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# Educator Guide

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**Certification Review for  
Rehabilitation Nurses**



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# CERTIFICATION REVIEW FOR REHABILITATION NURSES

Pamela Masters-Farrell, RN, MSN, CRRN

## The Rehab Nursing Series ~ Second Edition

**Novice, Intermediate, Advanced,** and **Certification** courses for rehabilitation nurses

- Introduction to Rehabilitation & Rehabilitation Nursing
- Not Documented, Not Done! Documenting Rehabilitation Nursing Care
- Got a Plan, Man? Patient-Centered Care Planning in Rehabilitation
  - 1, 2, Buckle My Shoe: Functional Skill Development
    - Take Care! Safe Patient Handling Works!
- See One, Do One: Patient & Family Education in Rehabilitation
- A Little Romance? Providing Sexuality Education & Counseling in Rehabilitation
  - Down, Not Out! Providing Psychosocial Support in Rehabilitation
    - Get Going: Mobilize Your Patients
  - Go HOM! Preventing Complications from Immobility
  - Gotta Go Right Now! Bladder Management in Rehabilitation
    - Full of It! Bowel Management in Rehabilitation
    - Apple a Day: Nutrition & Dysphagia Management
    - He Said/She Said? Disorders of Communication
  - Wandering, Confused, and Agitated? Cognition & Behavior
    - Rehabilitation of Stroke
    - Rehabilitation of Brain Injury
    - Rehabilitation of Spinal Cord Injury
    - Cardiopulmonary Rehabilitation
  - Pediatric Rehabilitation
- Certification Review for Rehabilitation Nurses

Notice: The clinical information and tools used in this course are based on current literature, research, and consultation with nursing, medical, and legal authorities. To the best of our knowledge, it reflects current practice. However, appropriate information sources should be consulted, especially for new or unfamiliar procedures.

This course contains many references and resources using Internet addresses. Although these sites were current at the time of the research, writing, and/or publication, many Internet postings are dynamic and subject to expiration or deletion over time. Therefore, Rehab ClassWorks, LLC cannot guarantee currency of electronic references. Please check for the latest information on a cited topic using online search engines.

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14330 S. 2200 W. • Bluffdale, UT 84065 • Phone: (888) 294-0412 • Fax: (801) 253-7520

Email: [support@rehabclassworks.com](mailto:support@rehabclassworks.com) Web Address: <http://www.rehabclassworks.com>

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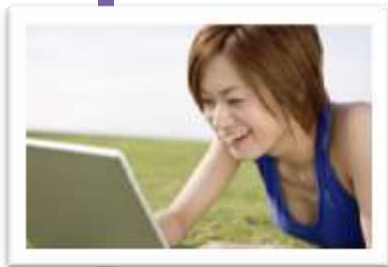
# CERTIFICATION REVIEW FOR REHABILITATION NURSING

## W O R K B O O K

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### EDUCATOR'S GUIDE

*This course is targeted towards nurses preparing to sit the national rehabilitation nursing certification exam.*



This guide is designed to help you facilitate certification in the specialty of rehabilitation nursing. It is for those accountable for staff education and development.

### Materials

The multiuser version of this course includes:

- A multimedia course that must be installed on an individual computer, a network, or a learning management system (LMS).
- A workbook as an Adobe Acrobat .pdf file that must be printed for each learner. The answer key is in the back of the workbook.

The course is SCORM 1.2 compliant and should be installed by your Learning Management System (LMS) manager if you are using an LMS for delivery of course materials.

If you are not using an LMS, the course will run on a stand-alone computer or on a network. Users will need to use a unique login and password to enter the course so that bookmarking and scoring can be tracked. Additionally, it must be installed on a **writable** drive. A progress report for each learner is stored in the course for audit purposes and accessed from the menu page or the navigation bar at the bottom of the frame within the course. (User instructions are included in the learner's workbook in the **Getting Started** section.)

The course invites the learner to complete activities working back and forth between the electronic course and the workbook to provide retrieval practice. The course can be used for self-study or as part of a group learning activity and is worth 42.5 hours of continuing education contact hours. Examples of learning strategies are included in this guide as suggestions.

## Considerations

The goal of this course is to facilitate **review** of the specialty of rehabilitation nursing in preparation for the national certification exam. It presumes prior experience and two years of practice in the specialty of rehabilitation nursing.

- This is a 42.5-hour course. It reflects the content of participation in a week-long live course. It has bookmark capabilities in each chapter and is intended to be studied for 15-30 minutes at a time.
- You are allowed to check the disc out for your staff to install on home computers for home-study. It is very difficult to study for the certification exam in down time on the unit. Alternatively, it can be used as part of a group study effort to prepare for the exam.
- Consider setting deadlines for completion of individual sections of the course to facilitate adequate planning and study time for the exam.
- Continuing education credit is earned by successfully passing the posttest with 80% or better.

## Course Organization

This course is organized in sections, most of which contain a series of chapters that review the components of content addressed by the national exam. Workbook chapters match the chapters on the menu of the computerized course.

1. **Overview:** Introduces the learner to the course, the requirements of the test, and offers a pretest as a prescriptive tool to guide study effort. *Invites the learner to build a study plan (Workbook pg 2). This is an opportunity for the manager/educator/preceptor to emphasize professionalism, clarify roles and expectations, and reinforce the rewards of this specialty.*
2. **Principles & Philosophy:** This section of the course contains four chapters. The *Impact of History & Legislation on the Practice of Rehabilitation Nursing* chapter reminds the learner of historical trends that led to the development of legislation and social programs that have both benefited and hindered rehabilitation care. *Foundations of Rehabilitation Nursing* reviews definitions and principles of this specialty field. The next chapter, *Nursing Theories Applicable to Rehabilitation Nursing*, reviews a sampling of theorists that are pertinent to the practice of rehabilitation nursing. The last chapter of this section, *Economics of Healthcare*, provides a basic review of funding for rehabilitation care and options for those with disability who need assistance for living expenses.
3. **Special Populations & Team Issues:** This section of the course contains four chapters. *Rehabilitation Teams and Teamwork* reviews types of teams, team membership, roles, and the continuum of care. The next chapter, *Meeting Standards: Quality Improvement & Program Evaluation*, reviews quality improvement tools, accreditation agencies, outcome measurement tools, and the importance of evidence-based practice. The last two chapters of this section, *Populations with Special Needs: Growth & Development* and *Populations with Special Needs: Effects of Aging*, review developmental and physiological needs of children and the elderly.
4. **Psychosocial Issues in Rehabilitation:** This section reviews theories that help to explain an individual's response to disability or illness.

5. **Patient/Family Education & Community**

**Reentry:** This section of the course contains two chapters. Together, these two chapters, *Patient & Family Education* and *Community Reentry*, review factors related to preparing the patient and caregiver for return to community living.

6. **Anatomy & Physiology:** This section reviews select topics in anatomy and physiology as a foundation for the pathophysiology of injury/illness in the chapters that follow.

7. **Care of Patients: Stroke, Traumatic Brain**

**Injury, & Spinal Cord Injury:** The three chapters in this section review key concepts for the care of this population.

8. **Care of Patients: Other Neurological**

**Diagnoses:** This section provides a brief review of the rehabilitative care of patients with multiple sclerosis, amyotrophic lateral sclerosis, Guillain-Barré, post-polio syndrome, Parkinson's disease, cerebral palsy, and spina bifida.

9. **Care of Patients: Other Diagnoses:** This section provides a brief review of the rehabilitative care of

patients with cancer, burns, amputation, arthritis, chronic pain, osteoporosis, and cardiopulmonary disorders.

10. **Posttest:** This multiple-choice test evaluates didactic understanding of the course content. The learner must achieve a score of 80% or better for contact hour credit. **The final results page must be printed when the learner reaches that page. Once the learner leaves that page, it cannot be accessed again, except by re-taking the test. (The score can be accessed, but not the subset information and the form to submit for contact hours.)**

Remember to review the information at the Association of Rehabilitation Nurses website, [www.rehabnurse.org](http://www.rehabnurse.org), for the most recent information regarding the distribution of test questions.

## What is Your Goal?

This course can be used in a variety of ways depending on the ultimate goal the educator is trying to achieve. Here are some examples:

- ***"I want to support staff who are using self-study to prepare for the national certification exam."*** This course can be made available as a learning tool. It can be offered on your network or can be checked out to staff for home study (See the *Read Me* instructions included with the course). The unit education coordinator is accountable for preventing inappropriate copying and distribution of the media.
  - ***"I want to organize a formal certification review class for my staff."*** This course can be used as part of a unit review course. Efficiency and effectiveness are gained when the learner has support from the peers to discuss concepts.
    - **Create a need.** Make sure the learner understands the topics covered on the test.
- **Define expected performance in work terms.** Clearly create a vision of what the learner should be doing with this information when learning is completed and the test is passed.
  - **Design a learning experience.** This course and workbook are only part of the learning experience. Design an experience that engages the learner in developing practice strategies that improve the quality of life for patients and their caregivers. For instance, you may review sample patients and their needs throughout the course to provide real-world application of the material being reviewed.
  - **Deploy active support.** Check in every few days with the learner to review key learning points and provide support as studying continues. Provide feedback and guidance until the learner is prepared for the exam.
  - **Document and celebrate results.**



## Tools and Resources

Contact the Association of Rehabilitation Nursing-Rehabilitation Nursing Certification Board for the test packet (<http://www.rehabnurse.org/certification/content/examapp.html>). Those preparing for the exam will need to print materials and submit an application by the deadline. Watch for contact from the testing center for a testing date.

**Relax so that you can think!** Guided imagery and relaxation techniques for stress control can help alleviate test anxiety. If you need more ideas for reducing test stress, go to [www.rehabclassworks.com/CertRevResources.htm](http://www.rehabclassworks.com/CertRevResources.htm).

Additional study information and practice questions are available at [www.rehabclassworks.com/Blog.htm](http://www.rehabclassworks.com/Blog.htm).

If you are looking for additional materials, the following resources will also assist you in preparing for the certification exam.

- **The Specialty Practice of Rehabilitation Nursing: A Core Curriculum** (6<sup>th</sup> edition), Cynthia Jacelon, Editor, available from the Association of Rehabilitation Nursing at [www.rehabnurse.org](http://www.rehabnurse.org).
- **Rehabilitation Nursing: Prevention, Intervention, & Outcomes** (4<sup>th</sup> edition), Shirley P. Hoeman, Editor available from major bookstores as well as through the Association of Rehabilitation Nurses.
- **Rehabilitation Nursing: A Contemporary Approach to Practice.** Kristen L. Mauk, Editor. Also available from major bookstores as well as through the Association of Rehabilitation Nurses.

## Notes