Clinical Nurse Specialist in Child/Adolescent Psychiatric and Mental Health Nursing 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.

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<thead>
<tr>
<th>Category</th>
<th>Domains of Practice</th>
<th>No. of Questions</th>
<th>Percent</th>
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<tr>
<td>I</td>
<td>Advanced Practice Mental Health Nursing: Provision of Care</td>
<td>74</td>
<td>49.33%</td>
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<tr>
<td>II</td>
<td>Professional Role</td>
<td>38</td>
<td>25.33%</td>
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<td>III</td>
<td>Scope and Standards of Practice</td>
<td>24</td>
<td>16.00%</td>
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<td>IV</td>
<td>Organizations/Health Systems</td>
<td>14</td>
<td>9.33%</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>150</strong></td>
<td><strong>100%</strong></td>
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CNS in Child/Adolescent PMH Nursing
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I  Advanced Practice Mental Health Nursing: Provision of Care (49.33%)
   A. Assessment/Diagnosis
      Knowledge of:
      1. Components of biopsychosocial assessment (e.g., growth and development, nutrition, risk, family systems, genetics, mental status, violence and trauma, education)
      2. Current Diagnostic and Statistical Manual of Mental Disorders (DSM) criteria
      3. Rating scales, laboratory tests, and other diagnostic tools
      4. Anatomy, physiology, Pathophysiology, and genetics with relevance to psychopathology
      Skills in:
      5. Conducting a comprehensive interview
      6. Conducting a needs assessment for client (e.g., individual, community)
      7. Conducting a medical/psychiatric evaluation
      8. Documenting findings from a biopsychosocial assessment
      9. Interpreting normal and abnormal assessment findings
     10. Prioritizing assessment findings
     11. Formulating Diagnostic and Statistics Manual for Mental Disorders (DSM) diagnoses

   B. Treatment planning
      Knowledge of:
      1. Models and theories associated with treatment modalities
      2. Strengths, barriers and limitations that influence treatments
      3. Primary prevention strategies
      Skills in:
      4. Formulating a developmentally-appropriate individualized treatment plan reflective of client/family needs and resources
      5. Developing health promotion programs and activities for individual and/or communities
      6. Selecting treatment modalities given settings, provisional diagnosis and developmental stage
      7. Collaborating with interdisciplinary providers (e.g., schools, therapists, social workers, physicians)
      8. Educating on treatment goals (e.g., patient/family education)
      9. Engaging the client/family in the treatment plan
     10. Evaluating progress towards goals
     11. Coordinating care across settings
     12. Identifying and referring clients to available community resources

   C. Intervention/Evaluation
      Knowledge of:
      1. Crisis theory
      2. Crisis management (e.g., protective measures, mandatory requirements, imminent dangers, psychiatric emergencies, disaster preparedness)
      3. Policies and safe practices related to restraints, seclusion and involuntary medications
      4. Child/Adolescent Psychopharmacology
      5. Neurobiological basis of psychiatric conditions (e.g., role of neurotransmitters, plasticity)
      Skills in:
      6. Incorporating cultural, spiritual, and generational beliefs into the implementation of the treatment plan
      7. Selecting developmentally appropriate treatment modalities
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8. Implementing treatment modalities (e.g., conducting family, group, and individual therapies, behavioral contracting, alternative and complementary therapies)
9. Collaborating with interdisciplinary providers (e.g., schools, therapists, social workers, physicians)
10. Monitoring pharmacologic interventions
11. Conducting a systematic, ongoing, and criteria-based evaluation of outcomes
12. Modifying treatment plan based on patient responses and outcomes

II Professional Role (25.33%)
   A. Professional Skills
      Knowledge of:
      1. Transference and counter transference
      2. Leadership styles
      Skills in:
      3. Obtaining formal feedback regarding one’s own practice (e.g., peer review, professional feedback, clinical supervision, self-reflection)
      4. Facilitating conflict resolution/management
      5. Mentoring, coaching and precepting to promote quality patient care
      6. Providing consultation regarding complex psychiatric conditions

   B. Research/Evidence-based Practice
      Knowledge of:
      1. Research methodology
      2. Human subject protection
      Skills in:
      3. Translating and disseminating current and relevant research and evidence-based findings
      4. Interpreting statistical data

   C. Therapeutic communication
      Knowledge of:
      1. Health literacy
      2. Communication styles
      3. Cultural competencies
      Skills in:
      4. Establishing and maintaining a therapeutic treatment alliance
      5. Applying communication strategies based on theory and research evidence to practice
      6. Facilitating communication that is individualized to client/family needs (including cultural diversity, cognitive/developmental abilities, and generational issues)

   D. Advocacy
      Knowledge of:
      1. Client rights
      2. Risk of stigmatization
      3. Emerging trends that impact scope of practice
      4. Community collaboration
      Skills in:
      5. Advocating for clients and community services, rights and access to care
      6. Advocating for role and scope of practice
III Scope and Standards of Practice (16.00%)  
A. Legal/Ethical/Scope of practice  
Knowledge of:  
1. Boundaries and expectations within a therapeutic relationship  
2. Legal mandates and regulatory guidelines related to child/adolescent mental health practice (e.g., mandated reporting, involuntary commitment, workplace violence)  
3. Scope and standards of practice  
4. Code of ethics  
Skills in:  
5. Establishing and maintaining boundaries within a therapeutic relationship  
6. Providing care within the scope of legal and professional guidelines  
7. Facilitating a practice environment that adheres to legal and ethical principles (e.g., reporting illegal, incompetent, or impaired practices, boundary issues, workplace violence)  

B. Documentation  
Knowledge of:  
1. Health information and emerging technologies  
2. Documentation requirements  
Skills in:  
3. Obtaining and documenting informed consent  
4. Documenting treatment plans, interventions, and outcomes adhering to federal guidelines related to privacy, confidentiality, and sharing of information

IV Organizations/Health Systems (9.33%)  
A. Health Systems  
Knowledge of:  
1. Organizational concepts (e.g., change, group processes)  
2. Delivery models  
3. Financial reimbursement, cost-effectiveness and cost-benefit concepts  
Skills in:  
4. Facilitating system change  
5. Managing reimbursement and other financial resources (e.g., grants, third-party payers)  

B. Development and Evaluation of Programs and Policies  
Knowledge of:  
1. Organizational regulations and accrediting guidelines  
2. Evidence-based policy and program development  
3. Quality improvement practices and outcome measurement  
Skills in:  
4. Initiating changes or revisions to protocols, guidelines, or policies based on stakeholder input, evidence-based practice, and evaluation analysis  
5. Designing and implementing quality improvement initiatives and risk management protocols
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C. Education
   Knowledge of:
   1. Adult learning principles and learning theories
   2. Teaching methods and curriculum development
   Skills in:
   3. Developing educational programs (e.g., establishing objectives, developing plans, evaluating outcomes)
   4. Implementing a teaching plan

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