Focused Assessment.

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

## NEW QUESTION: 2

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

**Answer: C (LEAVE A REPLY)**

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: 3**

An individual with co-occurring substance abuse disorders comes into a program where he picks up his medication daily. The practitioner is aware that he had two beers earlier in the day and asks him to return the next day. The practitioner's actions demonstrate

- A. a failure to employ shared decision making.
- B. helping the person understand there are consequences to his actions.
- C. a lack of understanding of integrated treatment.
- D. appropriate caution due to interaction of medication and substances.

**Answer: C (LEAVE A REPLY)**

Managing co-occurring substance abuse and mental health disorders requires integrated treatment that addresses both conditions collaboratively and non-punitively. The CPRP Exam Blueprint (Domain VI:

Systems Competencies) emphasizes integrated dual diagnosis treatment (IDDT), which promotes harm reduction and shared decision-making rather than exclusionary practices (Task VI.B.2: "Promote integration of mental health, physical health, and substance use services"). Option C (a lack of understanding of integrated treatment) aligns with this, as the practitioner's decision to

withhold medication due to alcohol consumption reflects a punitive approach, ignoring harm reduction principles and the need to maintain medication continuity for mental health stability, which is critical in co-occurring disorders.

Option A (failure to employ shared decision-making) is relevant but less specific, as the core issue is the lack of integrated treatment principles. Option B (consequences for actions) contradicts recovery-oriented, non-judgmental care. Option D (caution due to medication interactions) is plausible but incorrect, as the scenario does not indicate a specific interaction risk, and integrated treatment prioritizes continuity over exclusion. The PRA Study Guide underscores integrated, harm reduction-based approaches for co-occurring disorders, supporting Option C.

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CPRP Exam Blueprint (2014), Domain VI: Systems Competencies, Task VI.B.2.

PRA Study Guide (2024), Section on Integrated Treatment for Co-Occurring Disorders.

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

#### **NEW QUESTION: 4**

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

**Answer: B (LEAVE A REPLY)**

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: 5

An individual with psychiatric disabilities is having problems connecting and working with various providers.

The individual tells his peer support specialist that his providers don't listen, dismiss any problems, and are not reassuring. After validating with the individual, which of the following would the BEST FIRST statement for the practitioner to make?

- A. I'm here and I'm listening. Let's work together to develop an action plan for the future
- B. You are right to have brought up this complaint. Let's move forward to analyze the problems
- C. This type of issue is common at first and we can work on the issues that have caused the problems
- D. I can fix some of the problems that you have been having making connections with your providers

**Answer: (SHOW ANSWER)**

The individual's frustration with providers requires a response that rebuilds trust and fosters collaboration.

The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes validating concerns and offering empathetic, person-centered engagement to address barriers in provider relationships (Task I.B.3:

"Adapt communication strategies to build trust and engagement"). Option A (I'm here and I'm listening. Let's work together to develop an action plan for the future) aligns with this, as it acknowledges the individual's feelings, reinforces the practitioner's commitment to listening, and proposes a collaborative approach to address the issue, empowering the individual.

Option B (you are right) risks reinforcing negativity without offering a constructive path. Option C (issue is common) minimizes the individual's experience. Option D (I can fix problems) is practitioner-centered and premature. The PRA Study Guide highlights empathetic, collaborative responses as key for trust-building, 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 Empathetic Engagement.

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

### NEW QUESTION: 6

An individual is diagnosed with schizophrenia and substance use disorder. What is the BEST course of action?

- A. Both disorders are addressed at the same time.
- B. The substance use is resolved before the symptoms of schizophrenia are addressed.
- C. Both disorders are addressed after stabilization.
- D. The symptoms of schizophrenia are stabilized before the substance use is addressed.

**Answer: A (LEAVE A REPLY)**

Individuals with co-occurring disorders, such as schizophrenia and substance use disorder, require integrated treatment to address both conditions effectively. The CPRP Exam Blueprint (Domain VI: Systems Competencies) emphasizes the integration of mental health and substance use services to provide comprehensive, recovery-oriented care for co-occurring disorders (Task VI.B.2: "Promote integration of mental health, physical health, and substance use services"). Option A (both disorders are addressed at the same time) aligns with this, as integrated dual diagnosis treatment (IDDT) models simultaneously address psychiatric symptoms and substance use through coordinated interventions, such as medication management, counseling, and harm reduction, tailored to the individual's needs.

Option B (resolving substance use first) is impractical, as schizophrenia symptoms may exacerbate substance use, and sequential treatment often fails for co-occurring disorders. Option C (addressing both after stabilization) delays necessary interventions, risking worsening of either condition. Option D (stabilizing schizophrenia first) overlooks the interplay between substance use and psychiatric symptoms, which can destabilize each other. The PRA Study Guide and SAMHSA's guidelines on co-occurring disorders advocate for integrated treatment as best practice, supporting Option A.

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CPRP Exam Blueprint (2014), Domain VI: Systems Competencies, Task VI.B.2.

PRA Study Guide (2024), Section on Integrated Treatment for Co-Occurring Disorders.

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

### **NEW QUESTION: 7**

Mental health applications for mobile devices

- A. enable individuals to self-diagnose.
- B. are preferred by most providers.
- C. reduce the need for professional interventions.
- D. assist individuals with illness self-management.

**Answer: D (LEAVE A REPLY)**

Mental health applications for mobile devices are tools designed to support individuals in managing their mental health and wellness. The CPRP Exam Blueprint (Domain VII: Supporting Health & Wellness) emphasizes promoting self-management strategies to enhance wellness and recovery (Task VII.A.3:

"Facilitate wellness coaching to support physical and emotional health"). Option D (assist individuals with illness self-management) aligns with this, as mental health apps typically provide features like mood tracking, coping skill exercises, medication reminders, and psychoeducation, empowering individuals to actively manage their conditions in collaboration with professional support.

Option A (enable self-diagnosis) is incorrect, as apps are not designed or recommended for diagnosis, which requires professional expertise. Option B (preferred by most providers) is inaccurate, as provider preferences vary, and apps are supplementary tools, not replacements. Option C (reduce the need for professional interventions) overstates the role of apps, which

complement rather than replace professional care. The PRA Study Guide highlights self-management tools, including apps, as key to wellness, supporting Option D.

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CPRP Exam Blueprint (2014), Domain VII: Supporting Health & Wellness, Task VII.A.3.

PRA Study Guide (2024), Section on Technology in Wellness and Self-Management.

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

### **NEW QUESTION: 8**

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

**Answer: A (LEAVE A REPLY)**

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: 9**

An individual tells a practitioner of a recent visit to her spiritual advisor to help reduce positive symptoms of schizophrenia. The practitioner uses this information to:

- A.** Inform the rehabilitation planning and goal-setting process.
- B.** Develop an individualized crisis management plan.
- C.** Explain that this is not relevant to the treatment process.
- D.** Reinforce the need to use psychiatric medications.

**Answer: A (LEAVE A REPLY)**

This question pertains to Domain IV: Assessment, Planning, and Outcomes, which focuses on incorporating individuals' strengths, preferences, and cultural factors into rehabilitation planning. The CPRP Exam Blueprint emphasizes "integrating individuals' spiritual or cultural practices into rehabilitation plans to support recovery goals, particularly when these practices are meaningful to symptom management." The individual's use of a spiritual advisor to manage positive symptoms is a strength that should be leveraged in planning.

\* Option A: Using the information to inform the rehabilitation planning and goal-setting process is the best approach, as it respects the individual's spiritual practices and incorporates them as a strength in her recovery plan. This could involve goals that integrate spiritual support alongside other interventions, aligning with person-centered planning.

\* Option B: Developing a crisis management plan is premature, as the scenario does not indicate a crisis but rather a proactive strategy for symptom management.

\* Option C: Dismissing the spiritual advisor as irrelevant is disrespectful and ignores the individual's cultural and personal strengths, contradicting recovery principles.

\* Option D: Reinforcing medication use without acknowledging the spiritual practice is overly directive and misses an opportunity to build on the individual's existing coping strategies.

Extract from CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes):  
"Tasks include: 2. Incorporating individuals' cultural, spiritual, and personal strengths into rehabilitation plans to support recovery 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 5 - Assessment, Planning, and Outcomes.

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

### **NEW QUESTION: 10**

Community integration facilitates opportunities for activities that are

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

**Answer: D (LEAVE A REPLY)**

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 individualmeant 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: 11**

An individual complains to a practitioner about major maintenance problems at her apartment, including lack of heat at the apartment complex. The first step for the practitioner to take is to:

- A. Report the complaint to the apartment landlord.
- B. Contact the agency's supported housing services.
- C. Suggest she schedule a meeting with other tenants.
- D. Suggest she report problems to the landlord.

**Answer: (SHOW ANSWER)**

This question aligns with Domain III: Community Integration, which focuses on empowering individuals to access and navigate community resources, such as housing, while promoting independence. The CPRP Exam Blueprint emphasizes "supporting individuals to self-advocate and address barriers in community settings, such as housing issues, as a first step." The scenario involves a maintenance issue (lack of heat), and the practitioner's initial response should empower the individual to take action while respecting her autonomy.

Option D: Suggesting that the individual report the problems to the landlord is the first step, as it empowers her to advocate for herself and address the issue directly with the responsible party.

This aligns with the recovery-oriented principle of promoting independence and self-advocacy in community living.

Option A: Reporting the complaint directly to the landlord bypasses the individual's autonomy and may undermine her ability to self-advocate, which is not person-centered.

Option B: Contacting supported housing services escalates the issue prematurely without first encouraging the individual to address it herself, which is not the initial step.

Option C: Suggesting a meeting with other tenants may be a later strategy but is not the first step, as it does not directly address the immediate issue of reporting the maintenance problem to the landlord.

Extract from CPRP Exam Blueprint (Domain III: Community Integration):

"Tasks include: 3. Supporting individuals in accessing housing and addressing barriers through self-advocacy.

4. Empowering individuals to navigate community resources independently." References:

Psychiatric Rehabilitation Association (PRA). (2014). CPRP Exam Blueprint. Retrieved from PRA Certification Handbook.

PRA. (2024). CPRP Exam Preparation & Primer Online 2024 Course: Module 4 - Community Integration.

Anthony, W. A., Cohen, M., & Farkas, M. (1990). Psychiatric Rehabilitation. Center for Psychiatric Rehabilitation, Boston University (emphasizes empowerment in community settings).

## **NEW QUESTION: 12**

When integrating peer support services into their program, an agency needs to consider potential issues with

**A.** absenteeism and utilization of benefits.

**B.** power and boundaries.

**C.** medication and symptoms.

**D.** stigma and confidentiality.

**Answer: B (LEAVE A REPLY)**

Integrating peer support services involves leveraging individuals with lived experience to support others, but it requires careful management of professional dynamics. The CPRP Exam Blueprint (Domain VI: Systems Competencies) emphasizes establishing clear roles and boundaries to ensure effective peer integration (Task VI.C.2: "Support the integration of peer services within program structures"). Option B (power and boundaries) aligns with this, as peer supporters, who share personal experiences, may face challenges with maintaining professional boundaries or navigating power dynamics (e.g., avoiding over-identification or dual relationships), which agencies must address through training and policies.

Option A (absenteeism and benefits) is a general employment concern, not specific to peer support. Option C (medication and symptoms) is a clinical issue, not a primary integration concern. Option D (stigma and confidentiality) is relevant but secondary to boundary issues, which are more critical for peer role clarity. The PRA Study Guide highlights power and boundary management as key for peer support integration, supporting Option B.

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CPRP Exam Blueprint (2014), Domain VI: Systems Competencies, Task VI.C.2.

PRA Study Guide (2024), Section on Peer Support Integration.

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

### **NEW QUESTION: 13**

An individual with a history of substance abuse and problems with anger management has been living with his family for the last four years. His parents told him that he must stop using drugs or move out. When discussing his situation with the practitioner, the individual becomes angry and threatens that he will hurt his family. What is the best initial action for the practitioner?

- A.** Determine the level of risk in this situation
- B.** Provide a quiet environment to speak with the individual
- C.** Judge the individual's level of emotional upset
- D.** Encourage the individual to calm down

**Answer:** ([SHOW ANSWER](#))

When an individual makes a threat of harm, the practitioner must prioritize safety through a structured risk assessment. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes assessing risk to ensure safety for the individual and others when threats are expressed (Task I.C.1: "Assess and respond to safety concerns in a trauma-informed manner"). Option A (determine the level of risk in this situation) aligns with this, as it involves evaluating the seriousness, intent, and means of the threat to guide immediate actions, such as de-escalation or referral to crisis services, protecting the family and individual.

Option B (provide a quiet environment) may be a follow-up but is not the initial priority over safety. Option C (judge emotional upset) is vague and less actionable than risk assessment. Option D (encourage calming down) risks escalating the situation without assessing risk. The PRA Study Guide underscores risk assessment as the first step in managing threats, supporting Option A.

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

PRA Study Guide (2024), Section on Safety and Risk Assessment.

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

### **NEW QUESTION: 14**

Sharing personal recovery stories is important because they

- A.** demonstrate that recovery is possible.
- B.** reduce the need for formal interventions.
- C.** reduce the storyteller's symptoms.
- D.** make services more person-centered.

**Answer:** ([SHOW ANSWER](#))

Sharing personal recovery stories is a powerful strategy in psychiatric rehabilitation to inspire hope and motivate others. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) emphasizes the use of recovery stories, often through peer support, to illustrate that recovery is

achievable, fostering hope and engagement in recovery processes (Task V.B.3: "Utilize peer support to promote recovery and rehabilitation goals"). Option A (demonstrate that recovery is possible) aligns with this, as stories from individuals with lived experience show tangible examples of overcoming challenges, encouraging others to pursue their own recovery goals.

Option B (reduce the need for formal interventions) is inaccurate, as stories complement, not replace, interventions. Option C (reduce the storyteller's symptoms) may be a secondary benefit but is not the primary purpose. Option D (make services more person-centered) is indirectly related but less specific, as stories primarily inspire rather than reshape service delivery. The PRA Study Guide underscores recovery stories as a tool for hope and possibility, supporting Option A.

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CPRP Exam Blueprint (2014), Domain V: Strategies for Facilitating Recovery, Task V.B.3.

PRA Study Guide (2024), Section on Peer Support and Recovery Stories.

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

### **NEW QUESTION: 15**

In order for practitioners to deeply empathize with persons who have psychiatric disabilities, they must be

- A. active in the peer empowerment movement.
- B. physically, spiritually, and mentally healthy.
- C. knowledgeable about available therapeutic interventions.
- D. involved in their own personal growth.

**Answer: D (LEAVE A REPLY)**

Empathy is a cornerstone of interpersonal competencies in psychiatric rehabilitation, enabling practitioners to build trust and understand the lived experiences of individuals with psychiatric disabilities. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes self-awareness and ongoing personal development as essential for empathy (Task I.A.3: "Engage in ongoing self-assessment and professional development"). Option D (involved in their own personal growth) directly aligns with this task, as personal growth fosters self-reflection, emotional resilience, and the ability to connect authentically with clients. This involves examining personal biases, values, and experiences to enhance empathetic engagement.

Option A (active in the peer empowerment movement) pertains to advocacy and systems competencies (Domain VI) but is not a requirement for empathy. Option B (physically, spiritually, and mentally healthy) is overly broad and not explicitly linked to empathy in the blueprint, though practitioner wellness supports overall competence (Domain VII). Option C (knowledgeable about therapeutic interventions) relates to professional role competencies (Domain II) rather than interpersonal empathy. The PRA Code of Ethics further underscores self-awareness and personal growth as foundational for ethical, empathetic practice, reinforcing Option D.

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

PRA Certification Handbook (2024), Section on Ethical Practice.

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

### NEW QUESTION: 16

The practitioner is meeting with a deaf individual with a psychiatric disability who uses a sign language interpreter. When meeting with the individual, the practitioner should communicate:

- A. Speak alternately to the individual and to the interpreter.
- B. Directly to the individual.
- C. Slowly and distinctly so the interpreter can keep up.
- D. Directly to the interpreter.

**Answer: (SHOW ANSWER)**

This question aligns with Domain I: Interpersonal Competencies, which focuses on effective, person-centered communication and cultural competence, including accommodating individuals with disabilities. The CPRP Exam Blueprint highlights that practitioners must "adapt communication strategies to meet the needs of individuals with diverse abilities, including those with sensory disabilities." When working with a deaf individual using a sign language interpreter, best practice involves communicating directly with the individual to maintain a person-centered, respectful interaction.

\* Option B: Communicating directly to the individual (e.g., making eye contact and addressing them, not the interpreter) respects their autonomy and ensures the interaction remains person-centered. The interpreter facilitates communication by translating, but the practitioner's focus should be on the individual, as this aligns with recovery-oriented principles and cultural competence.

\* Option A: Speaking alternately to the individual and interpreter disrupts the flow of communication and may confuse the interaction, undermining the individual's role in the conversation.

\* Option C: Speaking slowly and distinctly is unnecessary unless requested by the interpreter, as professional interpreters are trained to keep up with normal speech. This option also shifts focus to the interpreter's needs rather than the individual's.

\* Option D: Communicating directly to the interpreter excludes the individual from the interaction, which is disrespectful and not person-centered. It treats the interpreter as the primary recipient rather than a facilitator.

Extract from CPRP Exam Blueprint (Domain I: Interpersonal Competencies):

"Tasks include: 4. Adapting communication strategies to meet the needs of individuals with diverse abilities and cultural backgrounds. 5. Demonstrating cultural competence in all interactions."

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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 2 - Interpersonal Competencies.

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

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#### **NEW QUESTION: 17**

A practitioner provides services to two individuals with psychiatric disabilities who are roommates. One roommate told the practitioner she is concerned that the other is not taking his medications correctly. The practitioner would:

- A. Privately convey the concern to the other roommate.
- B. Report the information to the roommate's psychiatrist.
- C. Listen to the roommate without disclosing any information.
- D. Talk about the issue with the two roommates together.

**Answer: C (LEAVE A REPLY)**

#### **NEW QUESTION: 18**

Readiness in rehabilitation refers to how

- A. developed an individual's skills are.
- B. likely an individual is to follow through.
- C. prepared an individual is to set a goal.
- D. likely an individual is to succeed or fail.

**Answer: C (LEAVE A REPLY)**

Rehabilitation readiness assesses an individual's preparedness to engage in goal-setting and pursue recovery-oriented objectives. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) defines readiness as the individual's capacity and motivation to identify and work toward specific goals (Task IV.A.2:

"Assess individual's stage of change and readiness for goal-setting"). Option C (prepared an individual is to set a goal) aligns with this, as readiness involves evaluating factors like hope, confidence, and willingness to define achievable rehabilitation goals, such as employment or education.

Option A (developed skills) focuses on abilities, not readiness, which is about motivation and mindset. Option B (likelihood to follow through) is an outcome of readiness, not its definition.

Option D (likelihood to succeed or fail) is overly outcome-focused and not the primary focus of readiness assessment. The PRA Study Guide describes readiness as the precursor to effective goal-setting, 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 Rehabilitation Readiness Assessment.

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

**NEW QUESTION: 19**

Exploring needs, clarifying values, and discussing family expectations are interventions completed during

- A. readiness assessment.
- B. determining environments of choice.
- C. writing rehabilitation goals.
- D. resource assessment.

**Answer: A (LEAVE A REPLY)**

Exploring needs, clarifying values, and discussing family expectations are critical steps in assessing an individual's preparedness to engage in rehabilitation. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) specifies that readiness assessment involves understanding an individual's motivations, values, and contextual factors, such as family dynamics, to determine their commitment to change and goal-setting (Task IV.A.2: "Assess individual's stage of change and readiness for goal-setting").

Option A (readiness assessment) aligns with this, as these interventions help evaluate the individual's desires, priorities, and support systems, which inform their readiness to pursue recovery-oriented goals.

Option B (determining environments of choice) is a later step related to community integration (Domain III), not readiness. Option C (writing rehabilitation goals) follows readiness assessment, building on its findings.

Option D (resource assessment) focuses on external supports, not internal values or family expectations. The PRA Study Guide emphasizes readiness assessment as the process for exploring needs and values, supporting Option A.

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CPRP Exam Blueprint (2014), Domain IV: Assessment, Planning, and Outcomes, Task IV.A.2.

PRA Study Guide (2024), Section on Rehabilitation Readiness Assessment.

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

**NEW QUESTION: 20**

A practitioner is providing service to an individual who discusses experiences of repeated trauma. The practitioner would

- A. provide cognitive behavioral treatment.
- B. attend training in trauma-informed care.
- C. conduct a functional assessment.
- D. explore resources for trauma-specific care.

**Answer: (SHOW ANSWER)**

When an individual discloses experiences of repeated trauma, practitioners must respond with interpersonal competencies that prioritize sensitivity, ethical practice, and appropriate referrals. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes identifying when specialized services are needed and connecting individuals to appropriate resources (Task I.C.2: "Identify and refer individuals to appropriate services based on their needs"). Option D (explore resources for trauma-specific care) aligns with this, as trauma-specific care (e.g., trauma-focused cognitive behavioral therapy or EMDR) requires specialized expertise, and the practitioner's role is to facilitate access to qualified professionals or programs tailored to trauma recovery. Option A (provide cognitive behavioral treatment) is outside the scope of most psychiatric rehabilitation practitioners, who are not typically licensed to deliver specialized therapies. Option B (attend training in trauma-informed care) is valuable for professional development but does not directly address the individual's immediate need for trauma-specific intervention. Option C (conduct a functional assessment) may be part of planning but is not the most immediate response to trauma disclosures. The PRA Study Guide and Code of Ethics emphasize referring trauma-related issues to specialists, supporting Option D.

:

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

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

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

### **NEW QUESTION: 21**

A practitioner provides services to two individuals with psychiatric disabilities who are roommates. One roommate told the practitioner she is concerned that the other is not taking his medications correctly. The practitioner would:

- A.** Listen to the roommate without disclosing any information.
- B.** Privately convey the concern to the other roommate.
- C.** Report the information to the roommate's psychiatrist.
- D.** Talk about the issue with the two roommates together.

**Answer: (SHOW ANSWER)**

This question pertains to Domain II: Professional Role Competencies, which emphasizes maintaining confidentiality and professional boundaries in interactions with individuals and stakeholders. The CPRP Exam Blueprint and PRA Code of Ethics state that "practitioners must protect confidentiality by not disclosing information about one individual to another, even in shared living situations, unless consent is provided." The scenario involves a roommate sharing concerns about another's medication adherence, and the practitioner must respond ethically while respecting confidentiality.

\* Option A: Listening to the roommate without disclosing any information is the best response, as it respects the confidentiality of the other roommate while allowing the practitioner to hear the concern.

The practitioner can then address the issue separately (e.g., checking in with the other roommate without revealing the source) or encourage the concerned roommate to discuss it directly, maintaining ethical boundaries.

\* Option B: Conveying the concern privately to the other roommate risks breaching confidentiality by implying the source of the information, violating ethical standards.

\* Option C: Reporting to the psychiatrist without the individual's consent breaches confidentiality and is inappropriate unless there is imminent risk, which is not indicated.

\* Option D: Discussing the issue with both roommates together violates confidentiality by revealing the concern to the other roommate without consent, compromising trust.

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

"Tasks include: 2. Maintaining confidentiality and professional boundaries, even in shared living arrangements, unless consent is provided or imminent risk is present."

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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 3 - Professional Role Competencies.

PRA Code of Ethics (2019). Emphasizes confidentiality in multi-client scenarios.

### **NEW QUESTION: 22**

An individual with schizophrenia tells her practitioner she feels unable to work. The two make plans for her to meet a peer with similar experiences who is working. The practitioner then discusses the meeting with the individual. This strategy is an example of

- A. conducting a mock interview.
- B. identifying level of motivation.
- C. orienting person to process.
- D. developing rehabilitation readiness.

**Answer: D (LEAVE A REPLY)**

Rehabilitation readiness involves preparing individuals to engage in recovery-oriented goals, such as employment, by building confidence and hope through relatable role models. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) emphasizes strategies like peer support to enhance readiness for rehabilitation activities (Task V.B.1: "Support individuals in developing readiness for rehabilitation goals"). Option D (developing rehabilitation readiness) aligns with this, as connecting the individual with a working peer who shares similar experiences fosters hope, demonstrates possibility, and builds motivation to pursue work, addressing her belief that she is unable to work.

Option A (conducting a mock interview) is incorrect, as the strategy involves peer connection, not interview practice. Option B (identifying level of motivation) is a preliminary step, not the strategy described, which actively builds readiness. Option C (orienting person to process) relates to explaining procedures (e.g., job application steps), not peer-based inspiration. The PRA Study

Guide highlights peer role models as a key method for developing rehabilitation readiness, supporting Option D.

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

PRA Study Guide (2024), Section on Rehabilitation Readiness and Peer Support.

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

### **NEW QUESTION: 23**

One of the components of wellness is

- A. compliance with medication.
- B. avoidance of stress.
- C. purpose in life.
- D. absence of illness.

**Answer: C (LEAVE A REPLY)**

Wellness in psychiatric rehabilitation is a multidimensional concept that encompasses physical, mental, emotional, and social well-being, guided by recovery principles. The CPRP Exam Blueprint (Domain VII:

Supporting Health & Wellness) includes supporting individuals in finding meaning and purpose as a key component of wellness (Task VII.A.1: "Promote holistic wellness, including purpose and meaning in life").

Option C (purpose in life) aligns with this task, as having a sense of purpose-through roles, goals, or activities-is a recognized dimension of wellness that fosters resilience and recovery.

Option A (compliance with medication) is a clinical strategy, not a core component of wellness, though it may support health (Domain VII). Option B (avoidance of stress) is impractical and not explicitly listed as a wellness dimension, as wellness involves managing, not eliminating, stress.

Option D (absence of illness) is inaccurate, as wellness is not defined by the absence of illness but by positive attributes like purpose, relationships, and self-management, even in the presence of symptoms. The PRA Study Guide, referencing models like SAMHSA's Eight Dimensions of Wellness, includes purpose as a key element, supporting Option C:

CPRP Exam Blueprint (2014), Domain VII: Supporting Health & Wellness, Task VII.A.1.

PRA Study Guide (2024), Section on Wellness Dimensions.

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

### **NEW QUESTION: 24**

Which of the following is MOST likely to move the field of psychiatric rehabilitation closer to a full vision of recovery?

- A. Developing new medications.
- B. Reducing dependence on services.
- C. Focusing on symptom management.
- D. Targeting wellness outcomes.

**Answer: (SHOW ANSWER)**

The vision of recovery in psychiatric rehabilitation emphasizes empowerment, self-determination, and community integration, enabling individuals to lead meaningful lives with minimal reliance on formal services. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) highlights promoting independence and self-sufficiency as central to recovery-oriented practice (Task V.A.1: "Promote recovery principles, including self-determination and independence"). Option B (reducing dependence on services) aligns with this by fostering skills, natural supports, and community resources that enable individuals to live independently and engage in valued roles (e.g., employment, relationships). Option A (developing new medications) focuses on clinical symptom reduction, which supports recovery but is secondary to its broader social and personal goals (Domain VII). Option C (focusing on symptom management) prioritizes clinical outcomes over the holistic recovery principles of empowerment and community integration (Domain V). Option D (targeting wellness outcomes) is relevant but less specific than Option B, as wellness is one aspect of recovery, whereas reducing service dependence encompasses broader recovery goals, including self-management and community living (Domain III). The PRA Study Guide emphasizes independence as a hallmark of recovery, supporting Option B.

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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 Principles.

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

### **NEW QUESTION: 25**

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

**Answer: C (LEAVE A REPLY)**

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."

:

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: 26**

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. Acceptance.

B. Action.

C. Contemplation.

D. Maintenance.

**Answer: C (LEAVE A REPLY)**

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: 27**

An individual with a psychiatric disability meets with the service team quarterly to review progress toward rehabilitation plan objectives. For the last two reviews, no notable progress has been identified. The best response of the service team is to:

- A.** Refer the individual to the psychiatrist to assess the impact of symptoms on rehabilitation progress
- B.** Reassess the objectives to match more closely the individual's current goals
- C.** Discuss the individual's level of motivation toward making progress
- D.** Offer encouragement to assure the individual that progress is often slow but will come with time

**Answer: B (LEAVE A REPLY)**

This question pertains to Domain IV: Assessment, Planning, and Outcomes, which includes evaluating and revising rehabilitation plans to ensure they remain relevant and effective. The CPRP Exam Blueprint states that practitioners must "periodically reassess rehabilitation objectives to ensure they align with the individual's current needs, goals, and circumstances." When no progress is observed, the best practice is to reassess the plan's objectives to ensure they are realistic, relevant, and aligned with the individual's current priorities.

\* Option B: Reassessing the objectives to match the individual's current goals ensures the rehabilitation plan remains person-centered and relevant. Lack of progress may indicate that the objectives are misaligned with the individual's current needs, abilities, or priorities, and reassessment is a proactive, recovery-oriented response.

\* Option A: Referring to a psychiatrist assumes symptoms are the primary barrier without first evaluating the plan's appropriateness, which is premature and not person-centered.

\* Option C: Discussing motivation may be relevant later but risks blaming the individual without first ensuring the objectives are appropriate, which is not aligned with recovery principles.

\* Option D: Offering encouragement without addressing the lack of progress is passive and fails to adjust the plan to support the individual's recovery effectively.

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

"Tasks include: 4. Evaluating progress toward rehabilitation objectives and revising plans as needed. 5.

Ensuring rehabilitation objectives align with the individual's current goals and circumstances."

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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.

Cohen, M., Farkas, M., & Anthony, W. A. (2008). Psychiatric Rehabilitation Training Technology. Boston University Center for Psychiatric Rehabilitation (emphasizes reassessment in planning).

### **NEW QUESTION: 28**

Identifying personal preferences and values is a part of assessing

- A. resource needs.
- B. mental health status.
- C. rehabilitation readiness.
- D. skill functioning.

**Answer: C (LEAVE A REPLY)**

Assessing rehabilitation readiness involves understanding an individual's motivation, confidence, and personal drivers for pursuing recovery goals. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) includes identifying personal preferences and values as part of readiness assessment to determine an individual's preparedness for goal-setting (Task IV.A.2: "Assess individual's stage of change and readiness for goal-setting"). Option C (rehabilitation readiness) aligns with this, as preferences and values (e.g., what matters most to the individual, such as family or independence) inform their willingness and motivation to engage in rehabilitation activities.

Option A (resource needs) focuses on external supports, not personal values. Option B (mental health status) pertains to clinical symptoms, not preferences or readiness. Option D (skill functioning) assesses abilities, not motivational factors like values. The PRA Study Guide emphasizes that understanding preferences and values is critical for assessing readiness, supporting Option C.

:

CPRP Exam Blueprint (2014), Domain IV: Assessment, Planning, and Outcomes, Task IV.A.2.

PRA Study Guide (2024), Section on Rehabilitation Readiness Assessment.

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

### **NEW QUESTION: 29**

An individual is hospitalized for psychiatric reasons and has asked staff to be able to engage in the ritual of smudging, which is the religious burning of herbs during treatment. She states that this would help with her recovery. The hospital administrator states there are rules against burning substances due to fire codes. When advocating for the individual's request, the practitioner should apply the following psychiatric rehabilitation principle.

- A. Positive cultural relations should be conveyed to the larger community.
- B. Solutions to problems should be sought with individuals, families, and their cultures.
- C. A strengths/wellness approach should be applied to all cultures.
- D. Interventions should be aligned with cultural practices.

**Answer: B (LEAVE A REPLY)**

Advocating for an individual's cultural and spiritual practices, such as smudging, requires interpersonal competencies that prioritize collaborative, culturally sensitive problem-solving. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes working with individuals and their cultural contexts to find solutions that respect their beliefs and needs (Task I.B.1: "Collaborate with individuals and their support systems to address barriers in a culturally competent manner"). Option B (solutions to problems should be sought with individuals, families, and their cultures) aligns with this by advocating for a collaborative approach to address the fire code barrier, such as exploring alternative ways to incorporate smudging (e.g., using smokeless methods) while respecting the individual's cultural practice.

Option A (positive cultural relations to the community) is unrelated to the immediate advocacy need within the hospital. Option C (strengths/wellness approach) is relevant but too broad, as it does not specifically address problem-solving for cultural practices. Option D (interventions aligned with cultural practices) is close but less precise, as it focuses on intervention design rather than collaborative problem-solving to overcome barriers. The PRA Study Guide highlights culturally collaborative advocacy as a key principle, supporting Option B.

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

PRA Study Guide (2024), Section on Cultural Competence and Advocacy.

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

### **NEW QUESTION: 30**

The practitioner has completed a rehabilitation readiness assessment with the individual and they have decided they are ready to go to work. What would be the practitioners next best step?

- A. Assist the individual to find employment
- B. Speak with the family on behalf of the individual
- C. Identify potential resources for employment opportunities
- D. Establish a stronger relationship with the individual

**Answer: C (LEAVE A REPLY)**

After confirming readiness for employment, the practitioner must prepare to support the individual's job pursuit by identifying relevant resources. The CPRP Exam Blueprint (Domain III: Community Integration) emphasizes coordinating access to employment resources, such as job boards, supported employment programs, or vocational services, to facilitate community-based work (Task III.C.1: "Coordinate access to community resources to support integration"). Option C (identify potential resources for employment opportunities) aligns with this, as it involves researching and compiling options like IPS programs or local job services to match the individual's goals and needs, setting the stage for job search.

Option A (assist to find employment) is a subsequent step after resource identification. Option B (speak with family) is not indicated unless family involvement is requested. Option D (establish stronger relationship) is less relevant, as readiness assessment implies sufficient rapport. The PRA Study Guide highlights resource identification as key post-readiness, supporting Option C.

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CPRP Exam Blueprint (2014), Domain III: Community Integration, Task III.C.1.  
PRA Study Guide (2024), Section on Employment Resource Coordination.  
CPRP Exam Preparation & Primer Online 2024, Module on Community Integration.

**NEW QUESTION: 31**

A person utilizing psychiatric rehabilitation services meets with a fellow program participant to assist her in accessing employment services. This is an example of

- A. peer support.
- B. rehabilitation readiness.
- C. vocational readiness.
- D. interdisciplinary support.

**Answer: A (LEAVE A REPLY)**

Peer support involves individuals with lived experience of mental health challenges assisting others in their recovery journey, fostering hope and practical guidance. The CPRP Exam Blueprint (Domain V: Strategies for Facilitating Recovery) highlights peer support as a key strategy for empowering individuals to achieve recovery goals, such as accessing employment services (Task V.B.3: "Utilize peer support to promote recovery and rehabilitation goals"). Option A (peer support) aligns with this, as the program participant, a peer, is helping another individual navigate employment services, leveraging shared experiences to provide guidance and encouragement. Option B (rehabilitation readiness) refers to preparing an individual for rehabilitation goals, not the act of peer assistance. Option C (vocational readiness) focuses on the individual's preparedness for work, not the peer's role in supporting access to services. Option D (interdisciplinary support) involves professional collaboration, not peer-based assistance. The PRA Study Guide emphasizes peer support's role in recovery-oriented service delivery, supporting Option A.

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CPRP Exam Blueprint (2014), Domain V: Strategies for Facilitating Recovery, Task V.B.3.  
PRA Study Guide (2024), Section on Peer Support in Recovery.  
CPRP Exam Preparation & Primer Online 2024, Module on Strategies for Facilitating Recovery.

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**NEW QUESTION: 32**

Which of the following would most affect the ability of an individual with schizophrenia to communicate?

- A. Disorganized thoughts
- B. Anhedonia
- C. Flat affect
- D. Lack of motivation

**Answer: (SHOW ANSWER)**

This question pertains to Domain I: Interpersonal Competencies, which includes understanding how mental health conditions, such as schizophrenia, impact communication and how practitioners can adapt their approach to facilitate effective interactions. The CPRP Exam Blueprint notes that practitioners must

"understand the impact of psychiatric symptoms on communication and employ strategies to support effective interpersonal interactions." Schizophrenia is characterized by symptoms such as disorganized thoughts, hallucinations, delusions, negative symptoms (e.g., flat affect, anhedonia), and motivational challenges. The question asks which symptom most directly affects communication ability.

\* Option A: Disorganized thoughts, a positive symptom of schizophrenia, significantly impair communication by causing incoherent speech, difficulty staying on topic, and challenges in organizing ideas. This directly disrupts the ability to convey thoughts clearly, making it the most impactful symptom on communication.

\* Option B: Anhedonia, the inability to experience pleasure, is a negative symptom that affects emotional engagement but does not directly impair the cognitive or verbal processes required for communication.

\* Option C: Flat affect, another negative symptom, refers to reduced emotional expressiveness, which may make communication appear less engaging but does not fundamentally disrupt the ability to convey thoughts or ideas.

\* Option D: Lack of motivation, also a negative symptom, may reduce an individual's willingness to engage in communication but does not directly affect their ability to communicate when they choose to do so.

Extract from CPRP Exam Blueprint (Domain I: Interpersonal Competencies):

"Tasks include: 3. Understanding the impact of psychiatric conditions and symptoms on communication and behavior. 4. Adapting communication strategies to meet the needs of individuals with psychiatric disabilities."

:

Psychiatric Rehabilitation Association (PRA). (2014). CPRP Exam Blueprint. Retrieved from PRA Certification Handbook.

PRA. (2024). CPRP Exam Preparation & Primer Online 2024 Course: Module 2 - Interpersonal Competencies.

American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

(Referenced in CPRP study materials for understanding schizophrenia symptoms).

**NEW QUESTION: 33**

An individual with a psychiatric disability tells her job coach that she has been written up for the third time for being late and is worried about losing her job. She is struggling to wake up on time due to medication side effects. The best course of action for the job coach is to:

- A. Help her explore alternative employment options.
- B. Refer her to a work adjustment program to practice being on time.
- C. Schedule transportation so she can be on time.
- D. Discuss the option of requesting accommodations with her.

**Answer: (SHOW ANSWER)**

This question aligns with Domain III: Community Integration, which focuses on supporting individuals to maintain employment through strategies like workplace accommodations. The CPRP Exam Blueprint emphasizes "assisting individuals to request reasonable accommodations to address disability-related barriers, such as medication side effects, to sustain community employment." The individual's lateness is due to medication side effects, and accommodations can address this barrier while preserving her job.

\* Option D: Discussing the option of requesting accommodations (e.g., a later start time or flexible schedule) is the best course of action, as it directly addresses the medication side effects causing lateness. This approach, supported by laws like the Americans with Disabilities Act (ADA), empowers the individual to maintain her job while managing her disability, aligning with recovery-oriented employment support.

\* Option A: Exploring alternative employment is premature and unnecessary, as accommodations may resolve the issue without requiring a job change, which could disrupt stability.

\* Option B: A work adjustment program focuses on general work skills, not specific barriers like medication side effects, and may not address the immediate risk of job loss.

\* Option C: Scheduling transportation does not address the root cause (difficulty waking up due to medication), making it an ineffective solution.

Extract from CPRP Exam Blueprint (Domain III: Community Integration):

"Tasks include: 2. Supporting individuals in maintaining employment through strategies like reasonable accommodations to address disability-related barriers. 3. Promoting self-advocacy in workplace settings."

:

Psychiatric Rehabilitation Association (PRA). (2014). CPRP Exam Blueprint. Retrieved from PRA Certification Handbook.

PRA. (2024). CPRP Exam Preparation & Primer Online 2024 Course: Module 4 - Community Integration.

Bond, G. R., & Drake, R. E. (2015). Making the Case for IPS Supported Employment.

Administration and Policy in Mental Health (emphasizes accommodations in employment).

### **NEW QUESTION: 34**

Supported Education services

- A. limit participation to those who meet minimal standardized test scores.
- B. prepare an individual for participation with an entry-level curriculum.

C. require a readiness assessment prior to participation.

D. base eligibility solely on the desire to participate.

**Answer: (SHOW ANSWER)**

Supported Education services aim to help individuals with psychiatric disabilities pursue educational goals by providing tailored supports, such as accommodations or coaching. The CPRP Exam Blueprint (Domain III:

Community Integration) emphasizes that eligibility for Supported Education is based on the individual's desire to participate, reflecting the recovery-oriented principle of self-determination (Task III.A.2: "Support individuals in accessing community-based educational opportunities").

Option D (base eligibility solely on the desire to participate) aligns with this, as Supported Education programs prioritize access for those who express interest, without imposing restrictive criteria like test scores or mandatory assessments.

Option A (minimal standardized test scores) is incorrect, as such requirements would exclude individuals and contradict inclusive principles. Option B (entry-level curriculum) is a potential support strategy, not an eligibility criterion. Option C (require a readiness assessment) may inform planning but is not a prerequisite for eligibility, as desire drives access. The PRA Study Guide highlights that Supported Education is open to all who wish to pursue education, supporting Option D.

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CPRP Exam Blueprint (2014), Domain III: Community Integration, Task III.A.2.

PRA Study Guide (2024), Section on Supported Education Services.

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

### **NEW QUESTION: 35**

An individual states, "I think I made a really huge mistake at work today! I was asked to make 200 copies of a

20-page report, and I copied the wrong document. I told my supervisor, and he seemed pretty annoyed." What response is the best example of paraphrasing?

A. "You made an error today on your job and your boss seemed upset with you."

B. "You made an error, but you did admit it. That took a lot of courage."

C. "You're frustrated because you made a mistake at work and disappointed your supervisor."

D. "You're frustrated because you made a mistake, but it wasn't such a big mistake."

**Answer: A (LEAVE A REPLY)**

This question falls under Domain I: Interpersonal Competencies, which emphasizes active listening and communication techniques such as paraphrasing to validate and clarify an individual's statements. The CPRP Exam Blueprint specifies that paraphrasing involves "restating the individual's message in the practitioner's own words to confirm understanding and demonstrate empathy, focusing on the content and facts of the statement." The scenario requires the practitioner to paraphrase the individual's description of a work mistake and their supervisor's reaction without adding interpretations or judgments.

Option A: This response restates the key facts of the individual's statement (making an error at work and the supervisor seeming upset) in a concise, neutral manner. It accurately reflects the content without adding emotional assumptions or judgments, making it the best example of paraphrasing.

Option B: This response includes praise for the individual's courage, which is an interpretation rather than a restatement, and does not fully capture the supervisor's reaction, making it less accurate as paraphrasing.

Option C: This response assumes the individual is frustrated and disappointed the supervisor, which adds emotional interpretations not explicitly stated, diverging from pure paraphrasing.

Option D: This response also assumes frustration and minimizes the mistake's significance, which introduces judgment and does not accurately restate the original statement.

Extract from CPRP Exam Blueprint (Domain I: Interpersonal Competencies):

"Tasks include: 2. Demonstrating active listening skills, including paraphrasing to confirm understanding of the individual's message. 3. Using person-centered communication to validate individuals' experiences." References:

Psychiatric Rehabilitation Association (PRA). (2014). CPRP Exam Blueprint. Retrieved from PRA Certification Handbook.

PRA. (2024). CPRP Exam Preparation & Primer Online 2024 Course: Module 2 - Interpersonal Competencies.

Rogers, C. R. (1951). Client-Centered Therapy. Houghton Mifflin (influential in PRA's person-centered approach, emphasizes paraphrasing).

### **NEW QUESTION: 36**

The true mission of psychiatric rehabilitation is to improve functioning and

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

**Answer: A (LEAVE A REPLY)**

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: 37**

An individual describes sadness due to the death of a loved one. The best first response to the individual is:

- A. "Do you need to talk to your doctor about a medication adjustment?"
- B. "You feel distraught because you lost someone important to you."
- C. "What are the good things about the relationship you could focus on?"
- D. "This is an opportunity for you to build your coping skills."

**Answer: (SHOW ANSWER)**

This question falls under Domain I: Interpersonal Competencies, which emphasizes building therapeutic relationships, effective communication, and person-centered approaches to support recovery. The CPRP Exam Blueprint specifies that Interpersonal Competencies include "demonstrating empathy, active listening, and responding to individuals in a manner that validates their feelings and experiences." The best first response to an individual expressing sadness due to a loved one's death should demonstrate empathy and validate their emotions, aligning with the principles of psychiatric rehabilitation, which prioritize person-centered, recovery-oriented communication.

\* Option B: "You feel distraught because you lost someone important to you" is a reflective listening statement that acknowledges and validates the individual's emotional experience. It shows empathy by restating their feelings and the cause (loss of a loved one), fostering a therapeutic connection. This aligns with the PRA's emphasis on active listening and empathy as core interpersonal skills in psychiatric rehabilitation.

\* Option A: Suggesting a medication adjustment assumes a medical need without exploring the individual's emotional state, which is premature and not person-centered. It does not address the expressed sadness or demonstrate empathy.

\* Option C: Focusing on positive aspects of the relationship shifts attention away from the individual's current emotional experience, potentially invalidating their grief. This response lacks empathy and does not align with active listening principles.

\* Option D: Framing the loss as an opportunity for coping skills development is directive and dismissive of the individual's immediate emotional needs. It fails to validate their feelings, which is critical in the initial response.

Extract from CPRP Exam Blueprint (Domain I: Interpersonal Competencies):

"Tasks include: 1. Establishing and maintaining a therapeutic relationship with individuals. 2. Demonstrating empathy and active listening skills. 3. Using person-centered communication to validate individuals' experiences and promote recovery."

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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 2 - Interpersonal Competencies.

Anthony, W. A., Cohen, M., & Farkas, M. (1990). Psychiatric Rehabilitation. Center for Psychiatric Rehabilitation, Boston University (recommended study literature emphasizing empathy in recovery-oriented practice).

### **NEW QUESTION: 38**

Which of the following is the most important initial goal for the practitioner when assessing an individual's readiness for change?

- A. Building trust and rapport with the individual
- B. Understanding the context of the change
- C. Assessment of the routines required for change
- D. Identifying the individual's goals for the future

**Answer: A (LEAVE A REPLY)**

Assessing readiness for change requires a foundation of trust to ensure open communication and accurate evaluation of the individual's motivation. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes building trust and rapport as the primary initial goal to facilitate engagement and effective assessment (Task I.B.3: "Adapt communication strategies to build trust and engagement"). Option A (building trust and rapport with the individual) aligns with this, as a trusting relationship encourages the individual to share their thoughts and feelings about change, enabling the practitioner to assess readiness (e.g., through the Stages of Change model) accurately.

Option B (understanding the context) is important but secondary to trust, which enables context exploration.

Option C (assessment of routines) is specific to action planning, not readiness assessment. Option D (identifying goals) follows readiness assessment, which first evaluates motivation. The PRA Study Guide highlights trust as critical for readiness assessment, 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 Trust-Building for Assessment.

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

### **NEW QUESTION: 39**

An individual is working in a thrift store in the community as part of a work crew. His success has led the store manager to speak to the job coach about hiring him to work full time in the store. The job coach's best next step would be to meet with the individual and

- A. discuss the opportunity.
- B. review his past employment experiences.

C. explore the possible impact of the added stress.

D. discuss the impact on his benefits.

**Answer: A (LEAVE A REPLY)**

The offer of full-time employment represents a significant opportunity for community integration through a valued role. The CPRP Exam Blueprint (Domain III: Community Integration) emphasizes supporting individuals in making informed choices about community-based employment opportunities (Task III.A.3:

"Support individuals in pursuing self-directed community activities, including employment"). Option A (discuss the opportunity) aligns with this, as the job coach's first step should be to present the full-time job offer to the individual, explore his interest, and ensure the decision reflects his goals and preferences, setting the stage for further considerations like stress or benefits.

Option B (review past employment) is less relevant, as the focus is on the current opportunity, not historical experiences. Option C (explore stress) and Option D (discuss benefits) are important but secondary steps that follow after confirming the individual's interest in the opportunity. The PRA Study Guide underscores discussing employment opportunities as the initial step in supported employment, supporting Option A.

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

PRA Study Guide (2024), Section on Supported Employment Decision-Making.

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

### **NEW QUESTION: 40**

A 30-year-old individual has been living with his parents for six years. Previously he worked part-time at various jobs. He quit the jobs because the work was too physically demanding. His parents have told him that he must get a job or they will not continue to support him. What is the FIRST BEST step for the practitioner to take?

A. Assess the local labor market for opportunities

B. Assess the individual's strengths and weaknesses

C. Identify potential resources for employment and job hunting

D. Assist the individual to determine his capacity and goals

**Answer: D (LEAVE A REPLY)**

The individual faces family pressure to secure employment due to past job challenges, indicating a need to align his aspirations with feasible goals. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) emphasizes that the first step in person-centered planning is to assist the individual in identifying their capacity (e.g., abilities, limitations) and goals to ensure rehabilitation efforts are meaningful and tailored (Task IV.A.1: "Conduct functional assessments to identify individual goals and strengths"). Option D (assist the individual to determine his capacity and goals) aligns with this, as understanding his physical limitations, interests, and employment aspirations (e.g., less physically demanding roles) provides the foundation for subsequent steps like job matching or resource identification.

Option A (assess the labor market) is premature without knowing the individual's goals. Option B (assess strengths and weaknesses) is part of a functional assessment but follows goal identification to ensure relevance. Option C (identify resources) assumes employment as the goal without confirming the individual's preferences. The PRA Study Guide highlights goal-setting as the initial step in addressing employment challenges, supporting Option D.

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

PRA Study Guide (2024), Section on Person-Centered Goal-Setting.

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

### **NEW QUESTION: 41**

A practitioner asks an individual to "list ten things in life you think are important." The practitioner then asks the individual to rank them in order of importance. The next step involves asking the individual to eliminate all except three of these. This is an example of a/an

- A. functional assessment.
- B. overall rehabilitation goal selection.
- C. skills development programming.
- D. values clarification activity.

**Answer: (SHOW ANSWER)**

The described exercise focuses on identifying and prioritizing an individual's values to guide person-centered planning. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) includes assessing personal values and preferences as part of readiness and goal-setting processes to ensure goals align with what matters most to the individual (Task IV.A.2: "Assess individual's stage of change and readiness for goal- setting"). Option D (values clarification activity) aligns with this, as the process of listing, ranking, and narrowing down important life aspects helps the individual clarify their core values (e.g., family, independence, creativity), which informs the development of meaningful rehabilitation goals.

Option A (functional assessment) evaluates skills and deficits, not values. Option B (overall rehabilitation goal selection) is a subsequent step that builds on clarified values. Option C (skills development programming) involves teaching specific abilities, not exploring values. The PRA Study Guide emphasizes values clarification as a key activity for aligning goals with personal priorities, supporting Option D.

CPRP Exam Blueprint (2014), Domain IV: Assessment, Planning, and Outcomes, Task IV.A.2.

PRA Study Guide (2024), Section on Values Clarification in Planning.

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

### **NEW QUESTION: 42**

When working with an individual who has both substance abuse issues and a mood disorder, the practitioner has determined that the individual is in the pre-contemplative stage of change in regard to his substance use.

The practitioner's interventions should focus on

- A. teaching the skill of saying no to alcohol.
- B. identifying triggers that lead to drinking.
- C. establishing a goal to decrease alcohol use.
- D. developing a trusting relationship.

**Answer: D (LEAVE A REPLY)**

In the pre-contemplative stage of change, individuals are not yet considering changing their behavior (e.g., substance use) and may deny or minimize the problem. The CPRP Exam Blueprint (Domain I: Interpersonal Competencies) emphasizes building trust and rapport with individuals in early stages of change to foster engagement and openness to future interventions (Task I.B.3: "Adapt communication strategies to build trust and engagement"). Option D (developing a trusting relationship) aligns with this, as establishing trust through empathetic, non-judgmental interactions is critical to help the individual feel safe and eventually consider change, particularly for someone with co-occurring substance abuse and mood disorders.

Option A (teaching the skill of saying no) is action-oriented and premature for pre-contemplation. Option B (identifying triggers) is relevant in later stages, like contemplation or preparation. Option C (establishing a goal to decrease use) assumes readiness not present in pre-contemplation. The PRA Study Guide, referencing the Stages of Change model, highlights trust-building as the primary focus for pre-contemplative individuals, supporting Option D.

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

PRA Study Guide (2024), Section on Stages of Change and Engagement.

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

### **NEW QUESTION: 43**

An individual was recently discharged from an inpatient facility where he was treated for schizophrenia.

During a meeting with a practitioner, he shared previous struggles with landlords and neighbors and how that left him feeling unsafe and very angry. What would be the BEST option to offer him?

- A. Refer him to an anger management group where attitudes can be discussed.
- B. Refer him to a residential program where similar issues have been addressed.
- C. Help him find a supported housing apartment with a roommate.
- D. Help him make a decision about where he wants to live.

**Answer: D (LEAVE A REPLY)**

Supporting an individual recently discharged from inpatient care involves addressing barriers to community integration, such as past housing conflicts, while prioritizing self-determination. The CPRP Exam Blueprint (Domain III: Community Integration) emphasizes empowering individuals to make choices about their living arrangements to foster stability and safety (Task III.A.1: "Support individuals in accessing and maintaining stable housing"). Option D (help him make a decision about where he wants to live) aligns with this by focusing on person-centered planning, allowing the individual to explore housing options that address his feelings of unsafety and anger, such as locations or settings that feel secure and supportive.

Option A (anger management group) addresses anger but not the root issue of housing-related distress or safety concerns. Option B (residential program) assumes a specific solution without involving the individual's preferences, which may not align with his recovery goals. Option C (supported housing with a roommate) is prescriptive and may not suit his needs, especially given past conflicts with others, without first exploring his preferences. The PRA Study Guide underscores the importance of choice in housing to promote community integration, supporting Option D.

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

PRA Study Guide (2024), Section on Housing and Self-Determination.

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

### **NEW QUESTION: 44**

The starting point of a functional assessment is identifying an individual's

- A. past successes.
- B. cognitive ability.
- C. recovery goals.
- D. employment history.

**Answer: (SHOW ANSWER)**

A functional assessment in psychiatric rehabilitation focuses on identifying strengths, needs, and aspirations to inform person-centered planning. The CPRP Exam Blueprint (Domain IV: Assessment, Planning, and Outcomes) specifies that functional assessments begin with understanding the individual's recovery goals to guide rehabilitation planning (Task IV.A.1: "Conduct functional assessments to identify individual goals and strengths"). Option C (recovery goals) aligns with this, as identifying what the individual wants to achieve (e.g., housing, employment, or social connections) sets the direction for assessing relevant skills and supports.

Option A (past successes) is part of the assessment but secondary to goal identification. Option B (cognitive ability) is a specific domain assessed later, not the starting point. Option D (employment history) is relevant for vocational goals but too narrow for the broader scope of a functional assessment. The PRA Study Guide emphasizes starting with the individual's recovery goals to ensure person-centered planning, 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.

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

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