

Certified Prevention Specialist CPS Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

This is a sample study guide. To access the full version with hundreds of questions,

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Don't worry about getting everything right, your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations, and take breaks to retain information better.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning.

7. Use Other Tools

Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly — adapt the tips above to fit your pace and learning style. You've got this!

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Questions

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- 1. Which of the following is not one of Erikson's Stages of Development?**
 - A. Competence**
 - B. Connection**
 - C. Character**
 - D. Positive Behavior**
- 2. What type of assessment is needed to measure the long-term effects on culture in the context of prevention?**
 - A. Outcome Assessment**
 - B. Cultural Diversity Assessment**
 - C. Process Assessment**
 - D. Long-Term Assessment**
- 3. What distinguishes evaluation in terms of focus, methodology, and function?**
 - A. Control Group**
 - B. Data Collection Methods**
 - C. Evaluation Plan**
 - D. Evaluation**
- 4. What does the Asset Development Model focus on in relation to the well-being of children and adolescents?**
 - A. Community Norms**
 - B. Alternative Activities**
 - C. Quantitative Data**
 - D. Support, opportunities, skills, values, and commitments they need**
- 5. Community-based processes in prevention aim to do what?**
 - A. Directly communicate with participants**
 - B. Focus solely on risk factors**
 - C. Build resilience to buffer negative effects**
 - D. Enhance the ability to provide prevention and treatment services**

6. What distinguishes objective statements from goals or mission statements?

- A. Specific, measurable, achievable, timebound**
- B. Annual, quarterly, monthly, weekly**
- C. Short-term, intermediate, long-term**
- D. Outcome-based, process-based, resource-based**

7. What does the term "Patterns of Consumption" refer to?

- A. Qualitative Data**
- B. Quantitative Data**
- C. Prevention**
- D. Substance use type, amount, frequency, and sometimes place/occasion of use**

8. What is an example of an indicated prevention strategy?

- A. Student Assistance Program (SAP).**
- B. Media Campaign.**
- C. School Assemblies.**
- D. Social Norm Program.**

9. What do AOD abuse Prevention Specialists consider programs and strategies that have been shown through research to be ineffective at preventing substance abuse?

- A. Innovative Approaches**
- B. Ineffective Interventions**
- C. Unproven Program Strategies**
- D. Failed Initiatives**

10. Which type of factors fall under the Resiliency Factors as per Werner et al.?

- A. Environmental influences**
- B. Positive dispositional attributes**
- C. Individual characteristics**
- D. Peer pressures**

Answers

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

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Explanations

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1. Which of the following is not one of Erikson's Stages of Development?

- A. Competence**
- B. Connection**
- C. Character**
- D. Positive Behavior**

The correct answer is "Positive Behavior" because it is not listed as one of Erik Erikson's eight stages of psychosocial development. Erikson's framework is significant in psychology, focusing on the development of identity and personality across the lifespan. Each stage is characterized by a particular conflict that individuals must resolve to develop a healthy personality and acquire essential social skills. The other options, while not directly naming the stages in Erikson's theory, can be related to concepts within the framework. For instance, "Competence" echoes the idea of the developmental stage related to industry versus inferiority, where children learn to master skills and feel competent. "Connection" may pertain to themes of intimacy and relationships in young adulthood, aligning with Erikson's stage of intimacy versus isolation. "Character" reflects elements of identity formation, which is crucial during the adolescent stage. In contrast, "Positive Behavior" does not correspond to any of Erikson's stages and does not encapsulate any identity conflict or psychosocial development themes outlined in his theory, making it the correct choice in this context.

2. What type of assessment is needed to measure the long-term effects on culture in the context of prevention?

- A. Outcome Assessment**
- B. Cultural Diversity Assessment**
- C. Process Assessment**
- D. Long-Term Assessment**

The correct choice here is a cultural diversity assessment. This type of assessment specifically focuses on understanding the nuances of different cultural groups and their interactions within a community. By evaluating cultural characteristics, values, and practices, such an assessment can provide insights into how prevention strategies might have impacted cultural dynamics over time. Cultural diversity assessments are crucial in prevention work as they help identify the strengths and needs of various cultural groups. Understanding these dimensions allows for tailored approaches that can lead to sustained change and enhance the overall effectiveness of prevention efforts. Additionally, they can clarify how prevention initiatives are embraced or resisted by different cultural segments, ultimately measuring long-term impacts on community culture. While long-term assessment may seem relevant as it encompasses measuring changes over time, it does not specifically target cultural variables. Other assessments like outcome assessments and process assessments look at specific results or the implementation of programs but do not delve deeply into the cultural implications and effects of prevention strategies. Therefore, a cultural diversity assessment is the most appropriate choice for measuring the long-term effects on culture in the context of prevention.

3. What distinguishes evaluation in terms of focus, methodology, and function?

- A. Control Group**
- B. Data Collection Methods**
- C. Evaluation Plan**
- D. Evaluation**

The option that best distinguishes evaluation in terms of focus, methodology, and function is evaluation itself. Evaluation is a systematic process that involves assessing the design, implementation, and outcomes of a program or intervention to determine its effectiveness, efficiency, and overall impact. It focuses on understanding how well a program is functioning and what factors contribute to its success or shortcomings. The focus of evaluation encompasses both qualitative and quantitative aspects, enabling a comprehensive understanding of the program. Methodologically, evaluation may utilize various approaches, including experimental designs, case studies, and surveys, allowing for a nuanced analysis of data. Functionally, evaluation serves multiple purposes, such as improving program implementation, fulfilling accountability requirements, and informing policy decisions. While the other options relate to aspects that may be involved in the evaluation process—such as control groups, data collection methods, and evaluation plans—they do not encapsulate the broader concept of evaluation, which integrates these components into a cohesive framework for assessing interventions and programs.

4. What does the Asset Development Model focus on in relation to the well-being of children and adolescents?

- A. Community Norms**
- B. Alternative Activities**
- C. Quantitative Data**
- D. Support, opportunities, skills, values, and commitments they need**

The Asset Development Model emphasizes the importance of providing children and adolescents with a comprehensive foundation of support, opportunities, skills, values, and commitments necessary for their healthy development. This holistic approach recognizes that the well-being of young people is enhanced when they have access to positive relationships, resources, and experiences that foster their growth. By focusing on these key elements, the model aims to empower youth to thrive in various aspects of their lives, including social, emotional, and intellectual development. It suggests that when children and adolescents receive encouragement, develop essential life skills, and engage in meaningful activities, they are more likely to make positive choices and contribute to their communities. In contrast, community norms, alternative activities, and quantitative data are important components of youth development but do not capture the full breadth of what the Asset Development Model encompasses. Instead, they serve as important aspects that can play a role in the overall strategy for enhancing youth well-being but are not the primary focus of the model itself.

5. Community-based processes in prevention aim to do what?

- A. Directly communicate with participants**
- B. Focus solely on risk factors**
- C. Build resilience to buffer negative effects**
- D. Enhance the ability to provide prevention and treatment services**

The primary goal of community-based processes in prevention is to enhance the community's ability to deliver effective prevention and treatment services. This involves engaging community members, building partnerships, and fostering collaboration among various stakeholders to identify needs and resources. Through these processes, communities work together to create supportive environments and implement strategies that can address not only prevention but also the treatment aspects needed for various issues. By improving this capacity, communities can ensure that they are adequately equipped to respond to the challenges they face, ultimately leading to more effective outcomes for individuals and populations at risk. While other options touch upon elements that are related to community-based processes, the focus on enhancing the ability to provide prevention and treatment services encapsulates the broader mission of empowering communities to take charge of their health and well-being.

6. What distinguishes objective statements from goals or mission statements?

- A. Specific, measurable, achievable, timebound**
- B. Annual, quarterly, monthly, weekly**
- C. Short-term, intermediate, long-term**
- D. Outcome-based, process-based, resource-based**

The characteristic that distinguishes objective statements from goals or mission statements is that objectives are typically specific, measurable, achievable, and time-bound (often referred to as SMART criteria). This means that objectives provide clear, actionable steps that can be quantified and assessed over a certain period, allowing for the evaluation of progress and success. In contrast, goals and mission statements tend to be broader and more general. Goals articulate a desired outcome but may not specify how or when it will be achieved, while mission statements convey an organization's purpose and core values without going into the specifics of implementation. Other options, while they relate to different aspects of planning and evaluation, do not encapsulate the precision and clarity inherent to objective statements as effectively as the SMART criteria. For instance, the classification of statements based on time frames does not establish the measurable and specific nature of objectives, nor do distinctions based on outcomes, processes, or resources capture the actionable quality that defines objectives.

7. What does the term "Patterns of Consumption" refer to?

- A. Qualitative Data
- B. Quantitative Data
- C. Prevention
- D. Substance use type, amount, frequency, and sometimes place/occasion of use**

The term "Patterns of Consumption" specifically relates to the characteristics and behaviors surrounding substance use. This includes a detailed examination of the type of substance being used, the amount consumed, the frequency of use, and sometimes the settings or occasions in which the substance is consumed. Understanding these patterns helps professionals develop tailored prevention strategies and interventions that address the specific needs and behaviors of individuals or populations. The other options refer to different concepts within data collection and analysis. Qualitative data involves non-numerical information that describes qualities or characteristics, while quantitative data refers to numerical data that can be measured and analyzed statistically. Prevention, though crucial in the context of substance use, does not define the term "Patterns of Consumption" directly. Instead, it is an outcome that can be influenced by understanding those patterns in relation to substance use behaviors.

8. What is an example of an indicated prevention strategy?

- A. Student Assistance Program (SAP).**
- B. Media Campaign.
- C. School Assemblies.
- D. Social Norm Program.

An indicated prevention strategy specifically targets individuals who are identified as being at high risk for developing a particular problem or disorder. A Student Assistance Program (SAP) is designed to provide support for students who may be experiencing issues related to substance use, mental health, or other risk factors. By identifying at-risk students and providing them with tailored interventions and support services, SAP directly addresses the needs of those individuals, making it an example of an indicated prevention strategy. In contrast, other strategies like media campaigns, school assemblies, and social norm programs focus more broadly on raising awareness or changing behaviors at a community level, rather than targeting interventions at specific individuals who are already at risk. These approaches are typically classified as universal or selective prevention strategies, which aim to reach a wide audience or individuals from specific groups rather than those identified as high-risk.

9. What do AOD abuse Prevention Specialists consider programs and strategies that have been shown through research to be ineffective at preventing substance abuse?

- A. Innovative Approaches**
- B. Ineffective Interventions**
- C. Unproven Program Strategies**
- D. Failed Initiatives**

The appropriate term for programs and strategies that have been shown through research to be ineffective at preventing substance abuse is captured well by the concept of "Unproven Program Strategies." This term specifically emphasizes that these strategies have not been validated through effective research, making them unreliable for achieving the desired outcomes in substance abuse prevention. In the context of substance abuse prevention, identifying programs and strategies that lack evidence of efficacy is crucial, as it allows specialists to avoid investing resources in approaches that do not work and instead focus on methods that have demonstrable success. The term also highlights the absence of evidence to support the effectiveness of these strategies rather than merely categorizing them as failed or ineffective without acknowledging the research context. This approach encourages the continuous assessment of prevention strategies and promotes the adoption of evidence-based practices, ultimately contributing to more effective substance abuse prevention efforts.

10. Which type of factors fall under the Resiliency Factors as per Werner et al.?

- A. Environmental influences**
- B. Positive dispositional attributes**
- C. Individual characteristics**
- D. Peer pressures**

The recognition of positive dispositional attributes as resiliency factors stems from Werner et al.'s research emphasizing the internal strengths that individuals possess. These attributes include traits such as optimism, self-efficacy, and adaptability, which enable individuals to cope with adversity effectively. These positive characteristics are pivotal in fostering resilience, as they provide individuals with the mental and emotional tools necessary to navigate challenges. Research has consistently shown that personal traits and positive outlooks contribute significantly to how individuals respond to stressors and life difficulties. This aligns with the notion that resilience is not solely dependent on external circumstances or social support but is deeply rooted in individual traits and attitudes. Thus, understanding and promoting positive dispositional attributes can enhance prevention and intervention strategies aimed at building resilience in various populations.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://certifiedpreventionspecialist.examzify.com>

We wish you the very best on your exam journey. You've got this!

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