

Test Content Outline
Effective Date: October 25, 2014

Pediatric 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, Diagnosis, Planning, and Outcomes	47	31.18%
II	Implementation and Evaluation	40	26.61%
III	Family Centered Care	45	30.33%
IV	Professional Role	18	11.89%
	Total	150	100%

I Assessment, Diagnosis, Planning and Outcomes (31%)

A. History, Data collection & Performing Physical Exam
Knowledge of

1. Evidence-based assessment tools and techniques (e.g., functional status, body systems, pain scale, Braden-Q, falls risk)
2. Growth and development (e.g., developmental stages and milestones [e.g., Maslow, Erickson, Piaget, Freud]) age appropriate anatomy and physiology, nutrition
3. Pathophysiology (e.g., abnormal structure and function, common childhood diseases)
4. Pharmacology including complementary medications (e.g., immunization history, medications and herbal supplements)
5. Non-Pharmacological treatments (e.g., acupuncture, hot stones, cupping, coining, ketogenic diet)

Skill in

6. Obtaining patient history using age-appropriate, system-specific, standardized/evidence-based tools (e.g., Denver II, review of systems) including use of complementary and alternative healthcare practices (e.g., therapeutic touch, herbal preparations, acupuncture)
7. Obtaining a current medication and treatment list
8. Obtaining diagnostic test results
9. Performing a physical exam and psychosocial assessment using age-appropriate, system-specific, evidence-based tools and techniques
10. Identifying emergent and crisis situations (e.g., deteriorating or unstable status, screening for abuse and neglect)

B. Diagnosis
Skill in

1. Synthesizing available data and knowledge to identify patterns and variances
2. Identifying and prioritizing nursing diagnoses (e.g., North American Nursing Diagnosis Association-International [NANDA-I]) using a standardized classification system (e.g., circulation, airway, breathing [CABs], Maslow)

C. Planning and Outcomes
Knowledge of

1. Plan of care strategies (e.g., patient/family focused, age/developmentally appropriate, multi-disciplinary)
2. Interdisciplinary care coordination across the continuum (e.g., discharge planning, referrals, case management)
3. Support systems consistent with patient/guardians preferences
4. Reconciliation of medications and treatments across transitions of care

Skill in

5. Developing an individualized patient/family centered age/developmentally appropriate plan of care

6. Formulating expected outcomes with the patient/family, significant other, and interdisciplinary team to facilitate continuity across the continuum of care (e.g., synthesizing data, realistic, understandable, measurable, behavioral and achievable)
7. Utilizing evidence-based guidelines (e.g., bundles, clinical pathways, order sets)
8. Collaborating with the interdisciplinary team to identify community resources to assist and support patient and family independence

II Implementation and Evaluation (27%)

A. Implementation Knowledge of

1. Principles of creating a safe, therapeutic environment (e.g., age/developmentally appropriate, patient/family focused, seizure precautions)
2. Evidence-based interventions (e.g., infection prevention and control, therapeutic holding/kangaroo care, Chlorhexidine [CHG] baths, Oral sucrose)
3. Potential Interaction between treatment modalities (e.g., food/medication, herbal/medication, fluid resuscitation/end-stage renal disease)

Skill in

4. Responding proactively to changes in patient condition to prevent or minimize adverse patient outcomes.
5. Adapting evidence-based guidelines to patient needs (e.g., Chlorhexidine [CHG] bath contraindications)
6. Utilizing patient safety and risk reduction techniques (e.g., patient abduction/elopement, transfers/transports, falls, de-escalation, restraints)
7. Administering medications (e.g., administration rights, contraindications, managing adverse reactions and side effects, desired responses)

B. Evaluation Knowledge of

1. Expected and unexpected responses to interventions

Skill in

2. Evaluating the effectiveness of the interdisciplinary plan of care
3. Modifying the plan of care in collaboration with patient, family, significant other, and interdisciplinary team based on on-going assessment data
4. Using various technologies, skills, and equipment
5. Interpreting patterns and variances related to response to interventions

III Family Centered Care (30%)

A. Therapeutic Relationships Knowledge of

1. Principles of therapeutic communication that are age/development and situation sensitive
2. Family dynamics (e.g., blended, foster care) and care system supports (e.g., respite care, volunteers, transportation)

3. Developmental response to illness and hospitalization (e.g., coping and defense mechanisms)
4. Influences of cultural, religious, socio-economic factors, health practices of diverse groups

Skill in

5. Maintaining appropriate physical and emotional boundaries
6. Advocating for patient/family
7. Identifying barriers to effective communication (e.g., psychosocial, literacy, financial, cultural) and make appropriate adaptations.
8. Disseminating results/changes in the plan of care to patient, family, significant other, and interdisciplinary team, consistent with patient preferences

B. Patient/Family Education
Knowledge of

1. Principles and concepts of teaching and learning
2. Methods and modes of education (e.g., Teach-Back, measurable objectives, age/developmentally appropriate techniques)
3. Tools for self-management of conditions (e.g., medication pumps, g-tubes, tracheostomy, crisis safety plan, health promotion and wellness)

Skill in

4. Identifying and prioritizing needs, preferences, motivating factors, and barriers to learning
5. Creating an environment conducive to effective teaching/learning
6. Adapting for factors that may influence learning (e.g., sensory impairment, cognitive deficits, environment, cultural differences)
7. Developing an individualized education plan with the involvement of the patient, family, significant other, and interdisciplinary team (e.g., technology resources)
8. Implementing, evaluating and modifying the education plan

IV Professional Role (12%)

A. Foundations
Knowledge of

1. Current trends and standards (e.g., research, technology, legislative policy)
2. Professional Communication and appropriate Boundaries (e.g., interdisciplinary communication, conflict resolution, peer review)
3. Legal, regulatory, and ethical considerations (e.g., informed consent, practice act, Health Insurance Portability and Accountability Act [HIPAA], advanced directives)
4. Technologies that enhance nursing practice

Skill in

5. Documenting (e.g. assessment, diagnosis, interventions, expected outcomes, patient response, changes to plan of care, psychosocial and education)
6. Coordinating patient safety initiatives (e.g., infection control, quality standards)
7. Promoting healthy work environment (e.g., lateral violence, team building, diversity)
8. Delegating to licensed and unlicensed personnel

B. Leadership Development
Knowledge of

1. Roles of the leader (e.g., mentor, preceptor, clinical content expert, change agent)
2. Professional organizations and activities to advance nursing practice (e.g., shared governance, clinical ladders)
3. Principles of quality improvement and risk management

C. Population Health
Knowledge of

1. Chronic disease management (e.g., asthma pathways, care coordination, obesity, palliative care) and Population specific risk behaviors or factors (e.g., CDC, epidemiology, vulnerable population, emerging populations, genetics)
2. Health care delivery models (e.g., mobile clinics, home visits, telehealth, parish nurse) and community resources (e.g., homeless shelters, food banks, Special Supplemental Nutrition Program for Women, Infants and Children (WIC), children's health insurance program, Child protective services) and health promotion and disease prevention (e.g., health fairs/screenings, immunization, exercise, diet, Healthy People 2020 initiatives)

Skill in

3. Incorporating evidence on population-specific risk behaviors or factors when providing health information and consumer education (e.g., gun safety, car seat, helmet safety)
4. Promoting and coordinating partnerships between or among health care providers, employers and communities to provide health promotion and disease management strategies

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