Test Content Outline
Effective Date: February 6, 2015

Cardiac-Vascular Nursing
Board Certification Examination

There are 175 questions on this examination. Of these, 150 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 150 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.

Category	Domains of Practice	No. of Questions	Percent
I	Assessment and Diagnosis	33	22.00
II	Planning, Implementation, and Outcome Evaluation	52	34.67
III	Education and Health Promotion	26	17.33
IV	Professional Role	39	26.00
	Total	**150**	**100%**

I. Assessment and Diagnosis (22.00%)

   A. Data Collection
     Knowledge of:
     1. Evidence-based assessment tools (e.g., risk factors, risk stratification, quality of life surveys, National Institute of Health [NIH] stroke scale, dietary evaluations, ankle brachial index, pain scale, Borg scale, six-minute walk test, depression screenings)
     2. Pharmacologic, nonpharmacologic, and complementary therapies

     Skills in:
     3. Conducting a comprehensive clinical interview (e.g., patient history, chief complaint, psychosocial assessment, allergies)
     4. Performing a systematic cardiac-vascular assessment, using appropriate tools and techniques (e.g., Doppler, pulse oximeter, telemetry monitor)

   B. Data Interpretation
     Knowledge of:
     1. Developmental stages
     2. Anatomy, physiology, and pathophysiology affecting the cardiovascular system

     Skills in:
     3. Obtaining pertinent data (e.g., diagnostic test results, laboratory values, consults, medication lists)
     4. Interpreting collected data (including evaluation of quality of data and identifying missing information)
     5. Formulating individualized nursing diagnoses
     6. Identifying emergent, urgent, and crisis situations

II. Planning, Implementation, and Outcome Evaluation (34.67%)

   A. Developing an Individualized Plan of Care
     Knowledge of:
     1. Plan of care strategies (e.g., health promotion, disease management, targeted goals)
     2. Evidence-based guidelines (e.g., American Heart Association [AHA], American Association of Cardiovascular and Pulmonary Rehabilitation [AACVPR], Society of Vascular Nursing [SVN], Joint National Committee on Prevention, Detection, Evaluation and Treatment of High Blood Pressure [JNC], National Heart, Lung, and Blood Institute [NHLBI])

     Skills in:
     3. Prioritizing nursing diagnoses or problems
     4. Developing expected outcomes
     5. Coordinating care across the continuum (e.g., interdisciplinary teams, discharge planning, resources, economic impact of care)

B. Implementation
    Knowledge of:
    1. Principles of creating a safe, therapeutic environment within varied settings (e.g., rehabilitation, surgical, procedural)
    2. Potential interactions of medications, foods, and/or treatment modalities

    Skills in:
    3. Implementing patient safety and risk reduction measures (e.g., corrected QT interval [QTc] monitoring, venous thromboembolism prophylaxis)
    4. Applying evidence-based interventions to patient needs (e.g., exercise prescription, smoking cessation)
    5. Administering medications and monitoring the effects (e.g., indications, desired response, side effects, adverse reactions, age- and disease-related changes)
    6. Responding to changes in patient condition
    7. Using cardiac-vascular specific technologies and equipment (e.g., cardiac monitor, Doppler, radial pressure devices, Unna boot)

C. Outcomes Evaluations
    Knowledge of:
    1. Expected and unexpected physiologic and nonphysiologic responses to interventions

    Skills in:
    2. Interpreting patterns and variances in response to treatments/interventions
    3. Modifying the plan of care, based on patient response

III. Education and Health Promotion (17.33%)

A. Education
    Knowledge of:
    1. Principles and concepts of teaching and learning (e.g., adult learning, motivation, readiness, barriers, measurable objectives, strategies, motivational interviewing)
    2. Components of a cardiac-vascular focused education plan (e.g., procedural education, risk factors modification, disease management, discharge planning, health promotion, adherence to treatment plan)
    3. Tools for self-management and home monitoring (e.g., remote telemetry, left ventricular assist devices [LVAD], medication monitoring, pacemakers/automatic implantable cardioverter defibrillators [AICD], congestive heart failure scales, life vest, exercise logs, wound care)

    Skills in:
    4. Identifying and prioritizing learning needs and goals (e.g., health literacy, self-care, functional status)
    5. Adapting for factors that may influence learning (e.g., sensory impairment, cognitive deficits, environment, cultural differences)
    6. Using and evaluating various methods and modes of education (e.g., teach-back, Webinar, social media, information technology)

B. Population Health
   Knowledge of:
   1. Population-specific risk factors or behaviors (e.g., genetics, race/ethnicity, gender, cultural, prevalence, incidence)
   2. Health agencies and community resources (e.g., rehabilitation, mobile clinics, home health, telehealth, faith community nurse, transitional care, navigators)
   3. Health promotion and disease prevention strategies (e.g., health fairs, screenings, Healthy People 2020 initiatives)
   4. Chronic disease management

   Skills in:
   5. Collaborating with health agencies and community resources to develop strategies for health promotion and disease management

IV. Professional Role (26.00%)

A. Communication
   Skills in:
   1. Interpreting verbal and nonverbal communication cues
   2. Using therapeutic communication in interactions with patients and their support systems (e.g., age, developmental level, and situation appropriate)
   3. Using professional communication in interactions with other healthcare providers (e.g., SBAR, hand-off, interdisciplinary communication, conflict resolution)
   4. Documenting patient condition and changes

B. Patient and Family Support
   Knowledge of:
   1. Care system supports (e.g., volunteers, transportation, support group, medication assistance program)

   Skills in:
   2. Identifying and planning for factors that may influence care (e.g., family dynamics, cultural, religious, socio-economic factors, health practices of diverse groups)
   3. Recognizing and responding to patient/support system's coping strategies and defense mechanisms during illness, hospitalization, grief, and loss

C. Professional Practice
   Knowledge of:
   1. Current trends (e.g., therapeutic hypothermia, transcatheter aortic valve replacement, endovascular procedures)
   2. Leadership roles (e.g., preceptor, mentor, clinical resource, change agent)
   3. Legal, regulatory, and ethical considerations (e.g., scope of practice, Health Insurance Portability and Accountability Act [HIPAA], advance directives, informed consent, Centers for Medicare and Medicaid Services [CMS] guidelines, professional boundaries)
   4. Quality improvement and risk management

Skills in:

5. Advocating for patients
6. Advocating for advancements of nursing practice
7. Delegating to licensed and unlicensed personnel
8. Promoting a healthy work environment in cardiac-vascular situations (e.g., professional relationships, workplace civility, team building, diversity, shared governance)

Last Updated 11/6/2013