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Clinical Nurse Specialist in Pediatric Nursing Board Certification

Test Content Outline - effective date: April 6, 2012

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	Direct Care	67	44.67%
II	Professional Practice	40	26.67%
III	Foundational Knowledge	43	28.67%
	Total	150	100%

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I Direct Care (44.67%)

A. Comprehensive Health Assessment

Knowledge of:

1. Complexity of illness presentations (e.g., respiratory compromise, failure to thrive, chronic conditions)
2. Risk factors for illness and injury
3. Manifestations of pain (chronic, acute, age and condition related)

Skills in:

4. Obtaining data to form a comprehensive health history (e.g., birth history, nutrition, diet, immunizations, family, culture)
5. Utilizing pediatric assessment tools (e.g., pain, nutrition, developmental)
6. Performing a developmentally appropriate physical assessment
7. Performing a learning needs assessment of child/family
8. Conducting a problem-focused assessment (child/family)
9. Identifying family capacity for care management

B. Diagnostic Reasoning

Knowledge of:

1. Disease progression/pathophysiology

Skills in:

2. Interpreting data obtained from a comprehensive health assessment (e.g., lab values, history and physical assessment findings, diagnostic tests)
3. Differentiating between typical and atypical age related findings (physical, cognitive and psychosocial)
4. Prioritizing differential diagnoses to reflect pediatric conditions' most relevant signs, symptoms and patterns that are most amendable to CNS interventions.

C. Interventions

Knowledge of:

1. Pharmacology (e.g., food/drug interactions, adverse drug events and safe medication practice/systems)
2. Evidence-based practice, clinical practice guidelines, standards of care (e.g., skin, pain, blood stream infections, ventilator acquired pneumonia)
3. Clinical emergencies management (e.g., pediatric early recognition system, equipment, personnel resources)

Skills in:

4. Recommending nursing therapeutics, non-pharmacologic interventions, diagnostic measures, equipment, procedures and treatments (including pain management)
5. Integrating complementary and integrative therapies into treatment plans (e.g., massage, herbals, music therapy)
6. Individualizing plans of care considering unique/atypical physiological or developmental age related needs (e.g., nutritional needs, skin integrity, safety, palliative care, end-of-life)
7. Individualizing plans of care considering culture, spirituality, and child/family preferences and resources
8. Incorporating evidence-based practice into individualized plans of care (e.g., standards of care, regulatory agencies, core measures)

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9. Integrating coordination of care across the continuum (e.g., using pathways, care maps, benchmarks)

D. Advocacy

Knowledge of:

1. Family needs (considering child and family developmental level, functional abilities, cultural background, cognitive ability, health literacy, caregiver burden)
2. Resources for addressing family needs across the continuum of care (e.g., respite, palliative care, technology, community resources, anticipatory guidance, access to care)
3. Health literacy principles
4. Financial and reimbursement influences on care (e.g., insured, underinsured, uninsured)

Skills in:

5. Facilitating child and family decision making (e.g., empowerment, prioritization, palliative care, end-of-life, assent, ethical dilemmas, conflicts)
6. Coaching family to navigate the healthcare system
7. Designing health information and education appropriate to the child and family developmental level, health literacy, learning needs, readiness to learn, and cultural values and beliefs
8. Providing developmentally appropriate anticipatory guidance across the trajectory of care
9. Fostering patient and families self-care abilities

E. Outcomes Evaluation

Knowledge of:

1. Nurse sensitive quality indicators (e.g., pressure ulcers, pain, blood stream infections, IV infiltrations)
2. Benchmark data (e.g., National Association of Children Hospitals and Related Institutions [NACHRI], National Database of Nurse Quality Indicators [NDNQI], The Joint Commission)

Skills in:

3. Evaluating the plan of care based on patient response
4. Comparing patient health outcomes with established benchmarks

F. Health Promotion and Disease Prevention

Knowledge of:

1. Health promotion strategies (e.g., well child care, safe sleep environments, immunization concerns, safety, environmental exposure)
2. Behavioral change theories (e.g., adherence, change, health belief model)
3. *Healthy People* guidelines

Skills in:

4. Facilitating patient and family health and wellness promotion and disease prevention (e.g., tobacco cessation, behavioral counseling techniques)
5. Determining practice and system interventions that will promote patient, family and community safety and wellness (e.g. immunization schedules, developmentally related screenings, communicable diseases)

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II. Professional Practice (26.67%)

A. Consultation/Collaboration

Knowledge of:

1. Interdisciplinary team roles and functions
2. Consultation process (including internal and external consultation)

Skills in:

3. Establishing collaborative relationships within and across departments, organizations, networks, and agencies
4. Facilitating interdisciplinary team processes to achieve outcomes (across the spheres of influence)
5. Providing consultation services for complex issues across the spheres of influence
6. Serving as a content expert for nursing orientation and internship programs

B. Coaching, mentoring, precepting, and role modeling

Knowledge of:

1. Concepts of coaching, precepting, mentoring and role modeling
2. Adult learning principles

Skills in:

3. Functioning as a role model in the delivery of expert and compassionate and culturally competent nursing care
4. Mentoring staff, students, health professionals and others to acquire new knowledge and skills and develop their careers (e.g., professional organization involvement, professional certifications, career coaching, committee involvement)
5. Providing feedback and evaluation (e.g., constructive criticism, positive reinforcement, appropriate feedback for specific situation)

C. Systems Leadership

Knowledge of:

1. Models and principles of quality improvement (e.g., failure mode effects analysis [FMEA], root cause analysis [RCA])
2. Program development (e.g., needs assessment, program evaluation)
3. Available resources for process improvement (e.g., Institute of Healthcare Improvement [IHI] bundles, national patient safety goals)
4. Organization accreditation standards (e.g., The Joint Commission, Magnet, Centers for Medicaid and Medicare Services [CMS])
5. Theories associated with motivation and change

Skills in:

6. Evaluating practice that considers safety, timeliness, effectiveness, efficiency, efficacy and patient-centered care (e.g., data collection, data analysis, data trend identification, Process-Structure-Outcome measures)
7. Differentiating between outcomes that require care process modification at the individual patient level and those that require modification at the system level
8. Identifying practice improvement opportunities by aggregating data
9. Promoting compliance with regulatory, accrediting, and professional standards

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III. Foundational Knowledge (28.67%)

A. Research Application and Evidence-based Practice

Knowledge of:

1. Evidence-based practice models and concepts (e.g., levels of evidence, evaluation models)
2. Research process (e.g., identification of questions for clinical inquiry, conduct of literature reviews, study design and implementation, data collection, data analysis, dissemination of findings)
3. Human subject protection

Skills in:

4. Fostering a culture of scientific inquiry across spheres of influences (considering barriers and facilitators)
5. Analyzing research findings and other evidence for their potential application to clinical practice (e.g., interpreting statistical analysis, determining strength of evidence)
6. Integrating evidence into policies and procedures of care
7. Disseminating research findings

B. Communications

Knowledge of:

1. Developmentally appropriate communication principles and concepts (e.g., abstract vs. concrete)
2. Strategies for overcoming communication barriers (e.g., interpreter, technologies, sign language)

Skills in:

3. Negotiating
4. Resolving individual and group conflicts
5. Exploring sensitive topics with children and families
6. Communicating with diverse groups (e.g., cultural, generations, gender, professional roles)
7. Disseminating information (formal and informal)

C. Professional Accountability and Ethics

Knowledge of:

1. Professional practice (e.g., scope, credentialing, regulation requirements, licensure, organizations)
2. Ethical principles (bioethics, codes of ethics, competency vs. capacity, consent/assent)
3. Moral distress

Skills in:

4. Using ethical frameworks for complex healthcare situations (e.g., allocation of resources, capacity, patient and family values and preferences, autonomy, clinical effectiveness, scientific advances, external influences)
5. Engaging resources to resolve issues related to moral distress (e.g., activate ethic consult team, care conferences)
6. Advocating for equitable patient care

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7. Facilitating child and family understanding of the risks, benefits, and outcomes of proposed healthcare regimen.
8. Documenting observation, actions, and recommendations of events across spheres of influence

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