The Certified Rehabilitation Registered Nurse (CRRN) examination is divided into four content domains with related tasks and corresponding knowledge and skill statements. When preparing for the CRRN examination, it is important to review the content outline as it is the best source of information as to what to expect to see on the examination. Below is the examination content outline with the related chapters from *The Specialty Practice of Rehabilitation Nursing: A Core Curriculum, 7th edition*. While the CRRN examination is based on the scope of rehabilitation nursing practice and is not limited to the content of the core, the core curriculum is still an excellent resource to aid in preparation. Candidates are encouraged to review the content outline and the list of suggested resources when planning a study program.

### CRRN Exam Content Outline: Domains and Tasks

<table>
<thead>
<tr>
<th>Domain 1: Rehabilitation Nursing Models and Theories</th>
<th>The Specialty Practice of Rehabilitation Nursing: A Core Curriculum, 7th edition</th>
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<tbody>
<tr>
<td>Task 1: Incorporate evidence-based practice, models, and theories into patient-centered care.</td>
<td>Chapter 1: Rehabilitation and Rehabilitation Nursing</td>
</tr>
<tr>
<td>Knowledge of:</td>
<td>Chapter 2: Rehabilitation Nursing: Now and into the Future</td>
</tr>
<tr>
<td>• Evidence-based practice</td>
<td>Chapter 3: Interprofessional Teamwork and Collaboration</td>
</tr>
<tr>
<td>• Nursing theories and models significant to rehabilitation (e.g., King, Rogers, Neuman, Orem)</td>
<td>Chapter 4: Ethical, Moral, and Legal Considerations of Rehabilitation Nursing</td>
</tr>
<tr>
<td>• Nursing process (i.e., assessment, diagnosis, outcomes identification, planning, implementation, evaluation)</td>
<td>Chapter 5: Building Rehabilitation Nursing Knowledge through Research</td>
</tr>
<tr>
<td>• Rehabilitation standards and scope of practice</td>
<td>Chapter 6: Evidence-Based Practice</td>
</tr>
<tr>
<td>• Related theories and models (e.g., developmental, behavioral, cognitive, moral, personality, caregiver development and function)</td>
<td>Chapter 11: Integral Nursing Theory: A Framework for Complementary and Alternative Practices in Rehabilitation Nursing</td>
</tr>
<tr>
<td>• Patient-centered care</td>
<td>Chapter 14: Theory and Practice Models for Rehabilitation Nursing</td>
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<tr>
<td>Skill in:</td>
<td>Chapter 15: Pediatric Rehabilitation Nursing</td>
</tr>
<tr>
<td>• Applying nursing models and theories</td>
<td>Chapter 16: Gerontological Rehabilitation Nursing</td>
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<tr>
<td>• Applying rehabilitation scope of practice</td>
<td>Chapter 17: Military Consideration in Rehabilitation Nursing</td>
</tr>
<tr>
<td>• Applying the nursing process</td>
<td>Chapter 19: Physical Healthcare Patterns and Nursing Interventions</td>
</tr>
<tr>
<td>• Incorporating evidence-based practice</td>
<td>Chapter 20: Psychosocial Healthcare Patterns and Nursing Interventions</td>
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</tbody>
</table>

### Domain 2: Functional Health Patterns (theories, physiology, assessment, standards of care, and interventions in individuals with injury, chronic illness, and disability across the lifespan)

| Task 1: Apply the nursing process to optimize the restoration | Chapter 2: Rehabilitation Nursing: Now and into the Future |
and preservation of the individual's health and well-being.

Knowledge of:

- Physiology and management of health, injury, acute and chronic illness, and adaptability
- Pharmacology
- Rehabilitation standards and scope of practice
- Technology (e.g., smart devices, internet sources, personal response devices, and telehealth)
- Alterations in sexual function and reproduction

Skill in:

- Assessing health status and health practices
- Teaching interventions to manage health and wellness
- Using rehabilitation standards and scope of practice
- Using technology
- Assessing goals related to sexuality and reproduction
- Teaching interventions and technology related to sexuality and reproduction (e.g., body positioning, mirrors, adaptive equipment, medication)

<table>
<thead>
<tr>
<th>Task 2: Apply the nursing process to promote optimal nutrition.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of:</td>
</tr>
<tr>
<td>- Adaptive equipment and feeding techniques (e.g., modified utensils, scoop plates, positioning)</td>
</tr>
<tr>
<td>- Anatomy and physiology related to nutritional and metabolic patterns (e.g., endocrine, obesity, swallowing)</td>
</tr>
<tr>
<td>- Diagnostic testing</td>
</tr>
<tr>
<td>- Diet types (e.g., cardiac, diabetic, renal, dysphagia)</td>
</tr>
<tr>
<td>- Fluid and electrolyte balance</td>
</tr>
<tr>
<td>- Nutritional requirements</td>
</tr>
<tr>
<td>- Skin integrity (e.g., Braden scale, pressure ulcer)</td>
</tr>
</tbody>
</table>

Chapter 4: Ethical, Moral, and Legal Considerations of Rehabilitation Nursing
Chapter 8: Patient Education Across the Life Span
Chapter 12: Technology and Adaptive Equipment in the Rehabilitation Setting
Chapter 15: Pediatric Rehabilitation Nursing
Chapter 16: Gerontological Rehabilitation Nursing
Chapter 17: Military Consideration in Rehabilitation Nursing
Chapter 18: Health Maintenance and Management of Therapeutic Regimens
Chapter 19: Physical Healthcare Patterns and Nursing Interventions
Chapter 20: Psychosocial Healthcare Patterns and Nursing Interventions
Chapter 22: Stroke
Chapter 23: Traumatic Injuries: Traumatic Brain Injury and Spinal Cord Injury
Chapter 26: Other Disease Processes Requiring Rehabilitation Interventions
Chapter 27: Acute and Chronic Pain
Chapter 28: Acute and Chronic Complications in the Rehabilitation Patient Population
- Pharmacology (e.g., anticholinergics, opioids, antidepressants)
- Safety concerns and interventions (e.g., swallowing, positioning, food textures, fluid consistency)

### Skill in:
- Assessing nutritional and metabolic patterns (e.g., nutritional intake, fluid volume deficits, skin integrity, metabolic functions, feeding and swallowing)
- Implementing and evaluating interventions for nutrition
- Implementing and evaluating interventions for skin integrity (e.g., skin assessment, pressure relief, moisture reduction, nutrition and hydration)
- Teaching interventions for swallowing deficits
- Using adaptive equipment

### Therapeutic Regimens
- Chapter 19: Physical Healthcare Patterns and Nursing Interventions
- Chapter 20: Psychosocial Healthcare Patterns and Nursing Interventions
- Chapter 21: Patients with Acute and Chronic Neurological Diseases
- Chapter 22: Stroke
- Chapter 23: Traumatic Injuries: Traumatic Brain Injury and Spinal Cord Injury
- Chapter 24: Rehabilitation for the Patient with a Musculoskeletal Condition
- Chapter 25: Cardiac and Pulmonary Rehabilitation
- Chapter 26: Other Disease Processes Requiring Rehabilitation Interventions
- Chapter 27: Acute and Chronic Pain
- Chapter 28: Acute and Chronic Complications in the Rehabilitation Patient Population

### Task 3: Apply the nursing process to optimize the individual's elimination patterns.

#### Knowledge of:
- Anatomy and physiology of altered bowel and bladder function
- Bladder and bowel adaptive equipment and technology (e.g., bladder scan, types of catheters, suppository inserter)
- Bladder and bowel training (e.g., scheduled self-catheterization, timed voiding, elimination programs)
- Pharmacologic and non-pharmacological interventions

#### Skill in:
- Assessing elimination patterns (e.g., elimination diary, patient’s history)
- Implementing and evaluating interventions for bladder and bowel management (e.g., nutrition, exercise, pharmacological, adaptive equipment)
- Teaching interventions to prevent complications (e.g., constipation, urinary tract infections, autonomic dysreflexia)
- Providing patient and caregiver education related to

### Chapter References
- Chapter 8: Patient Education Across the Life Span
- Chapter 12: Technology and Adaptive Equipment in the Rehabilitation Setting
- Chapter 15: Pediatric Rehabilitation Nursing
- Chapter 16: Gerontological Rehabilitation Nursing
- Chapter 19: Physical Healthcare Patterns and Nursing Interventions
- Chapter 20: Psychosocial Healthcare Patterns and Nursing Interventions
- Chapter 21: Patients with Acute and Chronic Neurological Diseases
- Chapter 22: Stroke
- Chapter 23: Traumatic Injuries: Traumatic Brain Injury and Spinal Cord Injury
### Task 4: Apply the nursing process to optimize the individual's highest level of functional ability.

**Knowledge of:**
- Anatomy, physiology, and interventions related to musculoskeletal, respiratory, cardiovascular, and neurological function
- Assistive devices and technology (e.g., mobility aids, orthostatic devices, orthotic devices)
- Clinical signs of sensorimotor deficits
- Activity tolerance and energy conservation
- Pharmacology (e.g., antispasmodics, vasopressors, analgesics)
- Safety concerns (e.g., falls, burns, skin integrity, infection prevention)
- Self-care activities (e.g., activities of daily living, instrumental activities of daily living)

**Skill in:**
- Assessing and implementing interventions to prevent musculoskeletal, respiratory, cardiovascular, and neurological complications (e.g., motor and sensory impairments, contractures, heterotrophic ossification, aspiration, pain)
- Assessing, implementing, and evaluating interventions for self-care ability and mobility
- Implementing safety interventions (e.g., sitters, reorientation, environment, redirection, non-behavioral restraints)
- Using technology (e.g., mobility aids, pressure relief devices, informatics, assistive software)
- Teaching interventions to prevent complications of immobility (e.g., skin integrity, DVT prevention)

### Task 5: Apply the nursing process to optimize the individual's sleep and rest patterns.

**Knowledge in:**
- Factors affecting sleep and rest (e.g., diet, sleep habits, alcohol, pain, environment)
Task 6: Apply the nursing process to optimize the individual's neurological function.

Knowledge of:
- Measurement tools (e.g., Rancho Los Amigos, Glasgow, Mini Mental State Examination, ASIA, pain analog scales)
- Neuroanatomy and physiology (e.g., cognition, judgment, sensation, perception)
- Pain (e.g., receptors, acute, chronic, theories)
- Pharmacology
- Safety concerns (e.g., seizure precautions, fall precautions, impaired judgment)
- Technology

Skill in:
- Assessing cognition, perception, sensation, apraxia, perseveration, and pain
- Implementing and evaluating strategies for safety (e.g., personal response devices, alarms, helmets, padding)
- Teaching strategies for neurological deficits
- Teaching strategies for pain and comfort management (e.g., pharmacological, non-pharmacological)
- Using technology (e.g., TENS unit, baclofen pump)
- Implementing behavioral management strategies (e.g., contracts, positive reinforcement, rule setting)

Rehabilitation Setting

Chapter 8: Patient Education Across the Life Span


Chapter 12: Technology and Adaptive Equipment in the Rehabilitation Setting

Chapter 15: Pediatric Rehabilitation Nursing

Chapter 16: Gerontological Rehabilitation Nursing

Chapter 17: Military Consideration in Rehabilitation Nursing

Chapter 19: Physical Healthcare Patterns and Nursing Interventions

Chapter 20: Psychosocial Healthcare Patterns and Nursing Interventions

Chapter 21: Patients with Acute and Chronic Neurological Diseases

Chapter 22: Stroke

Chapter 23: Traumatic Injuries: Traumatic Brain Injury and Spinal Cord Injury

Chapter 24: Rehabilitation for the Patient with a Musculoskeletal Condition

Chapter 26: Other Disease Processes Requiring Rehabilitation Interventions
| Task 7: Apply the nursing process to promote the individual’s optimal psychosocial patterns and holistic well-being. | Chapter 27: Acute and Chronic Pain  
Chapter 28: Acute and Chronic Complications in the Rehabilitation Patient Population |
|---|---|
| **Knowledge of:** | **Chapter 3: Interprofessional Teamwork and Collaboration**  
Chapter 4: Ethical, Moral, and Legal Considerations of Rehabilitation Nursing  
Chapter 8: Patient Education Across the Life Span  
Chapter 9: Care Transitions and the Role of the Rehabilitation Nurse  
Chapter 10: Rehabilitation Nursing and Case Management  
Chapter 14: Theory and Practice Models for Rehabilitation Nursing  
Chapter 15: Pediatric Rehabilitation Nursing  
Chapter 16: Gerontological Rehabilitation Nursing  
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Chapter 18: Health Maintenance and Management of Therapeutic Regimens  
Chapter 20: Psychosocial Healthcare Patterns and Nursing Interventions  
Chapter 22: Stroke  
Chapter 28: Acute and Chronic Complications in the Rehabilitation Patient Population |
| • Individual roles and relationships (e.g., cultural, environmental, societal, familial, gender, age)  
• Role alterations  
• Psychosocial disorders (e.g., substance abuse, anxiety, depression, bipolar, PTSD, psychosis)  
• Theories (e.g., self-concept, role, relationship, interaction, developmental, human behaviors)  
• Traditional and alternative modalities (e.g., medications, healing touch, botanicals)  
• Cultural competence | **Skill in:**  
• Assessing and promoting self-efficacy, self-care, and self-concept  
• Accessing supportive team resources and services (e.g., psychologist, clergy, peer support, community support)  
• Promoting strategies to cope with role and relationship changes (e.g., individual and caregiver counseling, peer support, education)  
• Including the individual and caregiver in the plan of care  
• Incorporating cultural and spiritual values  
• Promoting positive interaction among individual and caregivers  
• Evaluating the effects of values, belief systems, and spirituality of the individual |
| Task 8: Apply the nursing process to optimize coping and stress management skills of the individual and caregivers. | Chapter 2: Rehabilitation Nursing: Now and into the Future  
Chapter 3: Interprofessional Teamwork and Collaboration  
Chapter 6: Evidence-Based Practice  
Chapter 9: Care Transitions and the Role of the Rehabilitation Nurse |
| **Knowledge of:** | **Chapter 2: Rehabilitation Nursing: Now and into the Future**  
Chapter 3: Interprofessional Teamwork and Collaboration  
Chapter 6: Evidence-Based Practice  
Chapter 9: Care Transitions and the Role of the Rehabilitation Nurse |
| • Community resources (e.g., face-to-face support groups, internet, respite care, clergy)  
• Coping and stress management strategies for individuals and support systems |  
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<th>Skill in:</th>
<th>Task 9: Apply the nursing process to optimize the individual's ability to communicate effectively.</th>
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<td>Knowledge of:</td>
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<td></td>
<td>• Cultural competence</td>
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<tr>
<td></td>
<td>• Physiology of the stress response</td>
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<td></td>
<td>• Safety concerns regarding harm to self and others</td>
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<td></td>
<td>• Technology for self-management</td>
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<tr>
<td></td>
<td>• Theories (e.g., developmental, coping, stress, grief and loss, self-esteem, self-concept)</td>
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<tr>
<td></td>
<td>• Types of stress and stressors</td>
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<td></td>
<td>• Stages of grief and loss</td>
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<td></td>
<td>• Assessing potential for harm to self and others</td>
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<td></td>
<td>• Assessing the ability to cope and manage stress</td>
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<tr>
<td></td>
<td>• Facilitating appropriate referrals</td>
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<td></td>
<td>• Implementing and evaluating strategies to reduce stress and improve coping (e.g., biofeedback, cognitive behavioral therapy, complementary alternative medicine, pharmacology)</td>
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<td></td>
<td>• Using therapeutic communication</td>
</tr>
<tr>
<td></td>
<td>• Anatomy and physiology (e.g., cognition, comprehension, sensory deficits)</td>
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<td></td>
<td>• Communication techniques (e.g., active listening, anger management, reflection)</td>
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<tr>
<td></td>
<td>• Cultural competence</td>
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<td></td>
<td>• Developmental factors</td>
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<tr>
<td></td>
<td>• Linguistic deficits (e.g., aphasia, dysarthria, language barriers)</td>
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<td></td>
<td>• Assistive technology and adaptive equipment</td>
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<tr>
<td></td>
<td>• Assessing comprehension and communication (e.g., oral, written, auditory, visual)</td>
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<tr>
<td></td>
<td>• Implementing and evaluating communication interventions</td>
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<td></td>
<td>• Involving and educating support systems</td>
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<td></td>
<td>• Using assistive technology and adaptive equipment</td>
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<td>• Using communication techniques</td>
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<td></td>
<td>Domain 3: The Function of the Rehabilitation Team and Community Reintegration</td>
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<td>Task 1: Collaborate with the interdisciplinary/interprofessional team to achieve patient-centered goals.</td>
<td>Chapter 1: Rehabilitation and Rehabilitation Nursing</td>
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<td>Chapter 3: Interprofessional Teamwork and Collaboration</td>
<td>Chapter 8: Patient Education Across the Life Span</td>
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<td>Chapter 22: Stroke</td>
<td>Chapter 28: Acute and Chronic Complications in the Rehabilitation Patient Population</td>
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</tbody>
</table>
Knowledge of:
- Goal setting and expected outcomes (e.g., SMART goals, functional independence measures [FIM], WeeFIM)
- Types of healthcare teams (e.g., interdisciplinary/interprofessional, multidisciplinary, transdisciplinary)
- Rehabilitation philosophy and definition
- Roles and responsibilities of team members
- Theory (e.g., change, leadership, communication, team function, organizational)

Skill in:
- Advocating for inclusion of appropriate team members
- Applying appropriate theories (e.g., change, leadership, communication, team function, organizational)
- Communicating and collaborating with the interdisciplinary/interprofessional team
- Developing and documenting plans of care to attain patient-centered goals

Task 2: Apply the nursing process to promote the individual's community reintegration.

Knowledge of:
- Technology and adaptive equipment (e.g., electronic hand-held devices, electrical simulation, service animals, equipment to support activities of daily living)
- Community resources (e.g., housing, transportation, community support systems, social services, recreation, CPS, APS)
- Personal resources (e.g., financial, caregiver support systems, caregivers, spiritual, cultural)
- Professional resources (e.g., psychologist, neurologist, clergy, teacher, case manager, vocational rehabilitation counselor, home health, outpatient therapy)
- Teaching and learning strategies for self-advocacy

Skill in:
- Accessing community resources
- Assessing readiness for discharge
- Assessing barriers to community reintegration
- Evaluating outcomes and adjusting goals (e.g., interdisciplinary/interprofessional team and patient-centered)
- Identifying financial barriers and providing appropriate resources
- Initiating referrals
- Participating in team and patient caregiver

Chapter 3: Interprofessional Teamwork and Collaboration
Chapter 7: Quality and Safety: Performance Measures and Accountability
Chapter 9: Care Transitions and the Role of the Rehabilitation Nurse
Chapter 10: Rehabilitation Nursing and Case Management
Chapter 14: Theory and Practice Models in Rehabilitation Nursing
Chapter 15: Pediatric Rehabilitation Nursing
Chapter 16: Gerontological Rehabilitation Nursing

Chapter 1: Rehabilitation and Rehabilitation Nursing
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Chapter 12: Technology and Adaptive Equipment in the Rehabilitation Setting
Chapter 13: Healthcare Financing and Health Policy in Rehabilitation
Chapter 15: Pediatric Rehabilitation Nursing
Chapter 16: Gerontological Rehabilitation Nursing
Chapter 17: Military Consideration in Rehabilitation Nursing
conferences
- Planning discharge (e.g., home visits, caregiver teaching)
- Teaching health and wellness maintenance
- Teaching life skills
- Using adaptive equipment and technology (e.g., voice activated call systems, computer supported prosthetics)

<table>
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<tr>
<th>Domain 4: Legislative, Economic, Ethical and Legal Issues</th>
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<td>Task 1: Integrate legislation and regulations to guide management of care.</td>
</tr>
<tr>
<td>Knowledge of:</td>
</tr>
<tr>
<td>- Agencies related to regulatory, disability, and rehabilitation (e.g., CARF, The Joint Commission, APS, CPS, CMS, SSA, OSHA)</td>
</tr>
<tr>
<td>- Specific legislation related to disability and rehabilitation (e.g., Medicare, Medicaid, ADA, rehabilitation acts, HIPAA, Affordable Care Act, workers’ compensation, IDEA, Vocational, IMPACT Act)</td>
</tr>
<tr>
<td>Skill in:</td>
</tr>
<tr>
<td>- Accessing, interpreting, and applying legal, regulatory, and accreditation information</td>
</tr>
<tr>
<td>- Using assessment, measurement, and reporting tools (e.g., functional independence measures [FIM], patient satisfaction, IRF-PAI)</td>
</tr>
</tbody>
</table>

| Task 2: Use the nursing process to deliver cost effective patient-centered care. |
| Knowledge of: |
| - Clinical practice guidelines |
| - Community and public resources |
| - Insurance and reimbursement (e.g., PPS, workers’ compensation) |
| - Regulatory agency audit process |
| - Staffing patterns and policies |
| - Utilization review processes |
| Skill in: |
| - Analyzing quality and utilization data |
| - Collaborating with private, community, and public resources |
| - Incorporating clinical practice guideline |
| - Managing current and projected resources in a cost effective manner |

| Task 3: Integrate ethical considerations and legal obligations that affect nursing practice. |
| Knowledge of: |
| - Ethical theories and resources (e.g., deontology, |
- Legal implications of healthcare related policies and documents (e.g., HIPAA, advance directives, powers of attorney, POLST/MOLST, informed consent)

**Skill in:**
- Advocating for the individual
- Documenting services provided
- Identifying appropriate resources to assist with legal documents
- Implementing strategies to resolve ethical dilemmas
- Applying ethics in the delivery of care

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**Task 4: Integrate quality and safety in patient-centered care.**

**Knowledge of:**
- Quality measurement and performance improvement processes (e.g., Agency for Healthcare Research and Quality; Institute of Medicine; National Database of Nursing Quality Indicators)
- Models and tools used in process improvement (e.g., Plan, Do, Check, Act; Six Sigma; Lean approach)
- Federal quality measurement efforts
- Reporting requirements (e.g., infection rates, healthcare acquired pressure injury, sentinel events, discharge to community, readmission rates)

**Skill in:**
- Assessing safety risks
- Minimizing safety risk factors
- Implementing safety prevention measures
- Utilizing assessment, measurement, and reporting tools (e.g., functional independence measurement; patient satisfaction)
- Incorporating standards of professional performance

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Chapter 10: Rehabilitation Nursing and Case Management
Chapter 18: Health Maintenance and Management of Therapeutic Regimens
Chapter 7: Quality and Safety: Performance Measurement and Accountability