

RHODE ISLAND CERTIFIED PREVENTION SPECIALIST (CPS) PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

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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. 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.

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. 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!

Questions

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- 1. What does the concept of changeability signify?**
 - A. How severe a problem is
 - B. The likelihood of influencing a problem with prevention efforts
 - C. The extent of community awareness
 - D. The amount of archival data available
- 2. Which type of prevention targets at-risk populations?**
 - A. Primary prevention
 - B. Secondary prevention
 - C. Tertiary prevention
 - D. Universal prevention
- 3. What does 'Coordination' imply in collaboration levels?**
 - A. Communities working independently
 - B. Individuals working on separate goals
 - C. Partnering on a specific event
 - D. Having discussions without action
- 4. What does "evidence-based practice" mean in prevention?**
 - A. Using practices based on popular opinion
 - B. Implementing findings from outdated research
 - C. Utilizing strategies supported by research evidence
 - D. Applying common sense approaches without scientific backing
- 5. What is a key focus of the neighborhood and built environment domain in SDOH?**
 - A. Access to educational institutions
 - B. Availability of public transportation and green spaces
 - C. Health insurance coverage
 - D. Access to fast food outlets
- 6. What is a key feature of school-based education programs for prevention?**
 - A. Focusing only on academic subjects
 - B. Teaching skills for resisting peer pressure
 - C. Emphasizing athletic performance
 - D. Encouraging competitive behaviors

7. Which is an example of an environmental strategy?

- A. Enhancing social media presence
- B. Changing physical design
- C. Recruiting volunteers
- D. Conducting surveys

8. What is a risk factor at the community level of the Socio-Ecological Model?

- A. Faith-based resources
- B. Parental drug use
- C. Inadequate supervision
- D. Neighborhood poverty

9. How does "cultural competence" enhance prevention efforts?

- A. By simplifying program guidelines
- B. By respecting and integrating cultural differences
- C. By promoting uniformity in program delivery
- D. By limiting the program audience

10. What does the term 'Nature of Service' imply for professionals?

- A. Services may harm recipients if necessary
- B. Services provided should be respectful and non-exploitive
- C. Service delivery can vary regardless of context
- D. Professional services can be prioritized over client needs

Answers

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

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Explanations

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1. What does the concept of changeability signify?

- A. How severe a problem is
- B. The likelihood of influencing a problem with prevention efforts**
- C. The extent of community awareness
- D. The amount of archival data available

The concept of changeability signifies the likelihood of influencing a problem with prevention efforts. This means that certain issues or behaviors can be altered or improved through targeted interventions. Understanding changeability is crucial for prevention specialists, as it helps them identify which issues may be more effectively addressed through prevention programs. By focusing on areas where change is possible, practitioners can devise strategies that are not only impactful but also tailored to elicit positive outcomes in the community. The other options, while relevant to various aspects of evaluating community issues or problems, do not capture the essence of changeability in the context of prevention. For instance, the severity of a problem is important to recognize, but it doesn't directly indicate whether that problem can be influenced through specific preventive actions. Similarly, community awareness is a factor that can support change, but it alone does not define the potential for changeability. Lastly, the availability of archival data can inform decisions and practices, yet it is not a direct measure of how changeable a problem is through prevention efforts.

2. Which type of prevention targets at-risk populations?

- A. Primary prevention
- B. Secondary prevention**
- C. Tertiary prevention
- D. Universal prevention

Secondary prevention specifically aims to intervene with at-risk populations to prevent the progression of issues or problems before they become more severe. This form of prevention focuses on detecting and addressing potential issues at an early stage, often through interventions such as screenings, targeted educational programs, or support services designed for individuals identified as being at higher risk of developing more significant problems, such as substance use disorders or mental health challenges. In the context of public health and prevention strategies, secondary prevention plays a crucial role by identifying those who may already be on a path toward negative outcomes. For example, it could involve engaging with individuals who exhibit early signs of substance use or those with a family history of addiction, providing them with resources and support to prevent escalation. While primary prevention generally targets broader populations without known risk factors, and tertiary prevention focuses on providing care and rehabilitation for individuals who already suffer from health issues, secondary prevention stands out because of its targeted approach aimed specifically at those identified as at risk. Universal prevention, on the other hand, addresses the general population without specific targeting, which is not aligned with the focus on at-risk populations characteristic of secondary prevention.

3. What does 'Coordination' imply in collaboration levels?

- A. Communities working independently
- B. Individuals working on separate goals
- C. Partnering on a specific event**
- D. Having discussions without action

Coordination in collaboration levels signifies the act of partnering on a specific event, which encapsulates the essence of working together toward a shared objective. This concept emphasizes aligning efforts, resources, and responsibilities among various individuals or groups to effectively achieve a common goal. By coordinating, participants can combine their strengths, share information, and enhance overall efficiency in their endeavors. This approach fosters teamwork and increases the likelihood of favorable outcomes, as it derives from the understanding that collaboration is most effective when there is a clear focus and organized effort directed toward particular tasks or events. In contrast, the other choices reflect scenarios where collaboration is either lacking or ineffective, such as working independently, having separate goals, or engaging in discussions without tangible results, none of which promote the synergy essential for successful coordination.

4. What does "evidence-based practice" mean in prevention?

- A. Using practices based on popular opinion
- B. Implementing findings from outdated research
- C. Utilizing strategies supported by research evidence**
- D. Applying common sense approaches without scientific backing

Evidence-based practice in prevention refers to the approach of implementing strategies that are supported by rigorous research evidence. This means that the methods and interventions utilized have been tested and validated through empirical studies, demonstrating their effectiveness in real-world settings. By relying on proven strategies, prevention specialists can increase the likelihood of successful outcomes and address public health concerns more effectively. Utilizing evidence-based practices ensures that decisions are grounded in current knowledge and data rather than subjective beliefs or anecdotal experiences. This scientific foundation is crucial for developing initiatives that are likely to produce measurable results in reducing risks or promoting positive outcomes within communities.

5. What is a key focus of the neighborhood and built environment domain in SDOH?

- A. Access to educational institutions
- B. Availability of public transportation and green spaces**
- C. Health insurance coverage
- D. Access to fast food outlets

The neighborhood and built environment domain in Social Determinants of Health (SDOH) emphasizes aspects that influence the physical surroundings where individuals live and work. A key focus is on how these environments impact health outcomes and quality of life. The availability of public transportation and green spaces plays a critical role as they directly influence access to essential services, recreational opportunities, and social interaction. Public transportation systems improve mobility for individuals who may not have personal vehicles, allowing them easier access to healthcare, employment, and education. Green spaces, such as parks and community gardens, not only offer outdoor areas for physical activity but also provide spaces for socializing and improving mental well-being. In contrast, access to educational institutions, health insurance coverage, and the presence of fast food outlets are important but fall under different SDOH domains. Education is more aligned with the education domain, health insurance pertains to financial stability and healthcare access domains, while fast food outlets are linked to issues around nutrition and dietary options but do not encompass the broader focus of the built environment and neighborhood factors.

6. What is a key feature of school-based education programs for prevention?

- A. Focusing only on academic subjects
- B. Teaching skills for resisting peer pressure**
- C. Emphasizing athletic performance
- D. Encouraging competitive behaviors

A key feature of school-based education programs for prevention is teaching skills for resisting peer pressure. These programs are designed to equip students with the necessary tools to make healthy choices and avoid engaging in risky behaviors, often influenced by their peers. Peer pressure is a significant factor in adolescent decision-making, and by addressing it directly, prevention programs can foster resilience among students. Skills taught may include assertiveness training, decision-making strategies, and ways to handle social situations without succumbing to negative influences. This approach not only contributes to individual well-being but also helps create a supportive school culture where positive behaviors are encouraged. While focusing only on academic subjects, emphasizing athletic performance, or encouraging competitive behaviors may be beneficial in other contexts, they do not specifically address the unique social challenges that students face regarding peer influence and substance use prevention. School-based prevention programs fundamentally aim to prepare students to navigate these challenges effectively.

7. Which is an example of an environmental strategy?

- A. Enhancing social media presence
- B. Changing physical design**
- C. Recruiting volunteers
- D. Conducting surveys

An environmental strategy focuses on modifying the physical or social environment to create changes that facilitate positive behaviors and reduce risks. Changing physical design is a key example of this approach because it directly impacts the environment where individuals live or interact. For instance, redesigning a playground to include more safe and accessible spaces can encourage children to engage in healthier play activities, thus promoting physical well-being. In contrast, enhancing social media presence involves digital engagement and communication outreach, which, while valuable, primarily affects awareness rather than direct environmental changes. Recruiting volunteers, on the other hand, pertains to mobilizing human resources to support initiatives but does not inherently modify the environment itself. Conducting surveys is a means of gathering information, which is important for understanding needs and evaluating strategies, but does not involve changing the environment. Therefore, focusing on changing physical design aligns perfectly with the objectives of an environmental strategy in the realm of prevention work.

8. What is a risk factor at the community level of the Socio-Ecological Model?

- A. Faith-based resources
- B. Parental drug use
- C. Inadequate supervision
- D. Neighborhood poverty**

Neighborhood poverty is a significant risk factor at the community level of the Socio-Ecological Model because it reflects the broader socio-economic environment that can influence individual and family behaviors. Communities experiencing poverty often face a range of challenges, including limited access to education, healthcare, and employment opportunities, which can all contribute to an increase in substance use and related issues. Additionally, poverty can lead to higher stress levels, reduced social cohesion, and increased exposure to crime, all of which are environmental stressors that can negatively impact community health and safety. In contrast, faith-based resources, parental drug use, and inadequate supervision are often more closely associated with individual or family-level risk factors. While these factors certainly impact substance use and behaviors, they do not encapsulate the wider community dynamics involved in socio-economic issues like neighborhood poverty. Understanding neighborhood poverty as a community-level risk factor is crucial for developing effective prevention strategies that address the root causes of substance use within specific populations.

9. How does "cultural competence" enhance prevention efforts?

- A. By simplifying program guidelines
- B. By respecting and integrating cultural differences**
- C. By promoting uniformity in program delivery
- D. By limiting the program audience

Cultural competence enhances prevention efforts primarily by respecting and integrating cultural differences. This approach involves understanding the varying beliefs, values, and traditions of diverse communities, which is essential for creating effective prevention programs. By recognizing these differences, prevention specialists can tailor their approaches to meet the unique needs of various cultural groups, ensuring that interventions resonate with those they aim to serve. Incorporating cultural competence fosters trust and rapport between practitioners and community members, which is vital for engagement and participation in prevention initiatives. When programs acknowledge and respect cultural contexts, they are more likely to be accepted and yield positive outcomes, as participants feel seen and valued. Additionally, this understanding can lead to better communication strategies, improving the effectiveness of the prevention messages being conveyed. Choosing to integrate cultural competence into prevention efforts ultimately promotes inclusivity and effectiveness, making it an essential aspect of successful program design.

10. What does the term 'Nature of Service' imply for professionals?

- A. Services may harm recipients if necessary
- B. Services provided should be respectful and non-exploitive**
- C. Service delivery can vary regardless of context
- D. Professional services can be prioritized over client needs

The term 'Nature of Service' emphasizes the ethical framework within which professionals operate, particularly in fields like prevention and health services. It signifies that services provided need to uphold a standard of respect and must avoid exploiting recipients. This is crucial because professionals are often in positions of power and influence over those they serve. Upholding respect ensures that the dignity of individuals is maintained and that their autonomy is recognized. Moreover, a non-exploitative approach fosters trust and encourages positive outcomes from the services rendered. This principle guides professionals to design interventions that honor the values and circumstances of their clients, creating an environment conducive to effective support and empowerment. The emphasis on respect and ethical service is fundamental to establishing a therapeutic alliance and achieving the desired results in any supportive relationship.

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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://rhodeislandcps.examzify.com>

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

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