

Wound, Ostomy and Continence Nursing Certification Board (WOCNCB)

Advanced Practice (AP) – Continence Care

Detailed Content Outline

Content Area	Description	Items
1	Domain 1: Comprehensive Assessment	18
1A	Task 1: Collect the following information related to patient and family history:	3
	Knowledge and Skill:	
	1. Chief complaint	
	2. History of present illness	
	3. Pain	
	4. Past history	
	5. Family history	
	6. Social, personal, and developmental history	
	7. Nutrition and fluid intake	
	8. Allergies	
	9. Medications	
	10. Review of systems	
1B	Task 2: Perform a problem-focused physical examination by:	6
	Knowledge and Skill:	
	1. Assessing cognition	
	2. Assessing functional status (e.g., environmental barriers, musculoskeletal [including ambulation], dexterity)	
	3. Assessing abdomen	
	4. Assessing skin	
	5. Urogenital exam – external	
	6. Pelvic exam (e.g., pelvic organ prolapse, pelvic muscle strength, infection)	
	7. Rectal exam	
	8. Neuromuscular testing (e.g., genital sensation, anal wink, bulbocavernosus reflex)	
	9. External anal sphincter assessment	
1C	Task 3: Recommend/prescribe/perform and interpret	7
	Knowledge and Skill:	
	1. bladder and bowel diaries	
	2. laboratory studies (e.g., PSA, LFT, CBC, chemistry)	
	3. urine studies (e.g., urinalysis, microbiology, 24-hour creatinine clearance, cytology)	
	4. post-void residual urine measurement (by catheter or bladder scan)	

Content Area	Description	Items
	5. urodynamics (e.g., cystometry, uroflowmetry, pressureflow, video)	
	6. EMG studies	
	7. radiologic procedures (e.g., KUB, voiding cystometrogram, renal ultrasound, renal scan, GI transit)	
	8. urethral hypermobility testing (Q-tip during vaginal exam)	
	9. provoked stress maneuvers (e.g., cough test, paper towel test)	
	10. differentiation of urine from vaginal discharge	
	11. differentiation of urethral vs. vesico-vaginal urine loss (e.g., pH, pattern, timing, amount, color)	
1D	Task 4: Risk Assessment and Goals	2
	Knowledge and Skill:	
	1. Conduct and interpret risk assessment for voiding and defecation dysfunction	
	2. Identify patient/family goals and factors affecting care	
2	Domain 2: Diagnosis	19
2A	Task 1: Determine differential diagnoses	5
2B	Task 2: Use assessment and knowledge of pathophysiology to determine a diagnosis of:	8
	Knowledge and Skill:	
	1. Urinary incontinence <ul style="list-style-type: none"> a. Transient b. Stress c. Urge (e.g., OAB wet) d. Mixed incontinence e. Retention with overflow (e.g., BOO [anatomic or DSD], Detrusor hypocontractility) f. Reflex g. Nocturnal enuresis h. Functional i. Post-prostatectomy 	
	2. Other genito-urinary, lower GI dysfunction <ul style="list-style-type: none"> a. Detrusor hyperactivity with impaired contractility b. Neurogenic bladder with and without detrusor sphincter dyssynergia c. Nocturia d. Urgency/frequency without leakage e. Bladder and pelvic pain syndromes f. Pelvic relaxation syndromes (e.g., urethral/uterine/rectal prolapse, cystocele, rectocele) 	

Content Area	Description	Items
	3. Bowel dysfunction a. Constipation b. Fecal impaction c. Fecal incontinence d. Diarrhea encopresis	
	4. Incontinence associated dermatitis	
	5. Bladder infections (e.g., simple, complex recurrent)	
2C	Task 3: Manage situations that may warrant medical evaluation or consultation (e.g. high risk for / possibility of syndromes such as):	5
	Knowledge and Skill:	
	1. Urinary calculi	
	2. Pyelonephritis	
	3. Pelvic organ prolapse	
	4. Genito-urinary cancer	
	5. Genito-urinary-gastrointestinal fistula	
	6. Upper urinary tract damage related to lower urinary tract dysfunction	
	7. Patient open to and condition possibly amenable to surgical intervention	
	8. Prostatic enlargement	
	9. Unexpected neurologic findings	
2D	Task 4: Manage rehabilitation/cure potential	1
3	Domain 3: Planning	8
3A	Task 1: Determine continence care management plans	
3B	Task 2: Determine caregiver skills and access	
3C	Task 3: Determine educational needs of patient and caregiver	
3D	Task 4: Determine needed supplies and accessibility (e.g., containment and skin care products)	
3E	Task 5: Determine a plan for follow-up care	
4	Domain 4: Implementation	16
4A	Task 1: Health Teaching and Health Promotion	4
	Knowledge and Skill:	
	1. Teach patient to foster healthy bladder and bowel habits: a. dietary and fluid management (including bladder irritants) b. emptying maneuvers c. bladder and bowel training program d. skin care - topical treatment for prevention	

Content Area	Description	Items
4B	Task 2: Consultation and Coordination	3
	Knowledge and Skill:	
	1. Provide consultation to other medical staff on voiding and defecation issues	
	2. Coordinate clinical practice to meet patient needs	
	3. Coordinate available program services	
4C	Task 3: Therapeutic Intervention	9
	Knowledge and Skill:	
	1. Recommend or prescribe and instruct on <ul style="list-style-type: none"> a. medications (e.g., bladder relaxants, antibiotics, hormonal, bowel) b. surgical evaluation c. toileting programs (e.g., bladder training, scheduled toileting, prompted voiding) d. containment products and devices e. environmental modifications(e.g., bedside commode, urinal, clothing) f. prevention strategies to maintain optimal bowel function g. lifestyle modifications (e.g., diet, fluids, exercise) h. measures to protect skin 	
	2. Recommend/prescribe/perform and instruct <ul style="list-style-type: none"> a. pessary fitting and care b. urgency suppression techniques (e.g., quick flicks, distraction) c. catheterization (e.g., clean intermittent, indwelling) d. suprapubic catheter care e. the "Knack" f. pelvic muscle rehabilitation including <ul style="list-style-type: none"> (1) electrical stimulation (2) biofeedback 	
	3. Instruct on self-care modalities for bowel dysfunction <ul style="list-style-type: none"> a. prevention strategies to maintain optimal bowel function b. lifestyle modifications (e.g., diet, fluids, exercise) c. pharmacologic management of bowel dysfunction d. pelvic muscle exercises e. skin protection f. bowel cleansing g. sensory motor re-education (including biofeedback and manometer) 	

Content Area	Description	Items
	4. Manage the following systemic factors that affect continence: a. Impaired glucose control b. Impaired mobility c. Neuromuscular diseases (e.g., MS, Parkinson's, SCI) d. Altered nutrition/absorption e. Pain	
5	Domain 5: Evaluation	10
5A	Task 1: Evaluate effectiveness of treatment (i.e., in relation to patient and provider goals)	
5B	Task 2: Evaluate cost efficiency of treatment	
5C	Task 3: Revise the plan of care based on evaluation	
6	Domain 6: Professional Issues	9
6A	Task 1: Quality of Practice	1
	Knowledge and Skill:	
	1. Participate on a quality/performance improvement (QPI) team 2. Use QPI data to make decisions about practice 3. Use QPI data to facilitate organizational policy and procedure changes	
6B	Task 2: Education of the Health Care Team	1
	Knowledge and Skill:	
	1. Identify learning needs 2. Design educational programs 3. Provide education to enhance professional growth of colleagues 4. Evaluate the effectiveness of education	
6C	Task 3: Self Evaluation of Professional Practice	1
	Knowledge and Skill:	
	1. Provide age appropriate care in a culturally and ethnically sensitive manner 2. Engage in a formal process to seek feedback about practice 3. Take action to achieve professional goals	
6D	Task 4: Collaboration and Collegiality	1
	Knowledge and Skill:	
	1. Collaborate with other members of the health care team 2. Serve as a mentor	

6E	Task 5: Ethics and Advocacy	1
	Knowledge and Skill:	
	1. Serve as a resource to facilitate ethical decision making	
	2. Support team decision making related to ethics	
	3. Promote patients' autonomy, dignity, and rights	
6F	Task 6: Research	
	Knowledge and Skill:	
	1. Use results from evidence-based literature to: a. validate current continence care nursing practice b. suggest changes to current continence care nursing practice	
	2. Participate in clinical research activities (e.g., protocol development, subject selection, data collection, analysis, disseminate results)	
6G	Task 7: Resource Utilization	
	Knowledge and Skill:	
	1. Evaluate resource options for efficient delivery of care	
	2. Assist the patient in identifying and securing services	
	3. Utilize community and organizational resources to enhance the plan of care	
6H	Task 8: Leadership	
	Knowledge and Skill:	
	1. Promotes teamwork and healthy work environments within the organization	
	2. Influence decision making bodies regarding continence care issues	
	3. Promotes the advancement of the profession through participation in professional organizations	
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