

**Pediatric Nursing Certification Board
CPNP-AC Test Specifications**

Definition – The CPNP-AC role is designed to meet the specialized physiologic and psychological needs of children with complex acute, critical and chronic health conditions. CPNP-ACs respond to rapidly changing clinical conditions, including the recognition and management of emerging crises, organ dysfunction and failure. In accordance with this practice focus CPNP-ACs role activities encompass a wide range of NP practice strategies including contributing to the management of children's health and illness states, the client-nurse relationship, the teaching-coaching function, the professional role, managing and negotiating healthcare delivery systems, monitoring and ensuring the quality of health care practice, providing family-centered care, and demonstrating cultural competency. The short-term goal of care is stabilization of the child, minimizing complications, and providing physical and psychological care measures. The long-term goal of care is to restore maximal health potential through implementation of NP strategies to reduce health risks. The continuum of care spans geographic settings including emergency departments, sub-specialty clinics, the home, hospitals and intensive care units.

Content Area	Total % (X2=N)	N Scored N = 150
1. Clinical Role: Assessing and Diagnosing	49	74
A. Health History	8	12
B. Physical Examination	7	11
C. Screening and Diagnostic Tools	8	12
D. Integrating Assessment Results Leading to Diagnoses	26	39
2. Clinical Role: Planning, Implementing, and Evaluating	43	64
A. Therapeutic Interventions	34	52
B. Educating	3	4
C. Evaluating	1	1
D. Collaborating	1	1
E. Consulting and Referring	4	6
3. Professional Practice Role	8	12
A. Research	1	2
B. Education	3	4
C. Leadership	4	6
Total	100	150

Integrated concepts (used to categorize items)

- **Age-dimension:**
 - Neonates (0-30days)
 - Infants (1 - 12 months)
 - Toddlers (13 - 24 months)
 - Preschoolers (25 - 59 months)
 - School Age (5 - 11 years)
 - Adolescent (12 - 19 years)
 - Young Adult (20 - 21 years)
- **Acuity level: acute, chronic, critical**
- **Body systems (guidelines, for those categorized):**
 - Respiratory 14%
 - Infectious disease 12%
 - Gastrointestinal 11%

- **Cardiovascular 10%**
- **Neurology 9%**
- **Hematology 8%**
- **Renal 7%**
- **Musculoskeletal 5%**
- **Immunology 5%**
- **Metabolic 5%**
- **Endocrine 4%**
- **Oncology 3%**
- **Otolaryngology 2%**
- **Trauma 2%**
- **Mental health 1%**
- **Dermatology 1%**
- **Ophthalmology 1%**

- **Evidence based practice**
- **Ethical and legal principles**
- **Safety (e.g., poisoning, restraints)**
- **Diversity (e.g., cultural, ethnicity, gender issues)**
- **Alternative therapies**

Detailed Content Outline

Definition: The CPNP-AC ...

1. Clinical Role: Assessing and Diagnosing

A. Health History

1. Identify and analyze factors that affect the child's growth and development such as:
 - a. Genetic background
 - b. Prenatal factors
 - c. Temperament
 - d. Family, cultural, religious, and spiritual influences
 - e. Parenting Style
 - f. Environmental milieu (e.g. home, day care, school, neighborhood, community)
 - g. Health status (e.g., demands of disease and injuries)
 - h. Significant life events (e.g., trauma, loss, violence)
 - i. Technology dependence (e.g., feeding tubes, artificial airways, indwelling catheters)
2. Analyze the family system to identify factors that influence the health of the child by assessing:
 - a. Family occupation/education/developmental level (e.g., illiteracy)
 - b. Family dynamics and management style
 - c. Family values and beliefs
 - d. Family issues and stresses
 - e. Family resources (e.g., financial, insurance)
 - f. Family violence
 - g. Management of and coping with acute and chronic illnesses
3. Assess the child's health risks in the context of an acute or chronic illness or injury related to:
 - a. genetic/family history
 - b. immunization status
 - c. risk-taking behavior
 - d. environmental factors
 - e. demands of disease and injury (e.g., adherence to treatment protocol, disease co-morbidity, burdens of care)
4. Assess child's and family's knowledge and behavior regarding these leading health indicators in the context of an acute or chronic illness or injury related to:
 - a. physical activity
 - b. eating disorders, nutrition
 - c. tobacco use
 - d. substance abuse
 - e. responsible sexual behavior
 - f. mental health
 - g. injury/violence
 - h. environmental quality
 - i. immunizations
 - j. access to health care
5. Assess child's and family's knowledge and behavior regarding the pathophysiology of disease and injury
6. Obtain and document a relevant health history for children

B. Physical Examination

1. Perform and record a complete and accurate physical assessment

C. Screening and Diagnostic Tools

1. Assess the child's developmental status based on the developmental theories
2. Perform age-appropriate screening for developmental and behavioral concerns
3. Order and interpret age and situation appropriate screening labs and other diagnostic tests

D. Integrating Assessment Results Leading To Diagnoses

1. Recognize individual variations including genetic, ethnic, physiologic, and anatomic differences
2. Assess emergent and life threatening situations
3. Assess organ system dysfunction
 - a. Cardiovascular
 - b. Dermatology (including burns)
 - c. Endocrine
 - d. Gastrointestinal
 - e. Genitourinary/Renal
 - f. Hematologic
 - g. Immunology
 - h. Infectious Disease
 - i. Mental health/behavior
 - j. Metabolic
 - k. Musculoskeletal
 - l. Neurologic
 - m. Oncology
 - n. Ophthalmology
 - o. Otolaryngology
 - p. Respiratory
 - q. Trauma
4. Assess for child abuse and neglect
5. Assess the effect of acute and chronic illnesses on:
 - a. Growth and development
 - b. Nutritional status
 - c. Pain
 - d. Child and family coping
 - e. Sleep and rest patterns
 - f. Activity/mobility
 - g. Sexual/reproductive issues
 - h. Skin integrity
6. Differentiate between normal and abnormal development
7. Identify etiology, natural history, developmental considerations, pathogenesis, and clinical manifestations of specific disease and injury processes in children
8. Identify nutritional needs
9. Identify pain management needs
10. Compile differential diagnosis
11. Identify diagnoses

2. Clinical Role: Planning, Implementing, and Evaluating

A. Therapeutic Interventions

1. Provide interventions to modify behavior associated with health risks
2. Provide initial resuscitation and stabilization in emergent and life threatening situations
3. Manage health alterations related to:
 - a. Cardiovascular
 - b. Dermatology (including burns)
 - c. Endocrine
 - d. Gastrointestinal
 - e. Genitourinary/Renal
 - f. Hematologic
 - g. Immunology
 - h. Infectious Disease
 - i. Mental health/behavior
 - j. Metabolic
 - k. Musculoskeletal
 - l. Neurologic
 - m. Oncology
 - n. Ophthalmology
 - o. Otolaryngology
 - p. Respiratory
 - q. Trauma

4. Assist the parent/child in coping with demands of the disease or injury, and in facilitating the child's developmental potential
5. Perform and/or interpret age and situation appropriate screening labs and other therapeutic procedures
6. Prescribe and/or maintain medication regimens recognizing the pharmacodynamic and pharmacokinetic processes
7. Prescribe and/or maintain other therapies related to the effects of the acute and chronic condition on:
 - a. Growth and development
 - b. Nutritional status
 - c. Pain
 - d. Child and family coping
 - e. Sleep and rest
 - f. Sexual/reproductive status
 - g. Skin integrity
 - h. Activity/mobility
8. Prescribe therapies to minimize complications (e.g., co-morbidity, iatrogenic) associated with acute and chronic conditions
9. Prescribe therapies to ensure patient safety
10. Prescribe and apply technologic devices that monitor and sustain physiologic functioning
11. Collaborate in implementing appropriate palliative and end of life care issues

B. Educating

1. Educate the child and family concerning the following:
 - a. Demands of disease or injury
 - b. Effective parenting
 - c. Treatment modalities
 - d. Impact of the disease on the child's development
 - e. Responsibility for self care
2. Provide anticipatory guidance and health promotion in the context of acute or chronic illness or injury

C. Evaluating

1. Evaluate the child's and family's response to interventions
2. Revise the plan of care based on the evaluation

D. Collaborating

1. Collaborate in a developmentally-appropriate manner with the child and the family in treatment planning and decision making
2. Incorporate health objectives into individual educational plans (IEPs) for children with special needs
3. Incorporate child and family centered evidence based practice (research) into treatment modalities
4. Collaborate with other members of the health care team

E. Consulting and Referring

1. Refer children to appropriate community agencies and for family support and specialty care as needed
2. Activate child protection services and other resources on behalf of children at risk
3. Plan for the transition to various home or health care settings
4. Consult or refer to other members of the health team

3. Professional Practice Role – The AC PNP demonstrates leadership ...

A. Research

1. Participate in quality improvement/quality management activities
2. Participate in designing and conducting research
3. Disseminate research findings

B. Education

1. Provide **informal** education to other health care professionals to promote improved child health care
2. Prepare and provide **formal** education to other health care professionals to promote improved child health care
3. Participate as a mentor or preceptor of students and colleagues

C. Leadership

1. Interpret the nurse practitioner role in pediatric health care to other health care providers and the public
2. Maintain current knowledge regarding state and federal programs for child and family health care
3. Evaluate the impact of public issues that effect the delivery of health care services for children and families
4. Participate in team/committee meetings
5. Facilitate or lead team/committee meetings
6. Participate in the peer review process with colleagues
7. Participate in ethical decision making
8. Maintain confidentiality
9. Develop standards, pathways and protocols