



PNCB is serious about upholding test security. **DON'T RISK THE CONSEQUENCES—** for yourself or other nurses. [Learn about PNCB's Ethics in Testing.](#)

Certified Pediatric Nurse Practitioner – Primary Care (CPNP-PC) Certification Exam



Detailed Content Outline

Description of the Exam

This exam is for the pediatric nurse practitioner (PNP) who has graduated from a master's degree or DNP degree program or post-graduate certificate program for primary care pediatric nurse practitioners (PNPs). The Primary Care CPNP® role is designed to meet the specialized healthcare needs of individuals from birth through young adulthood, including physical, psychological, and social concerns. Primary Care PNPs provide evidence-based care in the areas of **health maintenance and promotion**, **assessment and diagnosis**, and **management** of health conditions in collaboration with children, adolescents, and parents / caregivers / families. The areas of **leadership, ethics, and practice management** are also understood and demonstrated. They provide pediatric primary care in a variety of health care settings including, but not limited to, private practice, ambulatory and outpatient clinics, school-based clinics, hospitals, and federally qualified health centers.

Credential

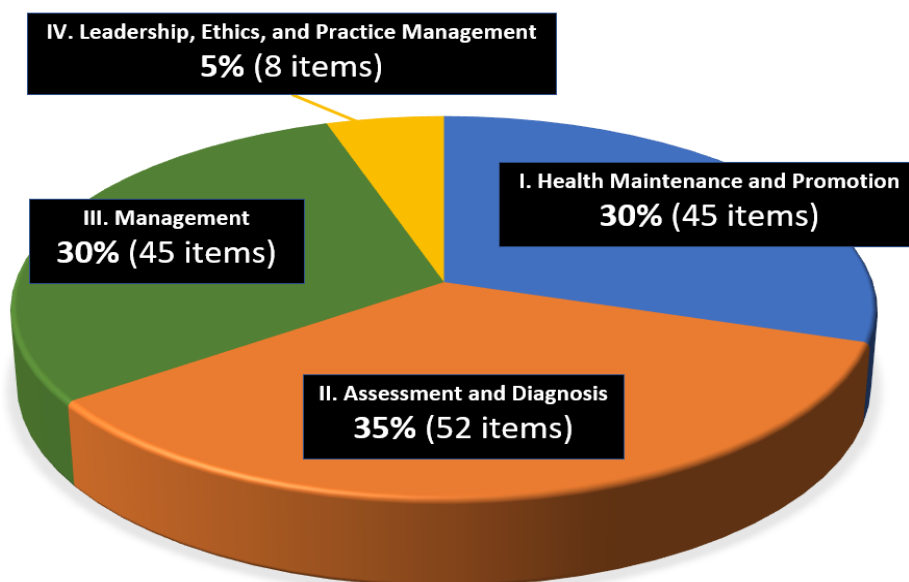
A PNP who passes this exam is called a Primary Care Certified Pediatric Nurse Practitioner and earns the CPNP-PC credential. CPNP-PCs are entitled to use this credential if they actively maintain their certification. Primary care CPNPs may choose to use the credential CPNP-PC. Employers or state boards may have a global acronym that is used in a state or setting.

Exam Details

This exam is based on US standards of practice. See <http://www.pncb.org> for eligibility requirements. The exam has 150 scored and 25 unscored items (included to determine statistical performance). The 150 scored items are distributed among four (4) content areas. See chart.

How to use this Content Outline

The CPNP-PC exam content outline (also known as a test blueprint) is an essential tool to study for the exam. It describes all the subject areas covered by the exam and number of questions per category. PNCB certification exams are comprehensive, so be sure to study all areas of the content outline, including areas with which you may not be as familiar in daily practice. This exam tests your ability to apply knowledge and use critical thinking skills to determine one best answer among answer choices.



Certified Pediatric Nurse Practitioner – Primary Care (CPNP-PC)

Detailed Content Outline

I. Health Maintenance and Promotion

30% (45 ITEMS)

- A. Provide anticipatory guidance to support growth and development from birth to young adulthood in collaboration with patients/caregivers
- B. Provide immunization counseling according to current national guidelines, including discussion of:
 - 1. Indications and contraindications
 - 2. Adverse effects
 - 3. Vaccine hesitancy
 - 4. Risks of non-adherence
- C. Advise about age-appropriate injury prevention and safety (e.g., environmental exposure, violence, sports and recreation, vehicle safety, disaster preparedness)
- D. Educate about illness prevention and early warning signs of pediatric illness and emergencies
- E. Educate about age-appropriate social, behavioral, and mental health topics (e.g., social media use, substance use, grief, trauma, sexual health)

II. Assessment and Diagnosis

35% (52 ITEMS)

- A. Growth and Development
 - 1. Evaluate and interpret growth parameters
 - 2. Perform developmental surveillance
- B. History and Physical Examination
 - 1. Obtain history of present illness and perform review of systems
 - 2. Obtain appropriate health and social histories (e.g., comprehensive, interval) based on type of visit
 - 3. Perform appropriate physical examination (e.g., complete, focused)
- C. Diagnostic Testing
 - 1. Order and interpret point of care testing
 - 2. Order and interpret diagnostic laboratory tests
 - 3. Order and interpret diagnostic imaging tests
- D. Screening and Assessment
 - 1. Select, utilize, and interpret developmental, behavioral, and mental health screening and assessment tools
 - 2. Select, utilize, and interpret social determinants of health screening and assessment tools
 - 3. Select, utilize, and interpret disease-specific screening and assessment tools
- E. Clinical Decision Making and Diagnosis
 - 1. Integrate health history, physical examination findings, and results of applicable screening and diagnostic testing
 - 2. Incorporate information obtained from other sources (e.g., consultants, other health care professionals)
 - 3. Develop and prioritize differential diagnoses
 - 4. Establish a diagnosis based on evaluation of patient data

III. Management

30% (45 ITEMS)

- A. Child and Caregiver Counseling and Education
 - 1. Provide condition-specific counseling and education, including treatment options
 - 2. Educate about benefits and potential adverse reactions of pharmacological interventions
 - 3. Discuss non-pharmacological interventions
 - 4. Counsel regarding the threshold for seeking follow-up care
 - 5. Review the risks of non-adherence to recommended treatment

- B. Therapeutic Interventions
 1. Prescribe pharmacologic agents
 2. Recommend the use of over-the-counter pharmacologic agents
 3. Order or recommend non-pharmacologic treatments
 4. Discuss complementary and integrative treatment modalities as appropriate
 5. Develop realistic health care goals using shared decision-making
 6. Facilitate improved health outcomes using brief cognitive interventions and therapeutic communication techniques
- C. Procedures
 1. Perform procedures as indicated
 2. Initiate interventions in response to life-threatening situations
- D. Collaboration and Referral
 1. Advocate on behalf of patients and families to improve health outcomes
 2. Collaborate with other health professionals to meet patient care needs
 3. Refer to specialists as indicated for evaluation, counseling, and/or treatment
 4. Refer children, adolescents or caregivers to community resources as indicated
 5. Contact child protective services to report suspected maltreatment or neglect
- E. Coordination of Care
 1. Facilitate patient and family-centered care for children of all ages with acute and chronic conditions
 2. Coordinate care for pediatric patients and families with special healthcare needs
 3. Provide guidance about and/or coordinate transition to adult care
- F. Evaluation and Follow-up
 1. Evaluate the plan of care and modify based on patient response or outcomes
 2. Establish a plan for follow-up care

IV. Leadership, Ethics, and Practice Management

5% (8 ITEMS)

- A. Leadership and Evidence-based Practice
 1. Serve as a clinical resource for other health care professionals
 2. Critically evaluate and synthesize research and apply findings to clinical practice
 3. Identify the need for and participate in research and/or quality monitoring to improve clinical outcomes
 4. Develop, implement, and/or modify clinical practice guidelines
 5. Advocate at the local, state, and federal levels in support of professional practice and/or issues that impact patient care
- B. Legal and Ethical Issues
 1. Practice in accordance with regulatory guidelines (e.g., HIPAA, scope of practice, informed consent)
 2. Integrate cultural awareness and inclusiveness into all aspects of professional practice
 3. Exemplify ethical practices and encourage similar conduct in peers
 4. Prepare and maintain materials for licensure, credentialing, and privileging
 5. Identify and respond to adverse and sentinel events to promote a culture of patient safety
- C. Practice Management
 1. Document patient encounters in a manner which supports applicable diagnostic and procedure codes
 2. Utilize appropriate billing and coding to facilitate reimbursement
 3. Increase access to care (e.g., provide access to interpreters, improve access for clients with various disabilities, facilitate transportation, extend appointment hours, telehealth)

Exam Content: MEDICATION NAMES

Many medication brand names, while still discussed commonly in practice, are no longer available in brand name form. PNCB strives to only include brand names of medications that are fully available. When medication names are needed or cited in an examination question, PNCB will typically list both generic and brand names when appropriate.

All brand and generic names referenced are correct and available to the best of our knowledge at the time of the publication of the examination form. Each question included in PNCB examinations is [reviewed multiple times](#), with different subject matter expert groups, who assess and validate content (including medication names) for accuracy. This process precedes, and is in addition to, rigorous, routine statistical analysis on every scored item.

Exam-takers should know common, generic medication names applicable to the primary care pediatric nurse practitioner role. Depending on several factors, some exam questions will only list the generic name of medications.

Exam Content: CLINICAL CATEGORIES

Items that address a specific condition will be represented within the exam, by volume, according to the following **prioritized listing**:

1	Developmental, Behavioral, & Mental Health
2	Dermatology
3	Allergy/Immunology
4	Otolaryngology
5	Gastroenterology
6	Infectious Diseases
7	Pulmonology
8	Musculoskeletal/Orthopedic
9	Nutrition
10	Sexual and Reproductive Health
11	Cardiology
12	Neurology
13	Pain
14	Endocrinology
15	Urology/Nephrology
16	Child Maltreatment
17	Ophthalmology
18	Environmental Health/Toxicology
19	Hematology/Oncology
20	Genetics
21	Rheumatology

Exam Content: PROCEDURES

Exam content will include a focus on the following procedures (**listed alphabetically**):

• Cerumen removal
• Collect skin and body fluid specimens
• Fluorescein staining
• Fluoride application
• Incision and drainage
• Reduction of nursemaid's elbow
• Removal of foreign body
• Removal of sutures and staples
• Umbilical cord cauterization
• Wart removal

Exam Content: SCREENING AND ASSESSMENT TOOLS

Exam content will include a focus on the following screening and assessment tools (*listed alphabetically*):

• Adverse Childhood Events (ACE) Questionnaire
• Ages & Stages Questionnaire
• Ages & Stages Questionnaire: Social-Emotional
• Ask Suicide-Screening Questions
• CRAFFT Alcohol and Substance Screening Tool
• Edinburgh Postnatal Depression Scale (EPDS)
• Generalized Anxiety Disorder 7-item scale (GAD-7)
• Modified Checklist for Autism in Toddlers, Revised, with Follow-Up (M-CHAT-R/F) [™]
• NICHQ Vanderbilt Assessment Scales [any version]
• Patient Health Questionnaire (PHQ) [any version]
• Pediatric Symptom Checklist (PSC)
• Screen for Child Anxiety Related Emotional Disorders (SCARED)

Exam Content: KNOWLEDGE AREAS

These overarching knowledge areas (below) represent foundational information, or “themes” upon which any item appearing on the exam form can be based. Be familiar with these knowledge areas as you develop and implement your study plan.

<p style="text-align: center;">Population Health</p> <ul style="list-style-type: none"> ✓ Diversity, equity, inclusion, and belonging ✓ Social determinants of health (SDOHs) ✓ Global, public, and community health ✓ Immigrant, refugee, and migrant health ✓ Infection control ✓ Immunization guidelines 	<p style="text-align: center;">Clinical Decision Making</p> <ul style="list-style-type: none"> ✓ Anatomy and physiology ✓ Pathophysiology ✓ Microbiology ✓ Epidemiology ✓ Pharmacology ✓ Advanced health assessment ✓ Diagnostic testing and screening (e.g., POC testing, lab tests, imaging) ✓ Clinical reasoning ✓ Care coordination approaches ✓ Complementary and integrative health ✓ Inter- and intra-professional collaboration
<p style="text-align: center;">Child Development and Family-Centered Care</p> <ul style="list-style-type: none"> ✓ Growth and development ✓ Patient education techniques (e.g., adult learning theory, health literacy) ✓ Communication theories and techniques (e.g., motivational interviewing, therapeutic communication) ✓ Psychosocial risk factors ✓ Models of care (e.g., team-based care, trauma-informed care, family-centered, patient-centered) ✓ Family systems theory ✓ Adverse Childhood Experiences (ACEs) ✓ Cultural humility ✓ Patient safety 	<p style="text-align: center;">APRN Leadership</p> <ul style="list-style-type: none"> ✓ Evidence-based practice and quality improvement ✓ Ethics ✓ Leadership theory and approaches ✓ Advocacy techniques ✓ Professional accountability ✓ Federal, state, and local regulations and laws ✓ Scopes of practice ✓ Licensure, credentialing, and privileging ✓ Health care systems (e.g., publicly funded, private) ✓ Billing and coding ✓ Informatics (e.g., patient portals, EMR/EHR) ✓ Telehealth



As an exam candidate, you agree not to share information about test questions and answers in any way.

[Learn about PNCB’s Ethics in Testing](#)

Below are examples of acceptable and prohibited (unethical) discussions/behaviors. Because PNCB offers multiple certification exam types (CPN, CPNP-AC, CPNP-PC, PMHS), the content topic areas below may not represent your exam.

Acceptable	Unethical
<i>“Make sure you brush up on growth and development since you work in a hospital now.”</i>	<i>“Make sure you remember when a baby starts pointing at objects.”</i>
<i>“Expect a lot of respiratory content. It’s the number 1 clinical problem on the exam content outline.”</i>	<i>“What kinds of respiratory issues were on your exam?”</i>
<i>“Renal issues are a clinical problem listed on the content outline. Be prepared for those since we don’t see that on our unit.”</i>	<i>“I had a question about acute renal failure, potassium levels, and arrhythmias. Make sure you look that up.”</i>
<i>“I forgot skin, wounds, and/or burns would be on the exam.”</i>	<i>“I didn’t expect a burn question asking about fluid replacement. I think the right answer had to do with capillary refill.”</i>

IF IN DOUBT, DON’T DISCUSS.

Discussing exam questions can lead to serious consequences such as:

- Prohibiting future exam attempts for the people involved
- Stopping an in-progress exam
- Suspending an exam for all testers
- Delaying release of score results beyond advertised timeframe
- Invalidating exam scores
- Suspending or revoking certification
- Taking legal action against individuals

Learn more from PNCB’s [Ethics in Testing: A Personal Responsibility Toolkit](#).