

Test Content Outline
Effective Date: June 11, 2017

Nursing Professional Development
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	Education	44	29.33%
II	Leadership	22	14.67%
III	Communication	19	12.67%
IV	Ethical/Legal	30	20.00%
V	Practice and Process Improvement	13	8.67%
VI	Technology	11	7.33%
VII	Program and Project Management	11	7.33%
Total		150	100%



I. Education (29.33%)

A. Theories, Models, and Principles

Knowledge of:

1. Teaching/learning theories, models, and principles (e.g., behavioral change, learning styles, adult learning principles, learner characteristics, cognitive, brain-based)
2. Professional development models (e.g., novice-to-expert, performance-based competencies, clinical ladder)
3. Systems Theory (e.g., NPD specialist practice model)
4. Framework of critical thinking/clinical reasoning/clinical judgment

B. Educational Design, and Delivery

Knowledge of:

1. Education design process (e.g., assessment, planning, implementation, evaluation formative, summative, learning domains)
2. Types of educational activities (e.g., orientation, in-service, competency validation, clinical affiliation/academic partnerships, preceptor development, role transition, research and scholarship, continuing education, team development)
3. Life-long learning (including academic progression planning)
4. Models of evaluation (including levels of evaluation)

Skills in:

5. Design and delivery (e.g., images, handouts, flyers, reports, use of technology, test construction, documentation, high/low fidelity simulation, just in time, rapid deployment, learning environment)
6. Learning needs assessment (e.g., internal, external, gap analysis)
7. Presentation (e.g., adapting to various audiences, formal vs. informal presentations, presentation styles)
8. Selecting appropriate teaching and learning modalities (e.g., debriefing, narrative, reflective practice)
9. Developing and conducting formative and summative evaluations

C. Continuing Education

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)
4. Evaluating activities for continuing education credits

II. Leadership (14.67%)

A. Leadership Principles, Concepts, and Structures

Knowledge of:

1. Organizational principles and concepts (e.g., culture, dynamics, mission, vision, values and goals, strategic plan)
2. Organizational structure (organizational chart, committee structure, affiliations/alignments)
3. Change management (e.g., systems, behavioral, and change theories, adaption/modeling)
4. Leadership principles (e.g., delegation, decision-making models, leadership style, shared-governance, transformational leadership)

Skills in:

5. Collaboration (e.g., relationships, interprofessional/interdisciplinary, process, internal, external)
6. Environmental scanning for trends (e.g., skills in searching for what are current and future trends)
7. Competency management process (e.g., orientation, action plan, learner contract, remediation, contract employees/travelers)
8. Resource management (e.g., teams, projects, fiscal, prioritization, records)
9. Supporting a healthy work environment through nursing professional development activities (e.g., safety, stress management, staff empowerment, work-life balance)
10. Team management (e.g., leading, developing, group process, facilitation)
11. Integrating diversity into nursing professional development activities (e.g., health literacy, generational, culture, Americans with Disabilities Act)
12. Facilitating practice change

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)

III. Communication (12.67%)

A. Communication Methods and Presentation Skills

Knowledge of:

1. Communication principles (e.g., recipient and contact characteristics, purpose, interpersonal communication, sender/receiver feedback loop, customer service)

Skills in:

2. Coaching process (e.g., career development, clinical advancement)
3. Using effective feedback strategies for a given situation (e.g., performance feedback, crucial conversations, timeliness)
4. Selecting appropriate communication methods (e.g., written/verbal, information sharing/networking, matching communication needs with communication vehicles, social media, scripting)

B. Conflict Management, Negotiation, and Collaboration

Skills in:

1. Conflict management
2. Collaboration and negotiation (e.g., purpose, presentation of evidence, linking evidence to desired outcomes)
3. Consultation process (e.g., contracting, engaging, disengaging)

IV. Ethical/Legal (20.00%)

A. Professional Standards, Certification, and Credentialing

Knowledge of:

1. Professional standards, certification, and credentialing
2. Documentation requirements (e.g., what to document, record retention, competency validation)
3. Scope of practice

B. Risk Management

Knowledge of:

1. Risk-management concepts (e.g., accountability, analysis and avoidance, safety, Failure Mode Effect Analysis, Root Cause Analysis, "Just Culture")
2. Line of authority (e.g., chain of command)

Skills in:

3. Identifying and responding to gaps in practice that indicate potential risk management issues (e.g., sentinel, reportable, never events, audits, observations, feedback, reports, determining scope, developing educational activities, coaching, reporting)

C. Regulations, Accreditation, and Boundaries

Knowledge of:

1. Sensitive information protection (e.g., types of sensitive information, guidelines for protection, HIPAA)
2. Principles of ethics (e.g., ANA Code of Ethics, environmental ethics, lateral violence)
3. Copyright law
4. Boundaries (e.g., conflict of interest, intellectual property, plagiarism, cheating, confidentiality, commercial bias, social media, reporting breaches, supporting organizational policies regarding zero tolerance)
5. Regulations (e.g., local, state, federal, licensure)
6. Accreditation at the organizational level (e.g., The Joint Commission, Magnet)

Skills in:

7. Integrating legal and regulatory requirements into nursing professional development activities (e.g., scope of practice, local, state, federal, licensure, maintaining records, safety)
8. Integrating documentation requirements into nursing professional development activities (e.g., what to document, record retention, competency validation)
9. Protecting sensitive information (e.g., clinical, individual, organizational)

10. Managing boundary issues (e.g., conflict of interest, intellectual property, plagiarism, cheating, confidentiality, commercial bias, organizational)
11. Managing nursing professional development activities (e.g., copyright laws, vested interest)

V. Practice and Process Improvement (8.67%)

A. Evidence-Based Practice and Research

Knowledge of:

1. Research process (e.g., identify problems, Institutional Review Board, research design, methodology, results)
2. Practice and excellence initiatives (e.g., Institute for Healthcare Improvement (IHI), Magnet, disease specific certifications)
3. Evidence-based practice process (e.g., use of best available evidence, best practice)
4. Level of evidence evaluation

Skills in:

5. Literature and evidence searches
6. Disseminating research and evidence-based practice findings (e.g., presentation at professional conference, publications in journals, scholarly work)
7. Data collection and interpretation
8. Implementing evidence-based practice process

B. Process Improvement

Knowledge of:

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

Skills in:

3. Incorporating performance improvement data into nursing professional development activities
4. Developing nursing professional development activities that align with organizational and departmental priorities, initiatives, and performance trends
5. Interpreting and incorporating data and information from various sources to inform decision making

VI. Technology (7.33%)

A. Information Systems and Management

Knowledge of:

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

Skills in:

3. Business tools (e.g., e-mail, document production, spreadsheets, presentation software, templates)

B. Technology Tools and Strategies

Knowledge of:

1. Learning technology principles

Skills in:

2. Teaching strategies using technology (e.g., simulations, gaming, computer-based learning, virtual reality)
3. Social networking tools (e.g., blogging, listservs, social network sites)
4. Clinical technologies (e.g., smart pumps, scanners, smartphones, tablets)
5. Multimedia technologies (e.g., audience response, hand-held devices, projectors, smart boards)

VII. Program and Project Management (7.33%)

A. Program and Project Management Tools and Processes

Knowledge of:

1. Project management tools and processes (e.g., project plan, timeline, business plans)
2. Marketing and public relations
3. Program evaluation (e.g., measurement and monitoring principles)
4. Management of resources (e.g., financial sources and resources, physical environment, staffing, scheduling or other activities, rooms, events)
5. Team member roles (e.g., team leaders, champions and stakeholders)

Skills in:

6. Managing projects (e.g., identification of champions and stakeholders, sustainability, measuring and monitoring, setting timelines, action plans, funding opportunities, customer service)
7. Strategies for sustaining outcomes of projects/programs
8. Facilitating groups (e.g., interprofessional/interdisciplinary teams, focus groups, meetings)