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Nursing Professional Development Board Certification Test Content Outline - effective date: May 7, 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	Management and Implementation of Nursing Professional Development Programs and Projects	66	44.00%
II	Leadership within Nursing Professional Development	39	26.00%
III	Practice Improvement and Quality	26	17.33%
IV	Ethical and Legal Considerations	19	12.67%
	Total	150	100%

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I. Management and Implementation of Nursing Professional Development Programs and Projects (44.00%)

A. Educational theories and models

Knowledge of:

1. Teaching/learning theories, models and principles (e.g. behavioral change, learning styles, adult learning principles, generational differences, critical thinking framework, domains of learning)
2. Professional development concepts (e.g., novice-to-expert, competence assessment process)
3. Evaluation concepts and principles (e.g., quantitative vs. qualitative, formative vs. summative, levels)
4. Systems Theory (e.g., input, throughputs, outputs, interrelationships)

B. Design and delivery of nursing professional development activities

Knowledge of:

1. Educational design process (e.g., assessment, planning, implementation, evaluation)
2. Types of educational activities (e.g., orientation, in-service, competency validation, clinical affiliation/academic, preceptor development, role transition, research and scholarship, continuing professional education)
3. Continuing education contact hour process

Skills in:

4. Conducting learner needs assessment
5. Developing measurable objectives
6. Designing educational activities (e.g., objectives, contents, teaching methods, selection of presenters, evaluation strategies, considering learner characteristics, marketing strategies)
7. Delivering educational activities (i.e., multiple modalities)
8. Managing learning environment (e.g., onsite coordination, facility management, policies, technology and equipment, troubleshooting)
9. Developing and administering evaluation tools
10. Interpreting evaluation results
11. Managing projects (e.g., identification of champions and stakeholders, sustainability, measuring and monitoring, setting timelines, action plans; funding opportunities, customer service)

C. Information management and technology

Knowledge of:

1. Management systems (content, learning)
2. Learning technologies (web-based, hand held, podcasts)
3. Professional and social networking tools and resources (e.g., blogs, listserv, email, networking sites, websites)

Skills in:

4. Managing information (e.g., security, retrievability, storage, organization, record retention)
5. Selecting appropriate tools and technologies for the design, management, and reporting of nursing professional development activities (e.g., teaching tools, databases, software, high and low fidelity simulations)
6. Developing or modifying professional development activities to address the implications of implementing clinical and other technologies (e.g., identifying risk factors, considering unique patient population characteristics, addressing patient safety, determining user learning needs, ensuring competency, performing ongoing evaluation)

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7. Selecting the appropriate professional and social networking tools and resources to share nursing professional development knowledge and practice

D. Communication principles and methods

Knowledge of:

1. Communication principles (e.g., recipient and context characteristics, interpersonal communication, sender/receiver feedback loop)

Skills in:

2. Selecting appropriate oral or written communication method for specific situation (e.g., report, lecture, email, presentation, supporting materials, networking)
3. Delivering formal oral presentations in a variety of settings (e.g., lecture, classroom, professional meeting)
4. Developing written professional communication appropriate to the specific context
5. Delivering just-in-time presentations (e.g., to one or many)
6. Adjusting communication to the specific context (e.g., delivering sensitive information, receiver response, formal vs. informal, culture – individual or organizational, advocacy, coaching)

II. Leadership within Nursing Professional Development (26.00%)

A. Organizational considerations relevant to Nursing Professional Development

Knowledge of:

1. Organizational concepts (e.g., culture, dynamics, mission, vision, values, and goals, strategic plan, structure, line of authority, formal and informal power structure)

Skills in:

2. Prioritizing, developing and implementing nursing professional development activities that align with organization's mission, vision, values, and goals
3. Planning nursing professional development activities considering resources and other initiatives within the organization (e.g., timing, staff availability, urgency)

B. Leadership principles and practice

Knowledge in:

1. Scope and standards of nursing professional development practice
2. Shared governance (i.e., partnership councils, shared decision-making)
3. Decision-making concepts (e.g., types of decisions, decision-making styles, tools and techniques)
4. Consultation process (e.g., contracting, engaging, disengaging)
5. Performance management process (e.g., hiring, orientation, setting expectation, performance review, coaching)

Skills in:

6. Facilitating groups (e.g., interdisciplinary teams, focus groups, meetings)
7. Managing teams (e.g., leading, developing, group process; building consensus)
8. Consulting (i.e., acting as a resource)
9. Collaborating and Negotiating (e.g., formal and informal situations, interdisciplinary, process)
10. Managing conflict (including interpersonal and group conflicts)
11. Facilitating competency management process
12. Facilitating change
13. Managing resources in the delivery of nursing professional development activities (e.g., supplies, staffing, length, type and timing of activities)
14. Coaching and mentoring

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15. Advocating for nursing professional development activities

III. Practice Improvement and Quality (17.33%)

A. Evidence-based practice and practice-based evidence

Knowledge of:

1. Evidence-based practice process
2. Research Process (e.g., human subject protection, identifying problems, data collection, data analysis, dissemination)

Skills in

3. Conducting literature reviews (e.g., identifying sources, evaluating level of evidence, applicability of evidence, interpreting results)
4. Translating research findings and evidence into practice
5. Integrating evidence into nursing professional development practice
6. Applying practice-based evidence into nursing professional development activities
7. Fostering a culture of inquiry (e.g., journal club, participation in research, literature searches, subject recruitment, dissemination of research)

B. Process improvement

Knowledge of:

1. Performance indicators (e.g., core measures, patient satisfaction, retention, dash boards, report cards, nurse sensitive indicators)
2. Practice and excellence initiatives (e.g., IHI, Magnet)
3. Process improvement methodology and resources (e.g., Six Sigma, PDSA/PDCA, Lean)

Skills in:

4. Developing nursing professional development activities that align with organizational and departmental priorities, initiatives and performance trends
5. Incorporating key trends into nursing professional development practice (e.g., nursing, health care, other disciplines)
6. Identifying and monitoring key outcome measures to determine impact of nursing professional development activities

C. Risk management

Knowledge of:

1. Risk management tools and processes (e.g., Failure Mode Effect Analysis, Root Cause Analysis, occurrence/quality improvement reports)
2. Potential implication of sentinel, reportable, never events

Skills in:

3. Identifying gaps in practice that indicate potential risk management issues (e.g., audits, observations, feedback, reports)
4. Differentiating between performance and/or system issues and educational needs
5. Responding to identified risk management issues (e.g., determining scope, developing educational activities, coaching, reporting)

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IV. Ethical and Legal Considerations (12.67%)

A. Ethical practice

Skills in:

1. Making ethical decisions related to nursing professional development
2. Protecting sensitive information (e.g., clinical, individual, organizational)
3. Managing boundaries issues (e.g., conflict of interest, intellectual property, plagiarism, cheating, confidentiality, commercial bias)

B. Professional practice guidelines

Knowledge of:

1. Available sources of information regarding scope of practice, licensure, certification, and credentialing

Skills in:

2. Integrating legal and regulatory requirements into nursing professional development activities (e.g., scope of practice, federal requirements, licensure)
3. Integrating professional standards (e.g., accreditation, professional organizations) into nursing professional development activities
4. Integrating documentation requirements into nursing professional development activities
5. Managing nursing professional development activities in compliance with copyright laws
6. Coordinating activities that support certification and credentialing

Last Updated: 2/18/2011