Test Content Outline
Effective Date: October 25, 2014

Medical-Surgical 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 and Diagnosis	22	14.67%
II	Planning, Implementation and Outcomes Evaluation	50	33.33%
III	Professional Role	45	30.00%
IV	Health Teaching and Health Promotion	33	22.00%
	Total	**150**	**100%**

I   Assessment and Diagnosis (14.67%)

A. Gather Comprehensive Patient Data
      Knowledge of:
      1.   Components of a health history and psychosocial assessment
      2.   Sources and procedures for obtaining diagnostic studies and test results
      3.   Normal structure and function (e.g., anatomy, physiology) across the life span

      Skills in:
      4.   Collecting data from multiple sources using therapeutic interviews and observations (e.g., prescribed and non-prescribed medications, allergies, immunizations, psychosocial factors, nutrition, alcohol and drug use, suicide screening, abuse and neglect, environment, complementary and alternative therapies)
      5.   Performing physical examinations using age- and developmentally appropriate, system-specific, evidence-based assessment techniques

B. Analyze and Synthesize data to identify patterns and variances
      Knowledge of:
      1.   Abnormal structure and function resulting from disease processes, procedural interventions, etc.
      2.   Age-appropriate changes (e.g., physiological, psychosocial)
      3.   Normal and abnormal diagnostic studies and test results

      Skill in:
      4.   Recognizing the therapeutic and/or adverse effects of treatments (e.g., pharmacologic and non-pharmacologic)
      5.   Determining the completeness and accuracy of information
      6.   Recognizing clinical situations for patients that have implications for treatment (e.g., PRN medications, anaphylaxis, non-emergent or emergent situations)

C. Nursing Diagnosis
      Knowledge of:
      1.   North American Nursing Diagnosis Association-International (NANDA-I) taxonomy

      Skill in:
      2.   Formulating individualized nursing diagnoses
      3.   Developing individualized problem lists

II   Planning, Implementation and Outcomes Evaluation (33.33%)

A.   Prioritize Nursing Diagnoses or Problems
Knowledge of:
1.   Strategies for prioritizing diagnoses or problems (e.g., airway, breathing, circulation [ABCs], Maslow's hierarchy of needs)

Skill in:
2.   Engaging patient, family, significant other, interdisciplinary team, and caregiver in setting priorities

B.   Formulate expected outcomes
Knowledge of:
1.   Principles of developing expected outcomes
2.   Evidence-based guidelines
3.   Nursing outcomes classification (NOC)

Skills in:
4.   Collaborating with patient, family, significant other, interdisciplinary team, and caregiver in developing expected outcomes that direct continuity of care
5.   Creating an expected outcomes timeline that is realistic

C.   Develop an individualized plan of care
Knowledge of:
1.   Plan of care strategies (e.g., health promotion, acute and chronic disease management, targeted goals)

Skills in:
2.   Individualizing evidence-based guidelines to patient needs
3.   Collaborating with other members of the healthcare team in developing a plan of care

D.   Implement Nursing Interventions Consistent with the Plan of Care
Knowledge of:
1.   Evidence-based nursing interventions
2.   Pharmacology (e.g., polypharmacy, patient safety)
3.   Complementary and non-pharmacologic treatments
4.   Nursing Intervention Classification (NIC)

Skills in:

5. Creating a safe, therapeutic patient environment (e.g., developmental, environmental, individual factors)
6. Performing evidence-based nursing interventions
7. Administering medications (e.g., desired responses, managing adverse effects, age and disease-related changes)
8. Reducing risk using evidence-based therapeutic interventions
9. Responding proactively to changes in patient condition to prevent or minimize adverse patient outcomes
10. Using technologies and equipment to enhance patient care

E. Coordinate Patient Care
   Knowledge of:

1. Nursing care to support common therapies provided by members of the interdisciplinary team for patients
2. Community Resources (e.g., rehabilitation center, adult/senior care services, homeless shelters, food banks)

   Skill in:

3. Organizing care with the interdisciplinary team (e.g., scheduling events, prioritizing activities)
4. Advocating for the patient
5. Collaborating with the patient, family, and members of the interdisciplinary team (e.g., family meetings, care conferences)
6. Recognizing when interdisciplinary treatments are required

F. Evaluate the Effectiveness of the Plan of Care
   Knowledge of:

1. Potential interaction between treatment modalities
2. Data essential to the evaluation of clinical outcomes

   Skills in:

3. Evaluating the degree to which the patient has met expected outcomes
4. Interpreting patterns and variances related to response to interventions
5. Modifying the plan of care

III. Professional Role (30.00%)

A. Therapeutic Relationships

Knowledge of:
1. Psychosocial theories and factors that affect patient care (e.g., major life decisions, diversity, family dynamics, developmental response to illness and hospitalization)
2. Grief and Loss (e.g., concepts, principles, coping strategies)

Skills in:
3. Using therapeutic communication (e.g., verbal, non-verbal, situational, developmentally appropriate) with patients, family members, significant others, and members of the healthcare team
4. Providing support for grief and loss
5. Maintaining appropriate physical and emotional boundaries (peer-peer, nurse-patient)

B. Improve the Quality of Nursing Care Delivery

Knowledge of:
1. Quality improvement strategies (e.g., dashboard, root cause analysis)
2. How information systems interface with nursing care delivery
3. Documentation specific to nursing diagnoses and interventions
4. Leadership styles, roles, and models (e.g., transformational, quantum, preceptor, mentor, change agent, delegation, shared governance)

Skills in:
5. Identifying areas for improvement by using trend data and analysis
6. Applying research findings to practice
7. Acquiring and analyzing data for problem identification and process improvement
8. Communicating professionally to enhance healthy work environments (e.g., interdisciplinary communication, conflict resolution, peer review, work place civility, team building, diversity)

C. Comply with Ethical, Legal, and Regulatory Requirements in Nursing Care Delivery and Management
    Knowledge of:
    1.   Actions to take when violations of legal, regulatory, and ethical requirements are observed
    2.   Legal, regulatory, and accrediting requirements for nursing care delivery and management (e.g., Health Insurance Portability and Accountability Act [HIPAA], Omnibus Budget Reconciliation Act [OBRA], nurse practice acts, The Joint Commission, Institute of Medicine [IOM])
    3.   Requirements for documenting, reporting, and managing evidence that may be used for legal or regulatory purposes

    Skill in:
    4.   Applying established codes of ethics and standards of practice to nursing
    5.   Recognizing breaches of legal, regulatory, and ethical requirements
    6.   Facilitating ethical decision making with patients, family members, caregivers, and the healthcare team

IV.   **Health Teaching and Health Promotion (22.00%)**
   A. Education
   Knowledge of:
    1.   Concepts and principles of teaching and learning (e.g., adult learning, Bandura, health belief model, self-efficacy, motivation)
    2.   Methods and Modes of Education (e.g., Teach-Back, technology, measurable objectives, teaching strategies, specialty specific content, age and developmentally appropriate techniques)
    3.   Self-management tools (e.g., remote devices, home dialysis, medication pumps, feeding tubes, ostomy care, crisis safety plan)
    4.   Concepts and principles related to change (e.g., Lewin, readiness, facilitating change)

   Skill in:
    5.   Identifying and prioritizing learning needs, readiness, preferences, and barriers (e.g., health literacy, patient expectations, socioeconomic factors)
    6.   Recognizing teaching opportunities
    7.   Developing an individualized education plan (e.g., adapting for factors that may influence learning,
    8.   Implementing the education plan
    9.   Evaluating the education plan and teaching effectiveness

B. Health and Wellness of Individuals and Populations
   Knowledge of:
   1. Care Provider Supports (e.g., respite care, volunteers, transportation, group-specific supports, adult/senior care services, topic specific support group)
   2. Population specific risk behaviors or factors (e.g., Centers for Disease Control and Prevention [CDC], epidemiology, vulnerable population, emerging populations, genetic, disparities)
   3. Health care delivery methods (e.g., mobile clinics, home visits, telehealth, parish nurse)

   Skills in:
   4. Conducting an assessment of populations and needs
   5. Collaborating with various agencies
   6. Managing chronic diseases (e.g., anticoagulants, diabetes, heart failure, obesity, chronic obstructive pulmonary disease [COPD])
   7. Implementing health promotion and disease/injury prevention strategies (e.g., motivation, change management, adherence, health literacy, health fairs, screening, immunization, exercise, diet, Healthy People 2020 initiatives)

Last Updated 7/24/2013