Certified Recovery Peer Specialist (CRPS) Exam

Training Self-Assessment and Test Preparation Guide

INTRODUCTION

The FCB's Certified Recovery Peer Specialist (CRPS) Exam is required for all applicants seeking the Certified Recovery Peer Specialist (CRPS) credential.

To do your best on the Certified Recovery Peer Specialist (CRPS) exam, it is important that you take the necessary time to prepare for the test and develop the skills that will help you take it. The best way to perform well on the exam is to be prepared. First, you need to make the most of your **study skills**. Second, it is helpful to know general **test-taking strategies** to ensure that you will achieve your best score.

The **CONTENT CHECKLIST** section of this document is designed to help you identify core content that may be asked of you on the examination. PLEASE NOTE: this document does not provide study content, rather, it provides the competencies and number of items per competency so you can identify relevant training material and prepare for the exam. Competency is gained through a combination of training and experience. To that end, you must be familiar with the content and you must be able to apply the content to answer specific questions on the exam.

TABLE OF CONTENTS

EXAMINATION DEVELOPMENT & TEST CONTENT

The Florida Certified Recovery Peer Specialist (CRPS) exam is a 75-item, multiple-choice test. The test is designed to measure applicant's competency in the following performance domains:

1. Recovery Residence Operations and Administration
2. Maintaining the Physical Residence
3. Resident Screening and Admissions
4. Resident Recovery Support
5. Professional Responsibilities

Test takers have two-hours to complete the exam.

The development of the CRPS exam began with a clear and concise definition of the tasks, knowledge, skills, and abilities needed for competent job performance. The FCB works with Subject Matter Experts (SMEs) in the field to delineate critical job components.

Once the performance domains and job tasks are established, a validation study is conducted to ensure the performance domains and job tasks actually reflect current practice. Individuals currently providing Certified Recovery Peer Specialist (CRPS) services rate each job task for "frequency" and "importance" and provide detailed feedback regarding the adequacy of performance domains and job tasks. This data is analyzed and an Examination Blueprint is established. The Examination Blueprint identifies the number of items per performance domain as well as the number of items per job task within each domain necessary to ensure the exam results reflect the individual competence of the test taker.

Examination questions are written by certified individuals or those otherwise deemed as SMEs in the field. SMEs are trained in item writing best practices and assisted by psychometricians when writing questions. All examination questions are written in a multiple choice format with three response options. One of these options represents the BEST response and credit is granted only for selection of this response.

The number of items per domain and job task are presented in both the Content Table of this document and in *Attachment A: Florida CRPS Detailed Exam Blueprint.*

EFFECTIVE STUDY SKILLS

Recommended Study Goals

1. Read and work through this document, especially the job task/competency statements and the exam blueprint to focus your efforts.
2. Identify content you currently know and content for which you may need additional training or studying as you prepare for the test.
3. Do additional reading, such as the materials you received in your training courses.
4. Identify good times and best places to study.
5. Set specific, realistic goals to accomplish during study session. Study small amounts of material at a time. For example*, I will cover two competencies per night*.

Time Management

- Set realistic goals for what you want to accomplish during each study session and chart your progress.
- Study during your most productive time of the day.
- Study for reasonable amounts of time. Marathon studying is rarely productive.
- Take frequent breaks because they help you stay focused. Doing some quick exercises (e.g., sit-ups or jumping jacks) can help you stay alert.
- Be consistent. Establish a routine and stick to it.
- Study the most challenging test content first.
- For each study session, build in time to review what you learned in your last study session.
- Evaluate your accomplishments at the end of each study session.
- Reward yourself for a job well done.

Organization

- Establish a study area that has minimal distractions.
- Gather your materials in advance.
- Develop and implement a study plan

Active Learning

- Carefully read the information and then DO something with it.
- If you have paper documents, mark the important points with a highlighter, circle them with a pen, write notes about them, or summarize the information in your own words.
- Ask questions. As you study, questions often come into your mind. Write them down and actively seek the answers.
- Create sample test questions and answer them.
- Find a friend who is also planning to take the test and quiz each other.

TEST-TAKING STRATEGIES

Focus. Try to block out whatever is going on around you. Take your time and think about what you are asked to do.

Budget your time. Be sure that you allocate an appropriate amount of time to work on each question on the test.

Take a quick break if you begin to feel tired. To do this, relax in your chair, and take a few deep breaths. You may want to stretch. DO NOT get up and walk around during the exam time.

Use positive self-talk. If you find yourself saying negative things to yourself such as "I can't pass this test," it is important to recognize that you are doing this. Stop and think positive thoughts such as "I prepared for this test, and I am going to do my best."

Read the entire question and the possible answer choices. It is important to read the entire question so you know what it is asking. Read each possible answer choice. Do not mark the first one that "looks good."

Use what you know. Draw on what you have learned from your training, your on-the-job experience, and during your study sessions to help you answer the questions.

Think logically. If you have tried your best to answer a question but you just aren't sure of the answer, use the process of elimination. Look at each possible answer choice. If it doesn't seem like a logical response, eliminate it. Do this until you've narrowed down your choices. If this doesn't work, take your best educated guess. It is better to mark something down than to leave it blank.

Check your answers. When you have finished the test, go back and check your work.

No trick questions. The CRPS exam does not contain trick questions. Trick questions test the test takers ability to take a test, not his or her knowledge base. If you believe the question is a trick question, go back, re-read the question and do you best to answer the question as it is presented. If you believe that there are two possibly correct answers, but one rarely occurs in practice, it is best to pick the answer that most commonly occurs or is experienced.

You may want to view this video that reinforces the study tips presented earlier.
Video: Study Less, Study Smart
https://www.youtube.com/watch?v=23Xqu0jXlfs

GUIDELINES FOR ANSWERING MULTIPLE-CHOICE QUESTIONS

1. **Formulate your own answer before reading the options.**
   - Focus on finding an answer without the help of the alternatives.
   - This process will increase your concentration.
   - Doing this will help you exercise your memory.

2. **Eliminate unlikely answers first.**
   - Quickly eliminating one of the alternatives may increase your probability to 50/50 or better.
   - Find the false item – one usually stands out and you can eliminate it.

3. **Select numbered answers from the middle range, not the extremes.**
   - For example, if the height of a mountain is requested, eliminate 20,000 feet (high), and 3,000 feet (low). Then choose between 8,000 feet and 11,000 feet.

4. **Select answers that are longer and more descriptive.**
   - Longer (true) answers stand out and contain more detail.
   - Shorter (false) answers are created quickly as throwaways.
   - Descriptive detail is given to help you identify the truth.

5. **Similar answers give you a clue! One of them is correct, the other is disguised.**

6. **Watch out for "NOT TRUE" or "EXECPT" questions.**
   - Remember to reverse your procedure and eliminate truth.
   - Use the true-false methods described earlier and find the false alternative.

TEST ANXIETY

Does this sound like you? You've studied hard, and you think you have a grip on the material. But then the day of the test comes. Suddenly, you blank out, freeze up, zone out, or feel so nervous that you can't respond to those questions you knew the answers to just last night. If this sounds like you, you may have a case of test anxiety — that nervous feeling that people sometimes get when they're about to take a test. It is normal to experience some stress when preparing for and taking a test. It is what helps motivate us to study and try our best. Some students, however, experience anxiety that goes beyond normal test "jitters." If you feel you are suffering from test anxiety that is keeping you from performing at your best, please speak to your clinical supervisor or colleagues, who can direct you to resources to help you address this problem.

Here is a video to help you understand and manage test anxiety. It is about adult learners who go back to college, but their feelings about taking exams address test anxiety in general. **Video: Test Anxiety:** https://www.youtube.com/watch?v=RlswtNgoQhc

CONTENT CHECKLIST

The following section is divided into four (4) separate tables, by performance domain. Each table starts with the name of the performance domain and the total number of questions on the exam related to this domain. The actual table is a chart for you to guide your study efforts. Each table is divided into three columns. Column one provides the core competency statement. Column two provides the number of items on the exam that are directly related to the core competency. Column three is for you to complete as you review existing training materials and other resources to help you study for the exam.

Each exam item is written to one of the following three competency levels: Recall, Comprehension and Application.

Recall question ask you to remember facts, principles or other information that was previously learned or experienced. Recall questions tend to be very fact based. Approximately 35% of the exam items are recall items.

Comprehension questions ask you to demonstrate that you understand the meaning of a fact, principle or other information. Comprehension questions tend to ask you to explain or describe information or concepts beyond a definition. Approximately 50% of the exam items are comprehension items.

Application questions ask you to use the facts, principles, concepts, or other information that was previously learned or experienced to respond to a particular situation. Approximately 15% of the exam items are application items.

You can think of these three levels as:

"Do you know it?" (Recall)

"Do you understand it?" (Comprehension)

"Can you apply it/do it?" (Application)

Domain: Advocacy

There are a total of **17 items** on the exam related to advocacy competencies.

Competency	# Exam Items	Relevant Training or Content
1. Advocate for the client in order to promote individual choice and self-determination.	**3**	
2. Help the client develop self-advocacy skills.	**4**	
3. Identify and communicate gaps in the service system that are resulting in unmet client needs.	**3**	
4. Serve as a member of the client's recovery support team.	**3**	
5. Assure that client rights are maintained.	**4**	

NOTES:

Domain: Mentoring

There are a total of **26 items** on the exam related to mentoring competencies.

Competency	# Exam Items	Relevant Training Event
1. Demonstrate healthy behaviors expected of a person in recovery.	4	
2. Establish and maintain an effective peer mentoring relationship with clients.	4	
3. Promote social learning through shared experiences.	3	
4. Encourage clients to develop independent behaviors that is based on choice rather than compliance.	3	
5. Teach clients life skills, including personal care and social responsibility skills.	3	
6. Assist participants to establish and/or reestablish and maintain healthy interpersonal relationship with persons such as family members, significant others, friends, and family members of choice.	3	
7. Establish and maintain a communication plan with the client in order to provide ongoing support.	3	
8. Assist the client to identify informal support systems to access or build upon, in order to meet the client's needs and wants.	3	

NOTES:

Domain: Recovery Support

There are a total of **33 items** on the exam related to recovery support competencies.

Competency	# Exam Items	Relevant Training Event
1. Help the client identify their options and participate in all decisions related to establishing and achieving recovery goals.	3	
2. Help the client develop problem solving skills so they can respond to challenges to their recovery.	3	
3. Recognize crisis situations and respond appropriately.	4	
4. Recognize risks to the client's recovery and/or personal safety and respond appropriately.	3	
5. Apply strategies designed to enhance the client's motivation to change.	3	
6. Reinforce reasons why recovery is a viable and achievable path.	4	
7. Help the client develop an understanding of the holistic approach to wellness and recovery, which includes physical, mental, spiritual, and social wellness.	3	
8. Help the client access information and resources necessary to make informed decisions that will positively affect overall health and wellness.	4	
9. Assist and motivate clients to navigate the array of services available to achieve and maintain recovery.	3	
10. Engage and assist clients to move through the stages of recovery and develop recovery capital.	3	

NOTES:

Domain: Professional Responsibilities

There are a total of **24 items** on the exam related to professional responsibility competencies.

Competency	# Exam Items	Relevant Training Event
1. Report suspicions of abuse of a child or vulnerable adult according to Florida Statutes.	3	
2. Maintain client confidentiality according to state and federal laws.	4	
3. Perform all job tasks according to professional, legal and ethical standards.	4	
4. Maintain documentation as required by agency policy and by state and federal laws.	4	
5. Respond appropriately to personal stressors, triggers and other indicators that impact ability to perform job duties.	3	
6. Seek supervision, training and technical assistance as necessary and appropriate.	3	
7. Provide services that respect the varied identities people have based on race, ethnicity, age, sexual orientation, gender and gender identification, religion, spirituality, and mental, emotional, and physical differences in abilities.	3	

Florida CRPS Detailed Exam Blueprint

The Florida CRPS exam is a 100 item, multiple choice exam assessing knowledge and skills across four (4) performance domains and 30 competencies, as follows:

1. Advocacy (5 competencies)
2. Mentoring (8 competencies)
3. Recovery Support (10 competencies)
4. Professional Responsibilities (7 competencies)

The following table provides the number of items per performance domain and a further breakdown of the number of items in each domain by competency.

Advocacy = 17 Items Total	Items per Competency
1. Advocate for the client in order to promote individual choice and self-determination.	3
2. Help the client develop self-advocacy skills.	4
3. Identify and communicate gaps in the service system that are resulting in unmet client needs.	3
4. Serve as a member of the client's recovery support team.	3
5. Assure that client rights are maintained.	4
Mentoring = 26 Items Total	**Items per Competency**
1. Demonstrate healthy behaviors expected of a person in recovery.	4
2. Establish and maintain an effective peer mentoring relationship with clients.	4
3. Promote social learning through shared experiences.	3
4. Encourage clients to develop independent behaviors that is based on choice rather than compliance.	3
5. Teach clients life skills, including personal care and social responsibility skills.	3
6. Assist participants to establish and/or reestablish and maintain healthy interpersonal relationship with persons such as family members, significant others, friends, and family members of choice.	3
7. Establish and maintain a communication plan with the client in order to provide ongoing support.	3
8. Assist the client to identify informal support systems to access or build upon, in order to meet the client's needs and wants.	3
Recovery Support = 33 Items Total	**Items per Competency**
1. Help the client identify their options and participate in all decisions related to establishing and achieving recovery goals.	3
2. Help the client develop problem solving skills so they can respond to challenges to their recovery.	3

3. Recognize crisis situations and respond appropriately.	4
4. Recognize risks to the client's recovery and/or personal safety and respond appropriately.	3
5. Apply strategies designed to enhance the client's motivation to change.	3
6. Reinforce reasons why recovery is a viable and achievable path.	4
7. Help the client develop an understanding of the holistic approach to wellness and recovery, which includes physical, mental, spiritual, and social wellness.	3
8. Help the client access information and resources necessary to make informed decisions that will positively affect overall health and wellness.	4
9. Assist and motivate clients to navigate the array of services available to achieve and maintain recovery.	3
10. Engage and assist clients to move through the stages of recovery and develop recovery capital.	3
Professional Responsibilities = 24 Items Total	**Items per Competency**
1. Report suspicions of abuse of a child or vulnerable adult according to Florida Statutes.	**3**
2. Maintain client confidentiality according to state and federal laws.	**4**
3. Perform all job tasks according to professional, legal and ethical standards.	**4**
4. Maintain documentation as required by agency policy and by state and federal laws.	**4**
5. Respond appropriately to personal stressors, triggers and other indicators that impact ability to perform job duties.	**3**
6. Seek supervision, training and technical assistance as necessary and appropriate.	**3**
7. Provide services that respect the varied identities people have based on race, ethnicity, age, sexual orientation, gender and gender identification, religion, spirituality, and mental, emotional, and physical differences in abilities.	**3**