

Test Content Outline
Effective Date: February 9, 2016

**Pediatric Primary Care Nurse Practitioner
Board Certification Examination**

There are 200 questions on this examination. Of these, 175 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 175 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	Foundations for Advanced Practice	44	25%
II	Advanced Professional Practice	45	26%
III	Advanced Clinical Practice	86	49%
	Total	175	100%



I. Foundations for Advanced Practice (25%)

A. Advanced Physiology/Pathophysiology

Note: Each item written addresses at least one of the age groups noted below.

- | | |
|---------------|---------------|
| 1. Infant | 4. Adolescent |
| 2. Preschool | 5. Adult |
| 3. School-Age | |

Knowledge of:

1. Developmental physiology, normal etiology, pathogenesis, and clinical manifestations of illness/disease and altered health states

Skills in:

2. Differentiating between normal and abnormal physiologic changes related to development
3. Analyzing the relationship between normal physiology and pathological phenomena produced by altered health states (e.g., pain, fever) and illness/disease
4. Evaluating physiologic responses to treatment

B. Advanced Pharmacology

Note: Each item written addresses at least one of the drug agents noted below.

- | | |
|-----------------------|------------------------------|
| 1. Anti-infective | 7. Genitourologic |
| 2. Antineoplastic | 8. Immunologic |
| 3. Cardiovascular | 9. Musculoskeletal/analgesic |
| 4. Endocrine | 10. Neurologic |
| 5. Eye, ear, and skin | 11. Psychiatric |
| 6. Gastrointestinal | 12. Respiratory |

Knowledge of:

1. Pharmacotherapeutics, pharmacokinetics, and pharmacodynamics of broad categories of drugs
2. Motivations for patient/family seeking medication and willingness to adhere to prescribed regimens

Skills in:

3. Evaluating the relationship between pharmacologic agents and physiologic/pathologic responses

C. Advanced Health/Physical Assessment

Note: Each item written addresses at least one of the body systems noted below.

- | | |
|--|--|
| 1. <i>Head, eyes, ears, nose, and throat</i> | 7. <i>Neurological (including psychiatric)</i> |
| 2. <i>Respiratory</i> | 8. <i>Endocrine</i> |
| 3. <i>Cardiovascular</i> | 9. <i>Hematopoietic</i> |
| 4. <i>Gastrointestinal</i> | 10. <i>Immune</i> |
| 5. <i>Genitourinary/reproductive</i> | 11. <i>Integumentary</i> |
| 6. <i>Musculoskeletal</i> | |

Knowledge of:

1. Components of a focused history/physical exam and comprehensive history/physical exam
2. Signs and symptoms of common physical illnesses and mental disorders
3. Growth and development (including developmental and family theories)
4. Advanced communication skills

Skills in:

5. Obtaining a focused history and physical exam
6. Obtaining a comprehensive history (e.g., developmental/functional assessment, cultural assessment, psychosocial assessment, environmental assessment, perinatal factors) and physical exam
7. Using advanced interviewing techniques, observational skills, and critical thinking to make clinical decisions
8. Conducting an individual, family, and community risk assessment (e.g., developmental, genetic, behavioral, lifestyle, abuse/neglect, exposure to violence, and traumatic events)
9. Correlating assessment findings with underlying pathology or physiologic changes

II. Advanced Professional Practice (26%)

A. Quality Improvement and Safety

Knowledge of:

1. Methods, tools, performance measures, and standards related to quality and safety

Skills in:

2. Identifying opportunities for quality improvement
3. Evaluating the overall reliability of processes that improve outcomes
4. Implementing quality improvement initiatives

B. Translational Science/Evidence-based Practice

Knowledge of:

1. Evidence-based practice and translational science

Skills in:

2. Critiquing evidence (e.g., credibility of sources of information)
3. Applying clinical investigative skills to improve outcomes
4. Disseminating evidence to diverse stakeholders (e.g., communities, legislators, peers, families, other professionals)

C. Information Systems/Technology

Knowledge of:

1. Informatics and healthcare/information technologies (e.g., legal and ethical issues, standardized terminology, regulatory guidelines)

Skills in:

2. Integrating technology systems into the documentation, delivery, and coordination of care (e.g., electronic health record, decision support systems, telehealth, data management, patient education)

D. Health Policy and Advocacy

Knowledge of:

1. Relationships between policy and practice (e.g., healthcare economics, health disparities, globalization, social determinants of health)
2. Structures and processes affecting healthcare delivery systems (e.g., systems theory, complexity science, root cause analysis, change theory)

Skills in:

3. Advocating for policies that improve the nursing profession and the health of the public (e.g., autonomy, social justice, access to care, equity, quality, cost)
4. Evaluating the impact of health care delivery systems on patients, providers, and other stakeholders

E. Interprofessional Collaboration

Knowledge of:

1. Leadership concepts/skills (e.g., group dynamics, negotiation, conflict resolution, work environments, change theory, leadership styles)
2. Interprofessional communication

Skills in:

3. Collaborating with other professionals to coordinate patient-centered care across systems (e.g., multidisciplinary teams, integration of care, transitions of care, medical home, individualized education plans [IEP], early intervention)

F. Ethical and Legal Considerations

Knowledge of:

1. Ethical and legal principles (e.g., informed consent/assent, emancipation, reproductive health, guardianship, transition of care, advanced directives)
2. Scope and standards for advanced nursing practice (e.g., delegation, referral)

Skills in:

3. Identifying situations beyond the scope of practice
4. Practicing in accordance with regulatory guidelines (e.g., reimbursement regulations; reporting of communicable disease, abuse/neglect; Health Insurance Portability and Accountability Act [HIPAA])
5. Applying ethical principles in practice

III. Advanced Clinical Practice (49%)

A. Health Promotion and Maintenance

Knowledge of:

1. Anticipatory guidance (e.g., developmental expectations, parenting skills, behavioral issues, reproductive health)
2. Safety and injury prevention (e.g., environmental, motor vehicle safety, firearms)
3. Literacy/health literacy
4. Immunizations/vaccines
5. Nutrition and feeding (e.g., breastfeeding, diets, food sensitivity, weight management, vitamins)

6. Health-related behaviors (e.g., exercise, screen time, bullying, high risk activities)

Skills in:

7. Conducting an age and/or developmentally appropriate well child visit
8. Utilizing appropriate screenings (e.g., oral health, hearing, lead, tuberculosis, developmental/behavioral, depression, suicide)
9. Recommending interventions for health promotion and maintenance (e.g., immunizations, vitamins, fluoride, exercise)
10. Partnering with patients and families to manage wellness over time (e.g., culturally sensitive care, patient-centered care, transition of care)
11. Evaluating the plan of care
12. Modifying the plan of care based on patient outcomes/response

B. Illness/Disease Management

Knowledge of:

1. Clinical practice guidelines and standards of care
2. Risks, benefits, and cost of interventions
3. Illnesses, injury, and chronic disease
4. Mental disorders
5. Comorbidities
6. End-of-life and palliative care

Note: Each item written for skills 7 and 8 below addresses at least one of the following drug agents.

- | | |
|------------------------------|-------------------------------------|
| 1. <i>Anti-infective</i> | 7. <i>Genitourologic</i> |
| 2. <i>Antineoplastic</i> | 8. <i>Immunologic</i> |
| 3. <i>Cardiovascular</i> | 9. <i>Musculoskeletal/analgesic</i> |
| 4. <i>Endocrine</i> | 10. <i>Neurologic</i> |
| 5. <i>Eye, ear, and skin</i> | 11. <i>Psychiatric</i> |
| 6. <i>Gastrointestinal</i> | 12. <i>Respiratory</i> |

Skills in:

7. Selecting appropriate pharmacologic agents for the management of physical illness/disease
8. Selecting appropriate pharmacologic agents for the management of mental disorders
9. Selecting appropriate non-pharmacologic interventions
10. Managing illness, injury, and chronic disease
11. Managing mental disorders
12. Partnering with the patient and family to manage illness, injury, chronic disease, and/or mental disorders (e.g., culturally sensitive care, patient-centered care, transition of care, palliative/end-of-life care)
13. Evaluating the plan of care
14. Modifying the plan of care based on patient outcomes/response

C. Diagnostic Reasoning/Differential Diagnoses

Note: Each item written addresses at least one of the body systems noted below.

- | | |
|---------------------------------------|---|
| 1. Head, eyes, ears, nose, and throat | 7. Neurological (including psychiatric) |
| 2. Respiratory | 8. Endocrine |
| 3. Cardiovascular | 9. Hematopoietic |
| 4. Gastrointestinal | 10. Immune |
| 5. Genitourinary/reproductive | 11. Integumentary |
| 6. Musculoskeletal | |

Knowledge of:

1. Common primary care laboratory/diagnostic tests and procedures

Skills in:

2. Selecting appropriate laboratory/diagnostic tests and procedures
3. Performing appropriate laboratory/diagnostics tests and procedures (e.g., nasopharyngeal swab, strep test, wet prep, incision and drainage)
4. Interpreting laboratory/diagnostic data
5. Synthesizing data from multiple sources to inform clinical decision making
6. Establishing differential and final diagnoses
7. Prioritizing current and potential problems within a climate of patient-centered care

D. Care of Diverse Populations

Knowledge of:

1. Norms, beliefs, language, values, and behaviors shared by individuals and groups that shape the meaning of health and health-related behaviors
2. Population-specific physiologic/genetic differences

Skills in:

3. Incorporating individual/family norms, beliefs, language, values, and behaviors (e.g., race/ethnicity, sexual orientation, educational level, immigration status, spirituality/religion) into the plan of care

E. Clinical Prevention and Population Health

Knowledge of:

1. Population-based health policy
2. Global healthcare considerations
3. Social determinants of health
4. Epidemiology/biostatistics

Skills in:

5. Implementing appropriate clinical prevention interventions and strategies (e.g., immunizations, disaster preparedness, screenings, travelers' health)
6. Evaluating the effectiveness of clinical prevention interventions and strategies

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