

Test Content Outline
Effective Date: November 30, 2021

Nursing Professional Development
Board Certification Examination

There are 150 questions on this examination. Of these, 125 are scored questions and 25 are pretest questions that are not scored. Pretest questions are used to determine how well these questions will perform before they are used on the scored portion of the examination. The pretest questions cannot be distinguished from those that will be scored, so it is important for a candidate to answer all questions. A candidate's score, however, is based solely on the 125 scored questions. Performance on pretest questions does not affect a candidate's score.

This Test Content Outline identifies the areas that are included on the examination. The percentage and number of questions in each of the major categories of the scored portion of the examination are also shown. *Note: The examples in parentheses are not all-inclusive and do not indicate importance.*

Category	Content Domain	Number of Questions	Percentage
I	Educational Process Standards	25	20%
II	Leadership	29	23%
III	Ethical, Legal, and Regulatory Standards	20	16%
IV	Evidence-based Practice and Research	12	10%
V	Technology	19	15%
VI	Program/Project Management and Process Improvement	20	16%
TOTAL		125	100%

I Educational Process Standards

A. Theories, Models, and Principles

Knowledge of

1. Standards of NPD Practice
2. Teaching/learning theories, models, and principles (e.g., behaviorism, cognitive/social constructivism, educational neuroscience, learning styles, adult learning principles, learner characteristics)
3. Professional development models (e.g., novice-to-expert, transition to practice, performance-based competencies, clinical ladder)
4. Critical thinking/clinical reasoning/clinical judgment frameworks

B. Educational Design and Delivery

Knowledge of

1. Education design process (e.g., assessment, planning, implementation, evaluation, learning domains)
2. Types of educational activities (e.g., orientation, in-service, continuing education, interprofessional)
3. Competency management process

Skills in

4. Initial and ongoing learning needs assessment
5. Outcomes identification
6. Planning and implementation (e.g., design and delivery, technology use, teaching modalities)
7. Evaluation of process and outcomes

C. Continuing Education Accreditation

Knowledge of

1. Process for providing continuing education (e.g., contact hours, requirements)
2. Continuing education organizational structures and roles (e.g., providers vs. approvers, planners, content experts, presenters)

Skills in

3. Managing process for continuing education credits (e.g., document security, record keeping, calculating contact hours, evaluation)

II Leadership

A. Leadership Principles, Concepts, and Structures

Knowledge of

1. Leadership principles (e.g., delegation, conflict resolution, decision-making models, leadership styles, shared-governance, transformational leadership, systems theory)
2. Organizational principles and concepts (e.g., culture, dynamics, mission, vision, values and goals, strategic plan)
3. Organizational structure (e.g., organizational chart, committee structure, affiliations/alignments)

4. Change management (e.g., behavioral and change theories, adaption/modeling)
5. Communication principles (e.g., recipient and contact characteristics, purpose, interpersonal communication, sender/receiver feedback loop, customer service)

Skills in

6. Collaboration and negotiation (e.g., relationships, interprofessional/interdisciplinary, process, internal, external)
7. Situational awareness and environmental scanning
8. Resource management (e.g., teams, projects, fiscal, prioritization, action plans)
9. Promotion of a healthy work environment (e.g., safety, stress management, staff empowerment, work-life balance)
10. Diversity, equity, and inclusion advocacy (e.g., health literacy, generational, culture, ADA)
11. Appropriate communication methods (e.g., written/verbal, information sharing/networking, matching communication needs with communication vehicles, social media, scripting)
12. Conflict resolution

B. Professional Development

Knowledge of

1. Professional practice (e.g., role clarification, scope of practice, standards, personal accountability, mentoring, networking, advocacy, career planning, succession planning)

Skills in

2. Coaching process (e.g., role and career development, clinical advancement)
3. Effective feedback strategies for a given situation
4. Group facilitation (e.g., interprofessional/interdisciplinary teams, focus groups, meetings)

III Ethical, Legal, and Regulatory Standards

A. Professional Standards and Ethics

Knowledge of

1. Professional standards, certification, and credentialing
2. ANA Scope and Standards of Practice and Code of Ethics
3. Accreditation at the organizational level (e.g., The Joint Commission, Magnet®)

B. Risk Management

Knowledge of

1. Risk-management concepts (e.g., accountability, safety, Failure Mode Effect Analysis, Root Cause Analysis, Just Culture, incident reporting and escalation, incident command structures)

Skills in

2. Analysis of gaps in practice that indicate potential risk management issues (e.g., sentinel and reportable events, audits, feedback, coaching, reporting)

C. Legal and Regulatory

Knowledge of

1. Sensitive information protection (e.g., types of sensitive information, guidelines for protection, HIPAA)
2. Copyright law, plagiarism, and intellectual property
3. Regulations (e.g., local, state, federal, licensure)
4. Conflict of interest

Skills in

5. Integration of legal and regulatory requirements (e.g., scope of practice, local, state, federal, licensure, maintaining records, safety)
6. Record keeping and protection of sensitive information

IV Evidence-based Practice and Research

A. Evidence-based Practice and Research

Knowledge of

1. Research process
2. Practice and excellence initiatives
3. Translation of research into practice (e.g., evidence-based research)

Skills in

4. Literature review
5. Data collection and interpretation
6. Implementation of evidence-based practice process
7. Research/Evidence-based practice findings dissemination (e.g., presentation at professional conference, publications in journals, scholarly work)

V Technology

A. Information Systems and Management

Knowledge of

1. Information management (e.g., policies, security and data breaches, access/passwords)
2. Information systems (e.g., databases, learning management systems, electronic health records)

Skills in

3. Business tools (e.g., email, document production, spreadsheets, presentation software, templates)
4. Virtual meetings
5. Utilization of information technology systems

B. Technology Tools and Strategies

Knowledge of

1. Learning technology principles
2. Virtual learning principles

Skills in

3. Teaching strategies using technology (e.g., simulations, gaming, computer-based learning, virtual reality)
4. Clinical technologies (e.g., smart pumps, scanners, smartphones, tablets, device integration, networking tools)
5. Virtual education (e.g., distance learning, remote classrooms)

VI Program/Project Management and Process Improvement

A. Process Improvement and Project Management

Knowledge of

1. Performance improvement and project management methodologies (e.g., Plan-Do-Check-Act (PDCA)/Plan-Do-Study-Act (PDSA), Lean, business planning and timelines)
2. Organizational performance indicators, priorities and trends (e.g., core measures, retention, nurse satisfaction, patient satisfaction, dashboards, report cards, nurse sensitive indicators)

Skills in

3. Interpretation of and incorporation of data and information from various sources to inform decision making
4. Development of nursing professional development activities that align with organizational and departmental priorities, initiatives, and performance trends
5. Managing projects (e.g., identification of champions and stakeholders, sustainability, measuring and monitoring, setting timelines, action plans, funding opportunities, customer service)
6. Utilizes consultative process

B. Program Management

Knowledge of

1. Promotional strategies
2. Program evaluation (e.g., measurement and monitoring principles)
3. Management of resources (e.g., fiscal, human, and physical resources)
4. Team member roles (e.g., team leaders, champions and stakeholders)

Skills in

5. Strategies for sustaining and maximizing outcomes