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## 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	Assessment, Diagnosis, Outcome Identification	57	38
II	Planning, Implementation, and Evaluation	47	31
III	Communication and Family-Centered Care	30	20
IV	Professional Role	16	11
	<b>Total</b>	<b>150</b>	<b>100%</b>

## Pediatric Nursing

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#### I Assessment, Diagnosis, Outcomes Identification (38%)

##### A. Obtain patient history including home medication list

Knowledge of:

1. Components of a patient history (e.g., immunization status, healthcare/medical home)
2. Techniques for taking a patient history (e.g., age-appropriate, developmentally appropriate)
3. Nutrition (e.g., nutrition guidelines, routes, formulas, vitamins, supplements, therapeutic and alternative diets, growth charts, Body Mass Index (BMI), weight gains or losses)

Skill in:

4. Obtaining data from multiple sources (e.g., family, EMT, police, other caregivers)
5. Obtaining a comprehensive list of home medications (e.g., prescribed, over-the-counter, complementary/homeopathic); route of administration; dosage/strength; administration technique; timing (last does)

##### B. Perform physical examination and psychosocial assessment

Knowledge of:

1. Abnormal assessment findings (e.g., genetic disorders)
2. Growth and development (e.g., cognitive, normal growth expectations, developmental milestones)
3. Age-appropriate anatomy and physiology
4. Common psychosocial, socioeconomic factors affecting pediatric health (e.g., stress, barriers to care, grieving process, substance use, human sexuality, life transitions, lifestyle management, suicide ideation, gang membership, eating disorders, living with chronic illness, cultural diversity, spiritual diversity)
5. Vulnerability, coping, and resilience (e.g., child abuse (physical, emotional, sexual), neglect, violence)
6. Major pediatric health conditions (e.g., cancer, cystic fibrosis, autism, Type-1 diabetes, transplant, medical fragility)
7. Common childhood conditions (e.g., asthma, appendicitis, gastroenteritis, pneumonia, croup, RSV, UTI)

Skill in:

8. Using assessment techniques, equipment, scales and tools that are appropriate for infants and children (e.g., FLACC scale, FACES pain rating scales, Denver Developmental Screening Tool, stethoscopes)

##### C. Synthesize data, prioritize nursing diagnoses and/or problem list

Knowledge of:

1. Diagnostic norms and test results (e.g., CBC, Metabolic panel, radiology, microbiology)

Skill in:

2. Obtaining and interpreting diagnostic test results
3. Prioritizing nursing diagnoses and/or problem list

##### D. Formulate Expected Outcomes with Patient and Family

Knowledge of:

1. Principles for formulating expected outcomes using nursing diagnosis and problem list (e.g., realistic, understandable, measurable, behavioral and achievable)
2. Discharge planning

Skill in:

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3. Using clinical reasoning to establish realistic and collaborative expected outcomes

## **II Planning, Implementation and Evaluation (31%)**

### **A. Administering medications**

Knowledge of:

1. Pharmacology
2. Allergies
3. Medication reconciliation

Skill in:

4. Administering medications
5. Monitoring the response to medication
6. Calculating weight-based dosages

### **B. Develop, Coordinate, Implement and Update an Individualized Plan of Care and IEP**

Knowledge of:

1. Resources for continuing care and discharge planning (e.g., case management)
2. Treatment options
3. Integrative therapies (e.g., holistic, child life)
4. Health maintenance and promotion (e.g., anticipatory guidance, accident prevention, stages of development)
5. Learning needs and barriers
6. Principles of teaching and learning for patient and caregiver (e.g., age-appropriate, developmentally appropriate)

Skill in:

7. Using patient-specific information and evidence-based practice to individualize plan of care (e.g., cost-effective)
8. Adapting evidence-based practice interventions to specific patients
9. Involving patient, family, significant others, caregivers and interdisciplinary team in patient care

### **C. Promote Patient Safety**

Knowledge of:

1. Management of environment (e.g., infection control, crisis events, risk factors, plan of care, safety goals, child custody, abuse issues)

Skill in:

2. Assisting patient, family, and significant other in adapting to life-changing situations (e.g., family crisis, disaster responses, initial diagnosis responses, end of life, death, dying, palliative care, psychological responses, coping and adjustment)
3. Educating children and family regarding safety and reporting of exposures of risk (e.g., poison control, toxin exposure, infectious disease, epidemic, pandemic)

### **D. Evaluate Patient Response to and Effectiveness of Intervention and Education**

Skill in:

1. Identifying significant and subtle clinical changes using reassessment skills
2. Interpreting patterns and variances related to response to interventions

## **III Communication and Family-Centered Care (20%)**

### **A. Communicate and Document Interactions with Patient, Family, Pertinent Others**

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Knowledge of:

1. Patient rights
2. Influence of family dynamics and cultural diversity in care delivery
3. Principles of documentation (e.g., accuracy, clarity, timeliness, legibility, patient specific)
4. Documentation systems (e.g., MAR, CP, EMR, dispensing system)

Skill in:

5. Using age-appropriate, developmentally-appropriate therapeutic communication methods (e.g., active listening, verbal and non-verbal interviewing)
6. Determining information to be documented

#### **B. Establish and Maintain a Developmentally and Culturally Appropriate Therapeutic Relationship**

Skill in:

1. Establishing trust and developing rapport
2. Recognizing inappropriate behavior
3. Managing conflicts and dilemmas
4. Serving as a patient advocate

## **IV Professional Role (11%)**

### **A. Leadership**

Knowledge of:

1. Theories and processes of supervision and leadership
2. Standards of care/clinical guidelines
3. Standards of practice
4. Principles of preceptorship

### **B. Legal, ethical and regulatory issues**

Knowledge of:

1. Guidelines (federal, state, regulatory, professional, and ethical) (e.g., malpractice)
2. Regulatory requirements for nursing care delivery and management (e.g., emancipated minor, HIPAA, nurse practice acts, scope of specialty practice, custody)
3. Quality standards (e.g., Joint Commission, Magnet, IOM, WHO, CMS)

Skill in:

4. Recognizing breeches of ethics, identifying ethical dilemmas, and using resources to resolve ethical problems

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