



Report of the Practice Analysis of Adult-Gerontology Nurse Practitioners

Conducted on behalf of the
American Academy of Nurse Practitioners
Certification Program



Conducted by
PSI Services LLC
611 N. Brand Blvd.10th Floor
Glendale, CA 91203

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Executive Summary

This report describes the methodology and procedures used to conduct a practice analysis and develop the exam specifications for the American Academy of Nurse Practitioners Certification Board (AANPCB) Adult-Gerontology Primary Care Nurse Practitioner (A-GNP) certification examination.

The three major activities that comprise the practice analysis process described in this report are as follows:

1. **Practice Analysis Committee Meeting** – A gathering of subject matter experts (SMEs) to discuss and develop a description of the scope of practice
2. **Practice Analysis Survey** – A large-scale survey of practitioners not involved with the SME panel to validate the task and knowledge statements developed by the committee
3. **Development of Examination Specifications** – The development of an Examination Content Outline by the committee based on the results of the survey

Several practitioners were assembled by AANPCB to serve as subject matter experts (SMEs). The individuals selected represent a wide variety of work-related characteristics such as years of experience, work setting, geographic location, and areas of specialty. This helps in developing a scope of practice that is reflective of the roles and responsibilities of the role and is relatively free from bias. By analyzing the experiences and expertise of current practitioners, the results from the practice analysis become the basis of a validated assessment that reflects the competencies required for competent performance in practice.

The practice analysis process utilized in this study yields exam specifications that accurately reflect the scope of practice, allowing for the development of fair, accurate, and realistic assessments of candidates' readiness for certification. The resultant Examination Content Outline (Appendix E) indicates a 135-item examination with content distribution requirements at the competency area (content domain) level as well as patient age level.

The four competency areas are:

1. Assessment
2. Diagnosis
3. Plan
4. Evaluation

Appendix E

Exam Content Outline

Task Statements

1	Assessment	37
A.	Obtain subjective patient information, such as relevant medical history,	
B.	social history, family history, chief complaint, history of present illness,	
C.	and review of systems	
D.	Perform physical examination to obtain objective information based on	
E.	patient age or developmental level, health history, and comorbidities	
F.	Order, perform, and interpret screening and diagnostic tests	
2	Diagnosis	34
A.	Synthesize and analyze subjective and objective information to	
B.	formulate differential diagnoses	
C.	Prioritize potential differential diagnoses, including recognizing urgent	
D.	and emergent conditions	
E.	Establish primary diagnoses	
3	Plan	34
A.	Establish an individualized, patient-centered plan of care that is	
B.	consistent with best evidence	
C.	Initiate referrals and consultations and collaborate with	
D.	interprofessional teams	
E.	Prescribe, order, and administer pharmacologic and non-pharmacologic	
F.	therapies	
G.	Provide education, counselling, and health promotion strategies	
4	Evaluation	30
A.	Evaluate the effectiveness of the plan of care	
B.	Identify existing barriers	
C.	Modify the plan of care as appropriate based on patient outcomes	
D.	Coordinate and monitor ongoing plan of care	

Secondary Classifications

Patient Age Category	Number of items
1. Adolescent	3
2. Young Adult	18
3. Adult	38
4. Older Adult	54
5. Elderly	22

Applied Knowledge Areas

1 Health Assessment

- A. Health history
- B. Signs and symptoms
- C. Mental health assessment
- D. Physical examination
- E. Functional assessment
- F. Diagnostic and therapeutic tests
- G. Cultural competence/sensitivity
- H. Therapeutic communication

2 Pathophysiology

- A. Anatomy
- B. Physiology
- C. Pathophysiology
- D. Comorbidities

3 Therapeutics

- A. Pharmacologic therapies
- B. Non-pharmacologic therapies
- C. Integrative therapies

4 Evidence-informed Practice

- A. Clinical decision-making
- B. Crisis management
- C. Differential diagnosis
- D. Health promotion, harm reduction, and disease prevention
- E. Patient and family education and counselling
- F. Principles of epidemiology, population health, and social determinants of health
- G. Disaster preparedness / public health emergency response
- H. Procedures
- I. Transitions of care (transfer, end-of-life care, etc.)
- J. Care of diverse populations
- K. Healthcare finance, economics, and policy
- L. Interprofessional practice
- M. Legal and ethical issues