

Test Content Outline
Effective Date: October 25, 2014

Psychiatric and Mental Health 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, and Planning	40	26.47%
II	Implementation and Evaluation	50	33.35%
III	Nurse-Patient Relationship and Professional Development	41	27.53%
IV	Patient Education and Population Health	19	12.65%
	Total	150	100%



I. Assessment, Diagnosis and Planning (26%)

A. Assessment

Knowledge of:

1. Assessment tools and techniques (e.g., Mini-Mental State Examination [MMSE], patient history, functional status, developmental milestones, clinical interview)
2. Developmental stages (e.g. Maslow, Erickson, Piaget)

Skill in:

3. Obtaining patient history using age-appropriate, system-specific, standardized/evidence-based tools
4. Obtaining a current medication and treatment list
5. Assessing for use of complementary and alternative methods (e.g., therapeutic touch, herbal preparations, acupuncture)
6. Performing a physical assessment using age-appropriate, system-specific, evidence-based tools and techniques
7. Performing a psychosocial assessment using age-appropriate, system-specific, evidence-based tools and techniques
8. Obtaining diagnostic test results
9. Reviewing findings provided by interdisciplinary team and external resources

B. Problem Identification/Nursing Diagnoses

Knowledge of:

1. Pathophysiology related to mental illness (e.g. normal/abnormal mental changes across the lifespan, altered mental status related to urinary tract infection [UTI], depressive or anxiety disorders related to thyroid dysfunctions)
2. Psychiatric disorders (e.g. schizophrenia spectrum and other psychotic disorders, bipolar and related disorders, substance related and addictive disorders, neurodevelopmental disorders, eating and feeding disorders, personality disorders, disruptive, impulse-control, conduct disorders, anxiety disorder, trauma stress or related)

Skill in:

3. Identifying nursing diagnoses using a standardized classification system.
4. Identifying barriers to effective communication (e.g., psychosocial, literacy, financial, cultural) and making appropriate adaptations
5. Identifying patterns and variances that pose actual or potential risks to health and safety (e.g., self-harm, abuse, neglect, interpersonal, environmental, lack of external resources) by synthesizing available data and knowledge

C. Planning and Outcomes Identification

Knowledge of:

1. Plan of care strategies (e.g. interdisciplinary care coordination, health promotion, disease management, symptom reduction)
2. Evidence-based guidelines (e.g. suicide prevention, recovery model)

Skill in:

3. Prioritizing nursing diagnoses and/or problems.
4. Formulating expected outcomes with the patient, family, significant other, and interdisciplinary team to facilitate continuity across the continuum of care
5. Developing an individualized, patient-centered age and developmentally appropriate plan of care and expected outcomes

II. Implementation and Evaluation (33%)

A. Implementation

Knowledge of:

1. Psychopharmacology (e.g. indications, allergies, reactions, adverse and contraindications)
2. Complementary and alternative methods (e.g. relaxation, sensory stimulation, guided imagery, aromatherapy)
3. Management of emergent and crisis situations
4. Patient safety and risk reduction interventions, technologies and equipment (e.g. falls, suicide, QT interval monitoring, de-escalations, restraints, assault, behavior management, close observation, video monitoring, alarms)

Skill in:

5. Creating a safe, therapeutic, and developmentally appropriate environment conducive to care (e.g. establishing trust, building rapport, individual factors, milieu management)
6. Implementing age and developmentally appropriate evidence-based nursing interventions specific to the plan of care (e.g. behavior modification, relaxation, coping skills, safety management, group therapy)
7. Collaborating with the interdisciplinary team and external resources to coordinate the plan of care across the continuum
8. Reconciling medications and treatments across transitions of care
9. Administering medications and other treatments that are appropriate to the patient situation
10. Responding proactively to changes in patient condition to prevent or minimize adverse patient outcomes

B. Evaluation

Knowledge of:

1. Expected and unexpected responses to interventions

Skill in:

2. Evaluating patient's response to interventions and 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 ongoing assessment data including impact of patient resources (e.g. financial, family, culture and access to community resources)
4. Interpreting patterns and variances related to response to interventions

III. Nurse-Patient Relationship and Professional Development (28%)

A. Nurse Patient Relationship
Knowledge of

1. Cultural, religious, and socio-economic factors, family dynamics, and health practices of diverse groups.
2. Developmental response to illness and hospitalization
3. Coping and defense mechanisms (e.g. rationalization, denial, projection, compensation)
4. Care system supports (e.g., respite care, volunteers, transportation, group-specific supports, adult day care, topic specific support group)

Skill in

5. Using therapeutic communication (e.g. active listening, reflection, clarifying, summarizing), with awareness of Verbal / Non-Verbal / Para-Verbal (e.g. tone, cadence, rate) aspects, that are age, developmentally, and situationally appropriate
6. Maintaining appropriate physical and emotional boundaries
7. Developing a therapeutic relationship specific to the patient condition with an awareness of transference and counter-transference dynamics
8. Advocating for the patient by supporting patient's rights and identified support-systems consistent with patient/guardian preference

B. Professional Development
Knowledge of:

1. Current trends (e.g., research, technology, legislative, policy)
2. Professional Organizations (e.g. American Nurses Association [ANA], American Nurses Credentialing Center [ANCC], American Psychiatric Nurses Association [APNA], International Society of Psychiatric- Mental Health Nurses [ISPN], National Alliance on Mental Illness [NAMI], Substance Abuse and Mental Health Services Administration [SAMHSA] and Activities
3. Documentation Skills (e.g. legal, reimbursement, clinical implications)

Skill in:

4. Delegating elements of care to licensed and/or unlicensed personnel in accordance with applicable legal or policy parameters or principles
5. Identifying and addressing personal attitudes, values, and beliefs in self and others that may negatively impact delivery of care
6. Identifying quality improvement or risk management opportunities (e.g. quality variances, serious reportable events, infectious diseases)

C. Leadership
Knowledge of:

1. Legal, regulatory, and ethical considerations (e.g., American Nurses Association [ANA] *Code of Ethics*, influencing healthcare policy, informed consent, Health Insurance Portability and Accountability Act [HIPAA], advance directives, American Disability Act, restraints)

Skill in:

2. Using professional communication (e.g., interdisciplinary communication, conflict resolution, peer review)

3. Promoting teamwork and engagement of healthcare providers to manage change and optimize patient care
4. Serving as a clinical resource (e.g., mentor, preceptor, educator) for the advancement of nursing practice, the profession, and quality health care
5. Creating a healthy work environment (e.g., professional boundaries, employee relationships, workplace civility, team building, diversity, shared governance)
6. Coordinating patient safety initiatives

IV. Patient Education and Population Health (13%)

A. Patient Education
Knowledge of:

1. Principles, methods, and concepts of teaching and learning (e.g., motivation/readiness to learn, use of technology, age and developmentally appropriate techniques) for groups and individuals

Skill in:

2. Identifying and prioritizing learning needs (e.g., health literacy, patient expectations and preferences)
3. Adapting for factors that may influence learning (e.g., sensory impairment, cognitive deficits, environment, cultural differences)
4. Developing an individualized education plan that promotes health, wellness, and self-management (e.g., medication management, crisis safety plan, relapse prevention, community resources), with the involvement of the patient, family, and interdisciplinary team
5. Creating an environment conducive to teaching/learning

B. Population Health
Knowledge of:

1. Health promotion strategies (e.g., screenings, immunization, exercise, nutrition, tobacco cessation, drug and alcohol prevention)

Skill in:

2. Developing educational programs for groups and individuals, considering risk behaviors or factors (e.g., substance abuse, homelessness, lack of access to resources, support, and care, medication non-adherence, lifestyles, medical co-morbidities, trauma)
3. Identifying community resources (e.g. homeless shelters, food banks, crisis centers, support groups, hospice) that assist and support patients in self-management

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