



**2020**

**Nursing Professional Development  
Role Delineation Study Executive Summary**

December 2020

# Nursing Professional Development Role Delineation Study

## Executive Summary

The American Nurses Credentialing Center (ANCC) contracted with PSI Services LLC (PSI) to perform a role delineation study (RDS) for the Nursing Professional Development examination in 2020. An RDS (sometimes referred to as a job analysis, practice analysis, or work analysis) is a scientific inquiry conducted to identify the tasks and work activities performed, the context in which those activities are carried out, and the competencies (knowledge areas, skills, and abilities) required to perform a job role successfully<sup>1</sup>. The RDS results become the basis of a variety of human resource management initiatives. For certification, the results are used to create a validated assessment of required job competencies. This report introduces the methods and results of the RDS for the Nursing Professional Development certification examination.

### Methods

ANCC assembled 10 clinicians certified in Nursing Professional Development to serve on the content expert panel (CEP). The panel members feature a wide variety of work-related characteristics, such as years of experience, work setting, geographical location, and areas of expertise. This diversity helps develop a scope of practice reflective of the roles and responsibilities of the job and relatively free from bias.

The RDS process used in this study yields examination specifications that accurately reflect the scope of practice, allowing for the development of fair, accurate, and realistic assessments of candidates' readiness for certification. The process comprises three major activities, including:

1. **Content Expert Panel (CEP) Meeting** – A gathering of subject matter experts to discuss and develop a description of the scope of practice in terms of tasks, skills, and knowledge
2. **RDS Survey** – A large-scale survey of clinicians not involved with the CEP to validate the tasks, skills, and knowledge developed during the CEP meeting
3. **Development of Examination Specifications** – The development of the examination specifications by the CEP based on the survey results

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<sup>1</sup> Sackett, P. R., & Laczko, R. M. (2003). Job and work analysis: Industrial and Organizational Psychology. In Borman, W. C., Ilgen, D. R. & Klimoski, R. J. (eds.), *Comprehensive Handbook of Psychology, Volume 12, Industrial and Organizational Psychology*. New York, NY: John Wiley and Sons.

On July 20 and 21, 2020, PSI conducted a two-day, virtual meeting with the CEP. With PSI facilitating, the CEP discussed the scope of practice, developed a list of tasks, skills, and knowledge statements that reflect the job role, organized the statements into a domain and subdomain structure, reviewed rating scales to be used on the subsequent survey, and developed demographic questions for the survey. The current ANCC Nursing Professional Development Test Content Outline, *Nursing Scope and Standards of Practice*,<sup>2</sup> the *Guide to the Code of Ethics for Nurses with Interpretive Statements*,<sup>3</sup> the *Provider Application Manual*,<sup>4</sup> the *Approver Application Manual*,<sup>5</sup> and *Nursing Professional Development: Scope and Standards of Practice*<sup>6</sup> were used as resources when developing the tasks, skills, and knowledge statements.

The RDS survey included the task, skill, and knowledge statements, as well as demographic questions developed by the CEP. PSI programmed, administered, monitored, and analyzed the survey. Respondents provided ratings on the importance and frequency of each task and the importance of each skill and knowledge statement.

A pilot of the survey, conducted August 5-14, 2020, included nine ANCC-certified nursing professional development practitioners who reviewed the survey for functionality and clarity. Based on the feedback received, no modifications were made to the survey.

The live survey was administered August 19 to September 16, 2020. The invitation was sent using online survey software to 1,500 individuals. All invitees were active ANCC-certified nursing professional development practitioners, selected using the stratified random sampling procedure based on region. Of the 968 individuals who opened the survey invitation, 259 (26.76%) completed the survey.

Examination specifications were developed during a one-day, virtual meeting on November 20, 2020. With PSI facilitating, the CEP reviewed the survey results, finalized the tasks, skills, and knowledge that would comprise the next TCO, finalized the item allocations for the examination, and finalized the linkage analysis. Item allocations were determined through content weighting (mean importance of the skill and knowledge statements) and CEP discussion of the results. For the linkage activity, the CEP identified links between the tasks and knowledge/skill statements to ensure that each task was covered by at least one relevant skill or knowledge area and that each skill and knowledge area had at least one associated relevant task. Linkages provide evidence that the knowledge and skills are applicable to the job.

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<sup>2</sup> American Nurses Association (2015). *Nursing scope and standards of practice (3<sup>rd</sup> ed.)*. Silver Spring, MD: Nursebooks.org.

<sup>3</sup> American Nurses Association (2015). *Guide to the code of ethics for nurses with interpretive statements: Development, interpretation, and application (2<sup>nd</sup> ed.)*. Silver Spring, MD: Nursebooks.org.

<sup>4</sup> American Nurses Association (2015). *2015 ANCC primary accreditation provider application manual*. Silver Spring, MD: ANCC.

<sup>5</sup> American Nurses Association (2015). *2015 Primary accreditation approval application manual*. Silver Spring, MD: ANCC.

<sup>6</sup> Harper, M.G., & Maloney, P.M. (2016). *Nursing professional development: Scope and standards of practice (3<sup>rd</sup> ed.)*. Chicago, IL: Association for Nursing Professional Development.

## **Results**

The resultant examination specifications include 36 knowledge areas and 33 skills across the following six competency areas (content domain level):

1. Educational Process Standards
2. Leadership
3. Ethical, Legal, and Regulatory Standards
4. Evidence-based Practice and Research
5. Technology
6. Program/Project Management and Process Improvement

The mission of the American Nurses Credentialing Center (ANCC), a subsidiary of the American Nurses Association (ANA), is to promote excellence in nursing and health care globally through credentialing programs. ANCC's internationally renowned credentialing programs certify and recognize individual nurses in various practice areas. It recognizes health care organizations that promote nursing excellence and quality patient outcomes, while providing safe, positive work environments. In addition, ANCC accredits health care organizations that provide and approve continuing nursing education. It also offers educational materials to support nurses and organizations as they work toward their credentials.



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