CRRN examination content outline
Below are the domains with related tasks and knowledge and skill statements. Beginning in 2014, renewing CRRNs will be required to validate that each professional development activity is related to rehabilitation nursing by identifying the appropriate domain for each activity. There are no restrictions or requirements for the distribution of professional development activities across the domain. It is acceptable if most (or all) of the professional development activities fall in one or two domains.

Domain I: Rehabilitation Nursing Models and Theories

Task 1: Use the nursing process to incorporate models and theories into nursing practice.

Knowledge of:
Evidence-based practice
Nursing models (e.g., King, Rogers, Neuman, Orem, Kolcaba)
Nursing process (i.e., assessment, diagnosis, outcomes identification, planning, implementation, evaluation)
Rehabilitation standards and scope of practice
Related theories (e.g., cultural competence, family, developmental, aging, teaching, stress adaptation, change, conflict management, wellness)

Skill in:
Applying nursing models and theories
Applying rehabilitation scope of practice
Applying the nursing process
Incorporating evidence based practice
Respecting culture, beliefs and values

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

Task 1: Use the nursing process to optimize health management for the restoration, maintenance, and promotion of the individual’s health.

Knowledge of:
Evidence-based practice
Health, injury, illness, and disability management
Health, wellness, and disability theories
Pharmacology
Physiology of health, injury, illness, and disability
Rehabilitation standards and scope of practice
Safety concerns
Technology (e.g., web sources, personal response devices, competency assessment tools, telehealth)

Skill in:
Assessing health status and health practices
Incorporating safety interventions
Teaching interventions to manage health and wellness
Using evidence-based practice
Using rehabilitation standards and scope of practice
Using technology

Task 2: Use the nursing process to promote the individual's optimal nutritional and metabolic patterns.

Knowledge of:
- Adaptive equipment
- Anatomy and physiology related to nutritional and metabolic patterns (e.g., endocrine, obesity, swallowing, skin integrity)
- Diagnostic testing
- Evidence-based practice
- Feeding techniques (e.g., positioning, food and fluid consistency)
- Fluid volume
- Nutritional needs
- Pharmacology (e.g., antispasmodics, anticholinergics, analgesics)
- Safety concerns and interventions (e.g., swallowing, positioning)

Skill in:
- Assessing nutritional and metabolic patterns
- Implementing and evaluating interventions for nutritional intake, fluid volume deficits, skin integrity, metabolic functions, swallowing ability, and eating
- Teaching interventions for skin integrity (e.g., breakdown, pressure relief, hydration)
- Teaching interventions for swallowing concerns (e.g., aspiration, chewing, choking)
- Teaching interventions to manage nutrition and metabolic problems
- Using adaptive equipment appropriately
- Using evidence-based practice in care planning process

Task 3: Use the nursing process to establish the individual's elimination patterns.

Knowledge of:
- Anatomy and physiology of bladder and bowel (e.g., types of altered continence: constipation, diarrhea, incontinence, retention)
- Autonomic dysreflexia
- Bladder and bowel resources and technology (e.g., bladder scan, competency assessment tools, supplies, adaptive equipment)
- Bladder and bowel training (e.g., incontinence, retention, ostomies, catheters)
- Evidence-based practice
- Pharmacology

Skill in:
- Assessing elimination patterns
- Implementing and evaluating interventions for bladder and bowel management
- Recognizing stages of grief and loss of bodily functions
- Teaching interventions for autonomic dysreflexia
- Teaching interventions for bowel and bladder management
- Teaching use of adaptive equipment
- Using evidence-based practice
- Using medications
- Using technology
Task 4: Use the nursing process to promote the individual's optimal activity and exercise patterns.

**Knowledge of:**
Anatomy and physiology of musculoskeletal, respiratory, and cardiovascular function
Assistive devices and technology (e.g., mobility aids, vital sign assessment, alarms)
Clinical signs of disrupted sensory and motor function
Evidence-based practice
Interventions related to musculoskeletal, respiratory, and cardiovascular function
Management of activity tolerance
Pharmacology
Safety concerns (e.g., falls, burns)
Self-care activities and activities of daily living

**Skill in:**
Assessing pain
Assessing safety risks
Assessing self-care ability and mobility
Assessing specific motor impairments (e.g., spasticity, paralysis, tremor, flaccidity, endurance, energy, balance, strength, contractures)
Implementing and evaluating interventions for cardiovascular and respiratory impairments
Implementing and evaluating interventions for motor and sensory impairments
Implementing and evaluating interventions for self-care ability
Implementing and evaluating interventions to prevent musculoskeletal complications (e.g., contractures, heterotrophic ossification)
Implementing interventions for safety (e.g., sitter, reorientation, environment, diversion, chemical and physical restraints)
Using evidence-based practice
Using technology (e.g., mobility aids, pressure relief devices, informatics, assistive software)

Task 5: Use the nursing process to promote the individual's optimal sleep and rest patterns.

**Knowledge in:**
Evidence-based practice
Factors affecting sleep and rest (e.g., diet, sleep habits, alcohol, pain, and environment)
Pharmacology
Physiology of sleep and rest cycles
Technology

**Skill in:**
Assessing sleep and rest patterns
Evaluating effectiveness of sleep and rest interventions
Teaching interventions and strategies to promote sleep and rest
Using evidence-based practice
Using technology (e.g., c-pap, bi-pap, relaxation technology)

Task 6: Use the nursing process to promote the individual's optimal cognitive and perceptual patterns.

**Knowledge of:**
Evidence-based practice
Measurement tools (e.g., Rancho, Glasgow, Mini Mental Exam, pain analog scales)
Neuroanatomy and physiology (e.g., cognition, judgment, sensation, perception)
Pain (e.g., receptors, acute, chronic, theories)
Pharmacology
Safety concerns
Technology

Skill in:
Assessing cognition, perception, sensation, apraxia, perseveration, and pain
Implementing and evaluating strategies for safety (e.g., personal response devices, alarms)
Teaching strategies for neurological deficits
Teaching strategies for pain and comfort management (e.g., positioning, ice, heat)
Using technology (e.g., TENS unit)

Task 7: Use the nursing process to promote the individual’s optimal self-perception and self-concept pattern.

Knowledge of:
Body image
Evidence-based practice
Self-esteem
Self-perception and self-concept theories (e.g., powerlessness, hopelessness, helplessness, stress, unsolved grief)
Stages of grief and loss

Skill in:
Assessing self-perception and self-concept
Accessing supportive team resources (e.g., psychologist, clergy, peer support)
Implementing and evaluating strategies to promote self-worth (e.g., role playing, positive affirmation)
Promoting positive self-image
Using evidence-based practice

Task 8: Use the nursing process to optimize individual role and relationship patterns.

Knowledge of:
Evidence-based practice
Individual roles and relationships (e.g., cultural, environmental, societal, familial, gender, age)
Role alterations
Theories (e.g., role, relationship, interaction, developmental, human behaviors)

Skill in:
Assessing change in roles and relationship
Facilitating appropriate resources and services
Including the individual and family or caregiver in the plan of care
Incorporating cultural and spiritual values
Promoting positive interaction among individual and family or caregivers
Promoting strategies to cope with changes in roles and relationships (e.g., individual and family counseling, peer support, education)
Using evidence-based practice
Task 9: Use the nursing process to promote the individual's optimal sexuality and reproductive function.

Knowledge of:
Adaptations and modifications (e.g., body positioning, PLISSIT model, pharmacology, technology)
Alterations in sexual function and reproduction
Anatomy and physiology of sexual response and reproduction
Autonomic dysreflexia (e.g., labor and delivery, bowel, and bladder)
Evidence-based practice
Factors that can affect sexual relationships and sexuality (e.g., human behaviors, pharmacology, illness, developmental stages, cultural preferences)

Skill in:
Assessing changes in sexual function and reproduction
Teaching interventions and technology (e.g., body positioning, mirrors, adaptive equipment, medication, reproduction)
Teaching safety issues related to sexuality and reproduction (e.g., autonomic dysreflexia, STDs, abuse, and pregnancy)
Using evidence-based practice

Task 10: Use the nursing process to facilitate coping and stress management.

Knowledge of:
Community resources (e.g., face-to-face support groups, Internet, respite care, clergy)
Coping and stress management strategies for individuals and family systems
Cultural competence
Evidence-based practice
Physiology of the stress response
Psychosocial adaptation
Safety concerns (e.g., harm to self and others)
Supporting spirituality and coping
Technology (e.g., biofeedback)
Theories (e.g., developmental, coping, stress, grief and loss, self-esteem, self-concept)
Types of stress and stressors for an individual or situation

Skill in:
Assessing potential for harm to self and others
Assessing the ability to cope and manage stress
Facilitating appropriate referrals
Implementing and evaluating strategies to relieve stress and enhance coping (e.g., pharmacology, technology, alternative and complementary medicine)
Using effective communication (e.g., active listening)
Using evidence-based practice

Task 11: Use the nursing process to support the culture, values, beliefs, and spiritual systems to achieve holistic wellness.

Knowledge of:
Alternative modalities (e.g., biofeedback, hypnotherapy, acupuncture, botanicals, faith healer)
Belief systems and values
Community and organizational resources
Cultural competence
Evidence-based practice
Factors influencing spirituality
Technology
Traditional modalities (e.g., spirituality, medications, psychosocial therapy)

Skill in:
Assessing values, belief systems, and spirituality and their impact on the individual
Implementing and evaluating strategies to support holistic wellness
Making appropriate referrals
Supporting beliefs and values
Using culturally competent interventions
Using evidence-based practice

Task 12: Use the nursing process to facilitate the individual's effective communication.

Knowledge of:
Anatomy and physiology (e.g., cognition, comprehension, sensory deficits)
Communication techniques and equipment
Cultural competence
Developmental factors
Evidence-based practice
Linguistic deficits (e.g., aphasia, dysarthria)
Patterns of recovery
Verbal and nonverbal communication

Skill in:
Assessing comprehension and communication (e.g., oral, written, auditory, and visual)
Creating a safe and therapeutic environment
Implementing and evaluating communication interventions
Involving support systems
Respecting cultural differences
Using adaptive technology
Using effective communication skills
Using evidence-based practice

Domain III: The Function of the Rehabilitation Team and Community Re-entry

Task 1: Collaborate with the interdisciplinary team to achieve and maintain the individual's highest level of independence and optimal health.

Knowledge of:
Expected outcomes and individual goals
Healthcare teams (e.g., multidisciplinary, interdisciplinary, transdisciplinary)
Rehabilitation philosophy and definition
Roles and responsibilities of team members
Theory (e.g., change, leadership, conflict, team function, organizational)
Skill in:
Applying appropriate theories
Collaborating with the healthcare team
Communicating effectively
Developing and documenting plan of care
Incorporating appropriate team members

Task 2: Use the nursing process to promote community re-entry and integration.

Knowledge of:
Adaptive technology
Available community resources (e.g., housing, transportation, support groups, social services)
Available personal resources (e.g., financial, family and support systems, caregivers, spiritual, cultural)
Available professional resources (e.g., psychologist, neurologist, clergy, teacher, case manager, vocational rehabilitation counselor, home health, outpatient therapy)
Evidence-based practice
Injury, disability, and chronic illness process and prognosis
Teaching and learning strategies

Skill in:
Accessing community resources
Assessing individual readiness and barriers to community living
Evaluating outcomes and adjusting goals
Incorporating cost considerations
Initiating referrals
Participating in team and patient family conferences
Planning discharge (e.g., home visits, caregiver teaching)
Teaching health and wellness maintenance
Teaching life skills
Using adaptive technology (e.g., voice activated call systems, computer supported prosthetics)
Using evidence-based practice

Domain IV: Legislative, Economic, Ethical, and Legal Issues

Task 1: Integrate legislation and regulations into care management to promote independence.

Knowledge of:
Regulatory agencies related to disability and rehabilitation (e.g., CARF, JC, APS, CPS, CMS, SSA, OSHA)
Specific laws related to disability and rehabilitation (e.g., Medicare, Medicaid, ADA, rehabilitation acts, HIPAA, ADA, Workers Comp)

Skill in:
Accessing, interpreting, and applying legal, regulatory, staffing, and accreditation information
Utilizing assessment, measurement, and reporting tools (e.g., functional ability, patient satisfaction)

Task 2: Use the nursing process to deliver cost effective care.

Knowledge of:
Clinical practice guidelines
Community and public resources
Insurance and reimbursement (e.g., PPS, Workers Comp)
Quality improvement and performance measures
Regulatory agency audit process
Staffing patterns and policies
Standards of professional performance
Utilization review processes

**Skill in:**
Analyzing quality and utilization data
Communicating with private, community, and public resources
Documenting specific to regulatory and accreditation agencies
Incorporating clinical practice guidelines
Incorporating standards of professional performance
Managing current and projected resources in a cost effective manner

Task 3: Integrate ethical and legal considerations into the nursing process.

**Knowledge of:**
Ethical theories and resources (e.g., deontology, ombudsperson, ethics committee)
Legal implications of healthcare related policies and documents (e.g., HIPAA, advance directives powers of attorney, informed consent)

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