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Family Psychiatric & Mental Health Nurse Practitioner Board Certification
Test Content Outline - effective date: March 1, 2010
Based on the 2008 NP Role Delineation Study

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	Health Promotion and Disease Prevention	27	18.00%
II	Assessment of Acute and Chronic Illness	36	24.00%
III	The Nurse Practitioner and Patient Relationship	22	14.67%
IV	Clinical Management	40	26.67%
V	Professional Role and Policy	25	16.67%
	Total	**150**	**100**

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Please note that all areas of the test content outline are associated with a life span range and psychiatric disorder per DSM IV TR. Please refer to the following notes for indication of these categories.

Note 1: Life Span
1. Non – age-specific
2. Aging adult (65 years and older)
3. Adult (18-64 years)
4. Adolescent (13-17 years)
5. Pre-Adolescent (10-12 years)
6. Child (3-9 years)
7. Infant (Prebirth-2 years)

Note 2: Psychiatric Disorders
1. Thought disorders (schizophrenias)
2. Mood disorders (depression, bipolar)
3. Anxiety disorders
4. Personality disorders
5. Substance use disorders
6. Childhood disorders
7. Other

I. Health Promotion and Disease Prevention (18.00%)

A. Epidemiology/risk analysis
Knowledge of:
1. Prevalence of disorders or behaviors in diverse populations across the life span
2. Contributing risk factors and potential barriers to health promotion and disease prevention (e.g., socioeconomic, biological, environmental, community specific variables)

Skill in:
3. Risk assessment (e.g., violence, abuse, neglect, suicide, psychopathology)

B. Health behavior guidelines (e.g., gender-based recommendations, exercise, lifestyle, familial factors that predisposes one to disease, cultural and societal influences/stigmas)
Skills in:
1. Selecting and implementing appropriate health behavior guidelines to specific situations based on individual patient variances

C. Growth and development across the lifespan
Knowledge of:
1. Growth and development theories and concepts (including spiritual, cultural, cognitive, emotional, psychosexual, physical abilities)
2. Variances

Skill in:
3. Developmental assessment

D. Screening instruments (including invasive and noninvasive screenings)
Knowledge of:
1. Concepts related to screening instruments (e.g., specificity and sensitivity, reliability and validity)
2. Type of screening instruments (e.g., depression screening, Mini Mental Status Exam (MMSE), alcohol screening, ADHD screening, anxiety screening, drug screening, serum screening)

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Skill in:
3. Selecting and implementing appropriate screening instrument(s), interpreting results, and making recommendations and referrals

E. Prevention activities
Knowledge of:
1. Primary, Secondary and Tertiary Prevention activities (e.g., health promotion, immunizations, anticipatory guidance, parenting skills, lifestyle modifications, psychosocial rehabilitation activities, in-home family treatments, risk reduction, pharmacology, CAM, self care)
2. Access to care to underserved populations

Skill in:
3. Guidance, teaching, coaching, collaborating (with patient, family, and community)
4. Assessing readiness and capacity (e.g., change, learning, health literacy)
5. Implementing early intervention activities

II. Assessment of Acute and Chronic Illness (24.00%)

A. Anatomy, physiology, development and pathophysiology across the lifespan
Knowledge of:
1. Normal anatomy and physiology (including genetics)
2. Pathophysiology

B. Comprehensive psychiatric evaluation
Knowledge of:
1. Psychopathology (including DSM IV TR signs and symptoms and neurobiology)

Skills in:
2. Recognizing clinical signs and symptoms of psychiatric illness
3. Differentiating between pathophysiological and psychopathological conditions
4. Performing and interpreting a comprehensive and/or interval history and physical examination (including laboratory and diagnostic studies)
5. Performing and interpreting a mental status examination
6. Performing and interpreting a psychosocial assessment and family psychiatric history
7. Performing and interpreting a functional assessment (activities of daily living, occupational, social, leisure, educational, coping skills)

C. Diagnostic reasoning
Knowledge of:
1. Diagnostic reasoning process
2. Diagnostic criteria (e.g., DSM IV TR, current International Classification of Disease)

Skill in:
3. Developing and prioritizing a differential diagnoses list
4. Formulating multiaxial diagnoses according to DSM IV TR based on assessment data

III. The Nurse Practitioner and Patient Relationship (14.67%)

A. Therapeutic communication
Knowledge of:
1. Therapeutic communication principles, techniques and ethics (e.g., boundaries, phases of the therapeutic relationship, conflict of interest, self awareness, negotiation and collaboration)
2. Principles of family dynamics and social support systems
3. Cultural competency (e.g., language, ethnicity, race, religious, spiritual, biopsychosocial, urban/rural, homeless, migrant, Gay-Bisexual-Lesbian-Transgender/Transexual orientation, corrections/forensic, uninsured and underinsured, health disparities)

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Skill in:
4. Initiating a therapeutic relationship with patient and family/support system (e.g., developing therapeutic alliances, assessing literacy, health literacy, and barriers to communication)
5. Maintaining a therapeutic relationship with patient and family/support system (e.g., encouraging adherence and clinical engagement, maintaining therapeutic boundaries)
6. Terminating a therapeutic relationship with patient and family/support system (e.g., evaluating the effectiveness of a therapeutic relationship, appropriate closure and transitioning)

B. Legal/business/ethical issues
Knowledge of:
1. Ethical principles and issues (e.g., termination, risk/benefit of disclosure, professional boundaries, patient autonomy, advocacy, consent/assent to treatment, consumer focused care)
2. Legal principles and issues (e.g., conflict of interest, patient rights and responsibilities, Health Information Portability and Accountability Act [HIPAA], professional obligations, duty to warn)
3. Business principles and issues (e.g., financial agreements, contracts for services)

IV. Clinical Management (26.67%)

A. Pharmacotherapuetic
Knowledge of:
1. Current pharmacological concepts (e.g., pharmacodynamics, pharmacokinetics, interactions, Complementary/Alternative medicines [CAM])
2. Standards of practice and clinical guidelines, evidenced-based practice
3. Safety and continuous quality improvement

Skills in:
4. Selecting appropriate medication plan (e.g., risk/benefit, patient preference, developmental considerations, financial, the process of informed consent, symptom management)
5. Evaluating patient response and modify plan as necessary
6. Documenting (e.g., adverse reaction, patient response, changes to plan of care)

B. Psychotherapy, psychoeducation, complementary/alternative medicine
Knowledge of:
1. Theories of treatment modalities (models and practices)
2. Standards of practice and clinical guidelines, evidenced-based practice
3. Safety and continuous quality improvement

Skill in:
4. Selecting appropriate therapeutic plan (e.g., risk/benefit, patient preferences, developmental considerations, financial, the process of informed consent)
5. Implementing appropriate therapeutic plan
6. Evaluating patient response and modify plan as necessary
7. Documenting (e.g., adverse reaction, patient response, changes to plan of care)

C. Crisis management (e.g., chemical and physical restraints, seclusion, reporting abuse and neglect, involuntary hospitalization, safety assessment, duty to warn, end of life, institutionalization, residential treatment, foster care, military service)
Knowledge of:
1. Theories and concepts associated with crisis management (e.g., intervention risk vs. benefit, level of risk, safety, lethality assessment, stress adaptation, crisis theories, disaster response)
2. Standards of practice and clinical guidelines, evidenced-based practice
3. Safety, continuous quality improvement, and patient rights

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Skill in:

4. Selecting appropriate intervention (e.g., risk/benefit, patient preference, developmental considerations, the process of informed consent, least restrictive environment/invasive treatment)
5. Implementing appropriate intervention
6. Evaluating patient response and modify plan as necessary
7. Documenting (e.g., adverse reaction, patient response, changes to plan of care)

V. Professional Role and Policy (16.67%)

A. Healthcare/public policy

Knowledge of:

1. Laws and regulations (e.g., Health Insurance Portability and Accountability Act [HIPAA], Center for Medicare and Medicaid Services [CMS], The Joint Commission, Accreditation Healthcare Organizations, documentation, coding/reimbursement, American with Disabilities Act, mental health parity)
2. Principles of advocacy to influence socially responsible policy, including consumer focused care

B. Scope of practice

Knowledge of:

1. Scope and Standards of Practice
2. Legal/ethical issues
3. Regulatory agencies

C. Coordination of services

Knowledge of:

1. Available resources (e.g., consultation resources, evidence based practice, community resources, government funded studies/grants, school resources)

Skill in:

2. Obtaining and utilizing appropriate collateral information
3. Providing and utilizing consultations and referrals
4. Communicating with other health care providers

D. Research

Knowledge of:

1. Research utilization
2. Research process

Skill in:

3. Evaluating outcomes
4. Integrating results into practice

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