

## **CRRN examination content outline**

### *Domain I: Rehabilitation Nursing Models and Theories (5%)*

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 (68%)*

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., sitters, 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 (12%)*

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 (15%)*

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