

Certified Prevention Specialist CPS Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

Copyright © 2025 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain from reliable sources accurate, complete, and timely information about this product.

SAMPLE

Questions

- 1. What best defines a facilitator's role?**
 - A. Someone who sets up a meeting site, including deciding the place and time.**
 - B. Someone who oversees the meeting process.**
 - C. Someone who writes minutes from a meeting and distributes them to all members following.**
 - D. Someone who ensures that a follow-up meeting date is set by the end of the meeting.**
- 2. What is the act involving physical harm or the threat of physical harm called?**
 - A. Violence**
 - B. Bullying**
 - C. Coercion**
 - D. Aggression**
- 3. Which of the following is a method used for the strategy Community-Based Processes?**
 - A. Systematic Planning**
 - B. Server intervention training**
 - C. Peer Leader and Peer Helper Programs**
 - D. Radio and Television Public Service Announcements**
- 4. What is used to enhance a presentation, such as pictures, graphs, and videos?**
 - A. Visual Stimuli**
 - B. Aesthetic Aids**
 - C. Audio Enhancements**
 - D. Visual Aids**
- 5. What term is used to describe programs and strategies designed to target the entire population of a community, such as mass media campaigns?**
 - A. Preventive Initiatives**
 - B. Targeted Interventions**
 - C. Universal**
 - D. Focused Strategies**

- 6. What is the term used for a prevention strategy involving two-way communication and skills development?**
- A. Community-Based Processes**
 - B. Alternative Activities**
 - C. Prevention Education**
 - D. Environmental Approaches**
- 7. Resilience is defined as the ability of an individual to:**
- A. Conform to societal norms**
 - B. Engage in risky behaviors**
 - C. Cope with or overcome the negative effects of risk factors**
 - D. Isolate oneself from society**
- 8. What do factors identified by Hawkins and Catalano help counter, leading to decreased risk as more protective factors are present?**
- A. Vulnerabilities**
 - B. Resilience**
 - C. Adverse events**
 - D. Risk**
- 9. Which group is statistically equivalent to the program but does not receive the program services, products, or activities being evaluated?**
- A. Archival Data**
 - B. Control Group**
 - C. Data Collection Methods**
 - D. Evaluation**
- 10. Which of the following is a key to creating a culturally competent prevention program?**
- A. Changing a prevention program to adjust to a community's specific characteristics**
 - B. Understanding the geographic layout of the region and how the program fits within it**
 - C. Working with the community, not just for the community, in prevention planning**
 - D. Choosing the right program to fit the community**

Answers

SAMPLE

1. B
2. A
3. A
4. D
5. C
6. C
7. C
8. D
9. B
10. C

SAMPLE

Explanations

SAMPLE

1. What best defines a facilitator's role?

- A. Someone who sets up a meeting site, including deciding the place and time.**
- B. Someone who oversees the meeting process.**
- C. Someone who writes minutes from a meeting and distributes them to all members following.**
- D. Someone who ensures that a follow-up meeting date is set by the end of the meeting.**

The role of a facilitator is primarily focused on overseeing the meeting process. This involves guiding the discussion, ensuring that all voices are heard, and helping the group stay on track toward achieving their goals. A facilitator creates a safe and productive environment for participants, encourages collaboration, and manages group dynamics to foster engagement. In contrast, the other options represent more administrative or logistical tasks that are important but do not encompass the core responsibilities of a facilitator. Setting up a meeting site, taking minutes, or scheduling follow-up meetings are all vital to the meeting's success, but they do not define the facilitator's role in guiding discussions and managing the flow of conversation within the meeting.

2. What is the act involving physical harm or the threat of physical harm called?

- A. Violence**
- B. Bullying**
- C. Coercion**
- D. Aggression**

The act involving physical harm or the threat of physical harm is referred to as violence. This term encompasses a wide range of behaviors that can result in bodily injury or the fear of injury. Violence can manifest in various forms, including physical altercations, assaults, and even emotional threats that imply the possibility of physical harm. In contrast, bullying typically refers to repeated aggressive behavior intended to intimidate or exert power over another, but it may not always involve direct physical harm. Coercion involves persuading someone to act in a certain way through threats or force, but it can exist in non-physical contexts as well. Aggression is a broader term referring to hostile or violent behavior, which may not always result in physical harm or threats. Thus, violence is the most accurate term for acts that specifically involve physical harm or threats of such harm.

3. Which of the following is a method used for the strategy Community-Based Processes?

A. Systematic Planning

B. Server intervention training

C. Peer Leader and Peer Helper Programs

D. Radio and Television Public Service Announcements

The strategy of Community-Based Processes involves methods that engage the community in a collaborative manner to identify issues and develop solutions that are relevant and effective. Systematic planning is crucial because it provides a structured approach for assessing community needs, defining goals, and laying out a plan of action. This method ensures that community input is incorporated and fosters ownership among community members for the initiatives that arise from the planning process. Peer Leader and Peer Helper Programs focus on leveraging relationships within the community, but they are considered specific interventions rather than overarching strategies for community processes. Similarly, Radio and Television Public Service Announcements are important communication tools but do not inherently involve the community in the decision-making and planning aspects, which is essential for the Community-Based Processes approach. Thus, systematic planning stands out as the method that encompasses the broad, participatory nature of effective community engagement.

4. What is used to enhance a presentation, such as pictures, graphs, and videos?

A. Visual Stimuli

B. Aesthetic Aids

C. Audio Enhancements

D. Visual Aids

The term used to describe elements like pictures, graphs, and videos that enhance a presentation is "Visual Aids." These tools serve to clarify and reinforce the information being communicated, making it more engaging and easier for the audience to understand. Visual aids can capture attention, illustrate complex concepts, and aid memory retention, thus greatly enhancing the overall effectiveness of the presentation. They help to create a more dynamic and interactive experience for the audience, often leading to improved comprehension and engagement with the material being presented. While other terms may describe aspects of presentation enhancements, "Visual Aids" specifically denotes those visual components that support the verbal or written content of a presentation.

5. What term is used to describe programs and strategies designed to target the entire population of a community, such as mass media campaigns?

- A. Preventive Initiatives**
- B. Targeted Interventions**
- C. Universal**
- D. Focused Strategies**

Universal programs and strategies aim to reach and impact the entire population of a community, rather than targeting specific groups or individuals. Preventive initiatives and focused strategies, while similar in their goal of preventing health issues, are more specific in their targeting and may not reach the entire population. Targeted interventions, on the other hand, focus on specific groups that are at risk for a certain health issue and may not apply to the entire community. Therefore, the most appropriate term to describe programs and strategies that target the entire population is universal.

6. What is the term used for a prevention strategy involving two-way communication and skills development?

- A. Community-Based Processes**
- B. Alternative Activities**
- C. Prevention Education**
- D. Environmental Approaches**

Prevention education is a term used to describe a prevention strategy that involves two-way communication and skills development. This approach focuses on educating individuals and communities about potential risks and providing them with the skills and knowledge to prevent or mitigate those risks. This differentiates it from the other options. Community-Based Processes focuses on mobilizing community resources and involvement, Alternative Activities focuses on providing alternative recreational or leisure activities, and Environmental Approaches focuses on changing the environment to make it more difficult for harmful behaviors to occur. It is important to note that while these strategies may overlap or complement each other, they are not the same as prevention education.

7. Resilience is defined as the ability of an individual to:

- A. Conform to societal norms**
- B. Engage in risky behaviors**
- C. Cope with or overcome the negative effects of risk factors**
- D. Isolate oneself from society**

Resilience is best defined as the ability of an individual to cope with or overcome the negative effects of risk factors. This concept is rooted in the understanding that while individuals may face various challenges and adverse circumstances, their capacity to bounce back and adapt positively is a crucial aspect of mental and emotional well-being. Developing resilience involves utilizing personal strengths, support systems, and coping strategies to effectively manage stress and adversity. It reflects a proactive approach to difficulties, focusing on recovery and growth rather than merely enduring hardship. The other choices do not accurately reflect the core concept of resilience. Conforming to societal norms doesn't encompass the adaptive capabilities associated with overcoming challenges. Engaging in risky behaviors contradicts the idea of resilience, which emphasizes managing and mitigating risks rather than embracing them. Isolating oneself from society generally leads to weakened social support and can diminish one's ability to cope with adversity, rather than enhancing resilience. Thus, the definition that focuses on coping and overcoming risk is clearly the most accurate representation of resilience.

8. What do factors identified by Hawkins and Catalano help counter, leading to decreased risk as more protective factors are present?

- A. Vulnerabilities**
- B. Resilience**
- C. Adverse events**
- D. Risk**

The factors identified by Hawkins and Catalano are aimed at addressing and countering risk factors that contribute to negative outcomes, such as substance abuse and other behavioral issues. In the context of their research, protective factors are the aspects of an individual's environment, relationships, and characteristics that help to reduce the likelihood of engaging in harmful behaviors. When protective factors are robust and present, they effectively mitigate the influence of risk factors. Therefore, the presence of more protective factors correlates with a decreased risk of undesirable behaviors and outcomes. This principle emphasizes the importance of promoting resilience and strengthening supportive environments to enhance individual and community well-being. Protective factors can include supportive family structures, positive peer influence, and strong community ties, all of which contribute to lowering the overall risk. Consequently, the understanding from Hawkins and Catalano's work is critical in developing prevention strategies, as the focus is placed on fostering environments that promote protective factors, thereby leading to a significant reduction in risk.

9. Which group is statistically equivalent to the program but does not receive the program services, products, or activities being evaluated?

A. Archival Data

B. Control Group

C. Data Collection Methods

D. Evaluation

The correct choice is the control group, as it serves as a baseline for comparison in evaluations of programs and interventions. In research and program evaluation, a control group is a group that is statistically similar to the group receiving the intervention but does not actually participate in the program. This allows researchers to determine the effect of the program by comparing outcomes between those who received the intervention and those who did not. The control group's lack of exposure to the program services, products, or activities enables evaluators to isolate the effects of the program and better assess its impact. This is crucial for establishing clear links between outcomes and program participation. Other options like archival data, data collection methods, and evaluation do not pertain to the concept of a control group. Archival data refers to pre-existing data that can be analyzed for patterns and insights. Data collection methods describe the techniques used to gather information. Evaluation encompasses the overall assessment of the program's effectiveness but does not refer to a group within a study. These concepts play important roles in research and assessment but do not fulfill the specific role of providing a baseline comparison without program exposure.

10. Which of the following is a key to creating a culturally competent prevention program?

A. Changing a prevention program to adjust to a community's specific characteristics

B. Understanding the geographic layout of the region and how the program fits within it

C. Working with the community, not just for the community, in prevention planning

D. Choosing the right program to fit the community

The choice highlighting the importance of working with the community, rather than solely for the community, is essential for creating a culturally competent prevention program. This approach fosters collaboration and builds trust between program facilitators and community members. By involving the community in the planning and implementation processes, practitioners can gain insights into the unique values, beliefs, and needs of the population they are serving. This engagement can lead to more relevant programming, increase community ownership, and ultimately result in more effective prevention efforts. Involving the community also helps to ensure that the strategies used are culturally sensitive and tailored to the specific environment, which is vital for the acceptance and success of the program. It emphasizes the idea that prevention is a shared responsibility, where community voices play an integral role in shaping the interventions designed to address issues that matter to them. Additionally, this approach can help identify local resources and mobilize community assets that can enhance the effectiveness of the prevention efforts.