

Test Content Outline
Effective Date: February 9, 2016

Family 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	64	37%
II	Professional Practice	30	17%
III	Independent Practice	81	46%
Total		175	100%



I. Foundations for Advanced Practice (37%)

A. Advanced Physiology/Pathophysiology Across the Life-Span

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

- | | |
|----------------------|----------------------|
| 1. <i>Infant</i> | 5. <i>Adult</i> |
| 2. <i>Preschool</i> | 6. <i>Young-Old</i> |
| 3. <i>School-Age</i> | 7. <i>Middle-Old</i> |
| 4. <i>Adolescent</i> | 8. <i>Oldest-Old</i> |

Knowledge of:

1. Developmental physiology, pathogenesis, clinical manifestations, and etiology of altered physical and psychological health or disease states

Skills in:

2. Differentiating between normal and abnormal physiologic changes
3. Analyzing the relationship between normal physiology and pathological phenomena produced by altered states

B. Advanced Pharmacology for Treating Patients Across the Life-Span

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

- | | |
|------------------------------|-------------------------------------|
| 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> |

Knowledge of:

1. Pharmacotherapeutics, pharmacokinetics, and pharmacodynamics

Skills in:

2. Analyzing the relationship between pharmacological agents and physiologic or pathologic responses

C. Advanced Health/ Physical Assessment Across the Life-Span

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. History of physical assessments
2. Psychosocial assessment (including life stages, developmental milestones)
3. Signs and symptoms of common physical and psychological illnesses

Skills in:

4. Developing a comprehensive database, including developmental and functional assessment, comprehensive or problem-focused health history, comprehensive or problem- focused physical examination, and appropriate diagnostic testing
5. Conducting a risk assessment of the patient including developmental, genetic, behavioral, lifestyle and other risk factors (e.g., abuse or neglect, substance abuse, exposure to violence, traumatic events)
6. Correlating assessment findings with underlying pathologic or physiologic changes throughout various stages across the life-span

D. Clinical Prevention and Population Health for Improvement of Outcomes

Knowledge of:

1. Health promotion and population-based health policy
2. Environmental, global, and social determinants of health
3. Epidemiology

Skills in:

4. Community needs assessment
5. Designing and implementing clinical intervention programs (e.g., immunizations, disaster preparedness, health screenings)
6. Evaluating the effectiveness of clinical prevention interventions
7. Advocating for equitable and efficient prevention services and population-based health policies

E. Research methodology

Knowledge of:

1. Theory and frameworks (e.g., nursing theories, developmental theories, family theory, educational, patient-centered care)
2. Research process (e.g., hypothesis, proposal, design, data collection, data analysis)

Skills in:

3. Integrating theories, clinical judgment, and inter-professional perspectives to formulate research hypothesis
4. Critiquing and interpreting research findings utilizing bio-statistical methods and analysis

F. Informatics

Knowledge of:

1. Healthcare technologies
2. Legal and ethical issues related to the use of informatics and healthcare technologies (e.g., confidentiality, privacy, copyright, standardized language)

Skills in:

3. Documenting relevant clinical information
4. Integrating and utilizing technology systems (electronic records, decision support systems, electronic prescribing, telehealth, data management) into the delivery and coordination of care
5. Accessing technology to educate staff, patient, and care-giver

II. Professional Practice (17%)

A. Leadership, Advocacy, and Inter-professional Collaboration

Knowledge of:

1. Leadership concepts including interdisciplinary communication, collaboration, coordination (e.g., group dynamics, team building, delegation, leadership style)

Skills in:

2. Communicating and collaborating with other professionals to manage and coordinate patient-centered care across systems (e.g., multidisciplinary teams, integration of care, transitions of care, medical home)
3. Advocating for the needs of patients and their families
4. Advocating for policies that improve health (e.g., autonomy; social justice; access to care, equity, quality, and cost; minimizing patient and provider risks)
5. Advocating for the role of the nurse practitioner
6. Resolving conflict (e.g., resolution, mediation, negotiation)

B. Quality Improvement and Safety

Knowledge of:

1. Methods, tools, performance measures, root cause analysis, and standards as they relate to quality

Skills in:

2. Improving quality of clinical practice (e.g., monitoring, analyzing, and prioritizing outcomes; implementing initiatives; peer review; safety; error reduction)
3. Reducing risk by identifying actual or potential failures in processes and systems that lead to breakdowns and errors

C. Healthcare Economics, Policy, and Organizational Practices

Knowledge of:

1. The interdependence between policy and practice (e.g., healthcare business and economics, health disparities, globalization, organizational structure, federal healthcare policies)
2. Organizational practices and complex systems to improve practice (e.g., systems theory, complexity science)
3. Interaction between regulatory process and quality health care (e.g., The Joint Commission, CMS, other accrediting bodies)

Skills in

4. Evaluating the impact of healthcare delivery on patients, providers, other stakeholders, and the environment, including analyzing the implications of health policy across the life-span
5. Developing and implementing innovations that incorporate principles of change

D. Scope and Standards of Practice

Knowledge of:

1. Role, scope, and standards of the family primary care nurse practitioner

Skills in:

2. Identifying and referring situations beyond the scope of practice
3. Complying with regulatory guidelines (e.g., reimbursement regulations; reporting of communicable disease, abuse or neglect, Health Insurance Portability and Accountability Act [HIPAA])

III. Independent Practice (46%)

A. Health Promotion and Maintenance Across the Life-Span

Knowledge of:

1. Anticipatory guidance (e.g., developmental and behavioral expectations for both patients and caregivers, disease progression, crisis management, palliative care, end-of-life care)
2. Health behavior modification
3. Age-appropriate primary, secondary, and tertiary prevention (e.g., immunizations/vaccines, nutrition and exercise, injury prevention, safety)
4. Family systems theory and sexuality across the life-span

Skills in:

5. Conducting an age-/developmental-/life-stage-appropriate wellness visit, including health promotion, disease prevention, psychosocial assessment, and counseling
6. Ordering and interpreting appropriate screenings based on age and /or situation
7. Selecting interventions (pharmacologic, non-pharmacologic, psychosocial) for the maintenance of health and wellness

B. Illness and Disease Management

Note: Each item written for knowledge 1, 3 and 4 and for skills 5 to 9 below addresses at least one of the following body systems.

- | | |
|---------------------------------------|---|
| 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. Clinical guidelines and standards of care
2. Risks, costs, and benefits of interventions
3. Illness, injury, disease management, including palliative care and end of life care
4. Complications and comorbidities

Note: Each item written for skill 6 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:

5. Selecting nonpharmacological interventions (e.g., nutrition, physical therapy, complementary and alternative therapies, psychotherapy) for the management of the illness, injury, or the disease
6. Selecting pharmacologic agents for the management of the illness, injury, or the disease
7. Managing physical and mental health status over the life span (acute, chronic)
8. Engaging the patient and/or family in the management of the illness, injury, and/or disease (e.g., educating, counseling, coaching, motivating, negotiating)
9. Evaluating patient outcomes and responses, and modifying the plan of care accordingly

C. Care of Diverse Populations

Knowledge of:

1. Cultural competencies, including common beliefs, values, practices and behaviors shared by subgroups or individuals that shape the meaning of their health and health-related behaviors
2. Social determinants or influences on health (e.g., socioeconomic status, sexual and gender identity, culture, geography, barriers to care, health literacy)

Skills in:

3. Incorporating individual, cultural, ethnic, and spiritual preferences, values, and beliefs into health care in a non-biased and respectful manner

D. Translational Science/Evidence-based Practice

Knowledge of:

1. Evidence-based practice
2. Translational science
3. Scholarship

Skills in:

4. Critiquing meaningful evidence for practice, including identifying gaps, determining cultural relevance, patterns of behavior, and outcome measurement
5. Applying clinical investigative skills to practice
6. Disseminating evidence from inquiry to diverse audiences using multiple modalities

E. Advanced Diagnostic Reasoning/Critical Thinking

Knowledge of:

1. Pathophysiology, pharmacology, and physical assessment to formulate a differential diagnosis and plan of care.
2. Ethical and legal issues including bioethics (e.g., informed consent/assent, guardianship, patient privacy, confidentiality, research participation)

Skills in:

3. Using therapeutic communication advanced interviewing techniques, observational skills, and critical thinking to make clinical decisions.
4. Determining barriers to communication and adapting communication accordingly
5. Selecting appropriate tests and procedures (e.g., laboratory, diagnostic studies, suturing biopsies)
6. Synthesizing data from multiple sources (e.g., assessment, diagnostic studies, laboratory tests, screening, etc.) to establish differential diagnoses and inform clinical decision-making (e.g., need for further testing, verification of data, follow-up, referral, or consultation)
7. Formulating a patient-centered, mutually acceptable plan of care
8. Prioritizing current and potential problems within a climate of patient-centered care
9. Applying ethical principles to issues related to the care of patients, populations, and Systems

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